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THE SOUTH INDIAN TEACHER

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No. 2

RURAL EDUCATION *

By

ANATHNATH BASU,
(Calcutta University)



The topic I have chosen for my address is "Rural Education." In India where nearly 90 per cent. of the people live in rural areas no apology would have been normally needed for this choice; but this is an old topic and there have been many discussions on it. So a word of explanation is perhaps necessary. Firstly, this subject is of so vital importance to us that it will always bear repetition. Then again, to judge by the reference to rural education in the reports of the educational authorities in this country it may be reasonably held that as far as they are concerned not much attention is being paid by them to this kind of education. If you turn over the pages of the latest quinquennial review of the progress of education in India you will be surprised to find therein little reference to rural education. In fact if I am not mistaken, the phrase "rural education" occurs only twice or thrice in that lengthy review of about three hundred pages. This will surely indicate the importance that is attached to this subject by those who are in charge of education in this country. So there is no harm if I take this opportunity of reminding ourselves as well as our educational authorities of the vital importance of what I consider to be the problem of problems in the field of Indian education.

In this connection I may be reminded that the reports do make lengthy references to primary education and primary education is rural education. So my charge would be baseless. But my contention is that a reference to primary education does not necessarily mean a reference to rural education and that though the two terms are often

*Address of the Chairman of the Primary and Rural Education Section XVth All India Education Conference, Udaipur.

interchanged these two are in reality not interchangeable. So it is necessary to define "rural education" clearly in order that in future there may be no such loose use of the terms. The word "primary" denotes a stage as distinguished from a type, whereas the word "rural" signifies a type as distinct from a stage. Sometimes no doubt the word "rural" is used to indicate the extent as distinguished from the content of education. In such cases it is true that the two terms "primary education" and "rural education" are to some extent synonyms. But such use is liable to lead to a confusion of ideas and we should guard ourselves against such confusion. As far as extent is concerned a major part of primary education in this country is rural. India to-day has a predominantly rural population. However all primary education is not rural education. There are primary schools in urban areas. The education that is imparted there, cannot certainly be called rural education. Again, all rural education is not primary education. There may be rural primary schools and rural secondary schools. There may even be rural colleges of the type of the People's Colleges in Denmark and other western countries. So it becomes necessary to define the term "rural education" and to clarify our ideas about it.

What then is rural education? Rural education is that type of education which meets the intellectual needs of the people living in the countryside. It deals with the content and materials of education. It denotes a type and not a stage. The word "rural" has a qualitative sense and not a quantitative one. If the education is linked with the rural environment, if the school-work is brought into a close association with country life and surroundings; if the schools use the rural background of life in all their activities the education that is imparted in them will be rural education. Where these are not done the education, though the schools may be situated in rural areas, will not be rural. You may have urban education in rural areas as theoretically speaking you may have rural education in urban areas.

It may be argued that all true education links itself with the environment and that real education always uses the immediate cultural and material backgrounds of the life of the pupils and so there is no sense making a special case for rural education. Indeed this is a sound argument and for a long time I personally did not very much like the term "rural education." But when I saw how in the name of rural education we were forcing urban education on the countryside, and when I realised the great injustice that was being done in the name of education I became convinced of the necessity of using the adjective 'rural' in connection with education and of emphasising it to prevent a lamentable confusion of ideas so widely prevalent in this

country. The only way we can make education real is to associate it with the mental background of our children and to base the foundation of education on this background. That is real education, that is true education. But are we in our village schools imparting that true and real education? Is it not a fact that situated though they are in rural areas most of our village schools are in reality imparting an urban education?

Historical reasons are responsible for the origin of the modern system of education in the cities. From cities this education spread to the countryside. But while it spread to the villages its character did not change. It remained urban in outlook. When the old village schools were replaced by the new schools imparting the new type of education it did not try to adapt itself to its new environment. There was no adjustment to the new situation. The results were that the village schools became mere replicas—and often poor replicas—of the schools in the cities. The same curriculum was followed, the same books were used, the organisation and outlook were the same and even the hours of work and holidays were the same. These schools thus became urban schools situated in rural areas. The result was that the education they imparted often became unreal. From the very outset the pupils were faced with a mental conflict. They heard of things which were not familiar, they read of things which they did not understand—things which had little, if any, reference to their immediate environment. Education to them failed to interpret life, their own life and thus add meaning and significance to it. Such education was bound to create senseless dissatisfaction and meaningless cravings. It was inevitable that there would be a mad rush for the cities, an almost neurotic desire to escape from the unreal life in the countryside to an equally unreal life in the cities.

It is certainly not the duty of the village teacher to teach his pupils with the intention of anchoring them to the soil. But can there be any divergence of opinion that it is his business to use and interpret the immediate environment of his pupils for their education? Education is concerned not with determining as opposed to revealing, the future of the child. Its chief purpose is to allow a free and unhampered development of the individual child's aptitudes and interests. And in doing so it freely derives its content and inspiration from the environment of the pupils. When it does not do so it becomes unreal. Education then becomes an uninspiring drudgery, a slavery to lifeless words and inert ideas.

If anyone has doubts about the tyranny of urban education over rural education I would only refer him to the curriculum and text-books in our village primary schools. What will you say when you find that

the folk-tales and folk-songs are not utilised in introducing the children to the priceless heritage of their literature? How will you feel when you see that a village boy knows all about the capes and bays of distant lands but knows nothing about his own locality? How would you like to see a boy study botany from books in preference to the abounding nature around him. When his parents are working in the fields the child is labouring through the mazes of uninspiring words; and yet he could learn so much by sharing the activities of his parents provided only such participation is intelligently guided. In fact the rural environment offers better and more scope for natural education than urban environment does. But the child must be taught to read from his environment. He must know how to use this marvellous book spread about on all sides and the main job of his teacher is to help him to do that.

There are people who believe that in the primary stage the main object is to train pupils in the basic skills of expression and computation and these do not lend themselves to any local colouring, urban or rural; this is perfectly true. A boy reading in a village will learn addition in the same manner as a boy reading in a city school. But the medium must necessarily be different for different environments. The problems which will urge a city boy to learn addition will necessarily be different from the problems which will enthrall a village boy to learn the same addition facts. The difference is due to the mental background of the two classes of children. The fact is that the entire curriculum and organisation of rural school should have a rural 'bias' and this is exactly what is lacking.

It is now many years since the Royal Commission of Agriculture emphasised the importance of rural education and pointed out the need for establishing a closer relationship between the life of the people in the country and their education. They said that it was most desirable that every element in the education of the children in rural areas draw strength and inspiration from the life of the countryside.

In 1929 the Hartog Committee once more pointed out how a curriculum unrelated to the conditions of village life resulted in a divorce between the interests of the schools and the interests of the home; and so they suggested the modification of the curricula in use in the village schools. But what has been done to give effect to this laudable suggestion? In course of the last ten years the curricula for primary schools in most of the provinces in India have been revised but the needs and requirements of rural education have not yet been fulfilled. In fact the general system of rural education to-day is much in the same position where it was twenty-five years ago.

Apparently all these criticisms had no influence on the educational authorities. They do not seem to have realised as yet the extreme importance of reorganising the system of rural education in the country. They are perhaps more concerned with the number of schools and their control. They pay more attention to the quantity than to quality of education. So though there are to-day a very large number of schools situated in rural areas they have very little to do with what is meant by rural education.

Indeed it is a patent and tragic fact that our education is largely divorced from the intellectual and spiritual environment of our pupils. This is true with our city schools but it is all the more so with regard to our village schools. Uptill now very few attempts have been made to evolve an organic and a correlated curriculum for our rural schools. The few attempts that have been made have been restricted to special schools and the general system of education has not profited by them. The result is that the general system of rural primary education has been more or less a failure. This failure had had disastrous consequences. It has led to a disintegration of national culture and an allround intellectual and spiritual impoverishment. And unless immediate and effective steps are taken the process of disintegration will continue and lead to further impoverishment.

The Wardha Scheme has been the first bold attempt on a large scale to evolve an organic curriculum for the village schools. This is practically the first recognition of the rural culture as an educative medium. The Wardha Scheme provides ample scope for linking instruction with the natural environment of the child. But, for many reasons it will be years before this scheme will find general acceptance. Meanwhile some steps must be taken to vitalise the curriculum and organisation of the general system of rural primary education in the land. Such steps are already overdue.

Three years ago an official report dealing with vocational education in India was published. This report contains an excellent chapter on general education including rural education. With regard to rural education there are some valuable suggestions which deserve our attention. These suggestions are not as radical as those made in the Wardha Scheme. But if accepted they would certainly remove some of the defects of the present system. Coming as they do from an official these suggestions should be easily acceptable to the educational administrators of the country; but so far there has been no indication that they are going to be accepted. So there seems to be no immediate prospect of the reorganisation of the system of rural education in India and yet there cannot be any doubt about the urgency of such reorganisation.

What should be the lines of future reorganisation? The first and the fore-most urgent reform would have to be in our own outlook and in the outlook of our teachers. We must clearly understand what rural education is. We must stop the tyranny of urban education over rural education. We must give rural education a rural outlook. The contents of rural education must be built upon the contents of rural life and culture. The curriculum for rural schools must be adapted to the needs and requirements of rural life. The organisation of rural schools must be tuned to the organisation of life in the countryside. The holidays and working hours should be adjusted to local requirements. Ample scope should be provided for the proper exploitation of country life and pursuits for the purposes of education of the children in the countryside. The curriculum of rural schools must be interpreted in terms of activities rather than subjects. The motivation to learning must come from real problems of the countryside problems, which are within the cognisance of the children and so are real to them.

In this connection I would like to point out the importance of a flexible curriculum for rural schools. This curriculum should be broad enough to allow scope for variation; it should vary from place to place from one area to another so that the curriculum is properly adjusted to the needs of the locality. Regimentation of curriculum is undesirable everywhere but it is specially so in rural schools where there is so much of variety. In order to make a flexible curriculum it is necessary that there should be constant experimentation. Experiments should be conducted in selected rural schools and these schools should give lead in the matter of curriculum construction.

It is also necessary that the text-books in rural schools which should be sparingly used, should be of an experimental nature and that such text-books should be written mainly by teachers in rural schools under proper guidance. But the main thing is that those who would teach in rural schools and those who would guide these schools and organise their curriculum should have the proper outlook. They should be persons who know the countryside, who are familiar with rural life and have genuine admiration and love for such life. It is futile to use in rural schools a curriculum which has an urban bias. It is idle to thrust urban ideals and outlooks on the people in the villages. It is idle to send them to teachers who have no faith in rural culture; teachers who would fain go to the cities at the first opportunity, teachers who have taken to teaching in village schools because there was no other opening for them. How you will attract the right type of men for the rural schools, is a different problem. It

(Continued on Page 42)

TALKS TO EDUCATIONISTS—A REVIEW *

By

Upadhya Sangha Karya Praveena

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

I feel it a great honour to conclude this series of broadcasts for educationists which was inaugurated on the 5th of October last by no less a person than the first Indian Governor of our Province, Sir Mohammed Usman, the present Vice-Chancellor of our University. I have no doubt that the anticipations of those who listened to the Inaugural Address have been more than fulfilled.

The Press, the Cinema and the Radio are now looked upon in all civilised countries of the world as powerful aids to education. Fortunately for us, the use of the radio has not become so wide-spread in our country as to whet the cupidity of the capitalist to exploit it for his own profiteering purposes. The management is in safe hands and education has got a good chance of being given the place it deserves in broadcast programmes.

Listening to the words of wisdom coming from a teacher has been, from time immemorial, the orthodox method of learning in our country and the Sanskrit word for the repository of the highest wisdom is "Sruti" or that which is heard. We often come across the statement in the Vedas: "Thus have we *heard* from the sages of old who have expounded these things to us". Listening to therefore is a continuation of an old process of learning prevalent in this land.

The Vice-Chancellor hoped that this series would be a sort of refresher course to teachers. It was so in a far more effective form than an ordinary refresher course conducted at a centre would have been. Specialists in adult education have discovered the truth that an adult learns more quickly if things are brought to him instead of his being asked to go to a place to learn them. This series of talks carrying wisdom based on the life-experience of experts in various fields must have appealed to the listeners far more effectively than if they have been gathered in a school and the same set of lecturers had lectured to them.

The Vice-Chancellor complained that instruction conveyed through radio is impersonal and lacks the personal element of the teacher. To a certain extent it is true, but not wholly. As contrasted with books

*By kind permission of A.I.R., Madras.

which Carlyle said form the real Universities of to-day the radio talk is very personal. Though we do not see the teacher we hear his peculiar voice, sometimes he even coughs and sneezes and has to repeat the last sentence!

That a true teacher does require periodical stock-taking of his knowledge and additions thereto in the light of later researches, goes without saying. There is a story told about the famous Dr. Arnold of Rugby. When a friend called on him one morning, the famous headmaster was reading a new book. The friend was surprised and asked him "What! need you also to read books at this stage of your life?" Dr. Arnold is supposed to have replied "Yes: I want my boys to drink of the flowing stream and not of the stagnant pool". That is a truth which no teacher worth his salt can afford to forget.

Speaking about the talks completed in the series, I should like to record my appreciation as a humble student of literature, of the good talks on the reading of prose and of verse. Literature, especially English literature which is foreign to us is very often administered to us in schools and colleges as doses of medicine. It is forgotten that literature which is a thing of beauty is and should be a joy for ever. The fact that text books containing master-pieces of literature are prescribed for examination makes us not so very enthusiastic about them in later life. I am reminded of what a Scottish Vice-Chancellor of the Bombay University once said of Burns. "Shakespeare and Milton may be prescribed for examination; but Burns! he is for appreciation and not for examination."

As an old Scouter of nearly 25 years standing, I welcome the talk on camping out. Run on proper lines, scouting is a great factor in the rebuilding of the nation which is the main task of schools and colleges. It should not be made a minor department of the school assigned to the gymnastics instructor, but the headmaster himself should be the scoutmaster and all students must have the true scout spirit.

Late in life I have begun to realise how much I have lost by not being a great lover of music from my boyhood. Talks on music therefore were quite welcome though I would suggest that a similar series of talks might be given on Indian Music.

As Shelley has said, "We look before and after and pine for what is not" and hence I take the liberty in this task to cast a forward glance and suggest some lines that might be taken up in the series which I am sure will be continued in future.

The fundamental basis of our teaching craft is a knowledge of the human mind, its peculiarities, its capacity for growth and the best method of handling it. During the last 100 years and more a good deal

of substantial knowledge has been added to psychology and every teacher must be familiar with the achievements in this field of master minds like Freud, Jung, Thorndyke, McDougall, Spearman, Pavlov and others.

Based upon such individual approaches to psychology various systems of education have now come into existence; the playway, the project method, the Dalton plan, the Montessori Method and so on. The specialists may follow any one of these particular methods for experimental purposes, but the average teacher is expected to know something about all these and adopt the one best suited to his requirements with the necessary modifications.

Coming down to narrower fields the same advance of psychology has been instrumental in effecting radical changes in the methods of teaching various subjects. We have only to compare what geography is to-day with what it was to us in our schools forty years back. There is one subject, to the proper method of teaching which sufficient attention has not been devoted, and to which taking the main trends of affairs in the country, more and more attention will have to be devoted in future. English is losing its place as a medium of instruction in schools; but English as a subject of study is bound to continue to occupy a prominent place in the curriculum of our schools and colleges. How to teach English most efficiently is a problem that we Indian teachers have to tackle and in this task of ours the experience of our brother teachers of the West who have been teaching foreign languages would be of great help to us.

There were a few talks about Education in other lands. It is an inexhaustible subject and we should do well to learn more about the educational systems that are being followed not only in countries like England, France, Germany, Russia, Italy and America, "where they make more out of life than we do in India"; but also of our neighbours—modern China, Philippines, modern Turkey and Netherland Indies. Each of these has got its own system of education meant to meet its national requirements and we in India have much to learn from every one of them.

Not only that; it would be a great advantage to us, if we know fully what obtains in our neighbouring states and provinces. Most of us in Madras do not know the system of education obtaining not only in the distant but even in the near province of Ceylon.

I have merely indicated a few of the many lines of study that can be followed by continuing this series and I hope some at least of these suggestions would find acceptance with the organisers of future programmes.

I look forward as I know most of you do, to the continuance of the series in the months to come.

ART AND CRAFT IN THE SCHOOL

II

By

R. M. SAVUR.

There is no place for the specialist art teacher or the specialist handicraft teacher in the first five standards of an elementary school or the corresponding classes of a secondary school.

Art in the first five standards.

In the case of infants the teacher's function is not to show the children how to "draw" but to give them guidance. For this the teacher need not be a highly qualified artist but he need possess sympathy, understanding, imagination and a love of beautiful things.

It is important, at this early stage, drawings and paintings should be made on a large scale. Bold, vigorous movement of the hand and arm should be encouraged. These movements are impossible when small pieces of paper and finely pointed tools like pencils are used.

Undoubtedly the use of large sheets of paper raises serious difficulties and the absence of desks makes the use of paper still more difficult. This latter difficulty can be overcome, however, by using spring clips to fasten sheets of paper to the slates with which each child is usually equipped and which will form excellent substitutes for drawing boards. Powder or tempera colours, or coloured distempers, which are sold in large tins are comparatively cheap and can therefore be supplied in generous quantities which is not the case with even the cheapest of water-colours or crayons.

It is generally agreed that the free drawing of children before school age is almost entirely drawing from memory and remains so during the early years of school life. It is of little use to ask a child of the first two or three standards to draw an object from sight. As a general rule it is desirable to choose subjects which are within the personal experience of the children and the children's individual interests should be studied and encouraged. The boys who like to watch trains should be encouraged to make pictures of them. Many children enjoy making a series of pictures of the various incidents in a connected story.

At all stages the children's natural love of colour should be stimulated and their sense of pattern developed. Development of design in the work of young children should be aimed at. Patterns may be built up

from pieces of coloured paper, from beads of various shapes, sizes, and colours, or with brushes and colours.

Handwork.

In the earlier years Handwork should not be treated as an isolated subject but it should give reality to the general activities of the school. Attempts at developing muscular control should be mainly concerned with the larger muscles; fine work with the hands and fingers should not be expected. The child will find greater scope in experimenting with toys and improvised models than in making things to the teacher's design and measurements.

In the very early stages one of the most valuable forms of handwork for infants is to be found in the performance of everyday duties, like watering plants, potting and re-potting plants and attending to flowers and flower pots, arranging things, playing with and stacking toys and even washing and dressing themselves. The children should be given full opportunities for gaining experience in handling the ordinary materials that normally surround them and they should, in this way, learn something about what can and what cannot be done with them. Freedom of manipulation in a number of media is desirable. Modelling provides most valuable experience at all stages of a child's development and undoubtedly clay is the best material for the purpose. Its cheapness makes it possible to provide each child with a reasonably large quantity and large quantities are necessary as insufficient material makes any real freedom of treatment impossible and leads to the dull and spiritless modelling usually done in schools.

Children old enough to be in the 4th and 5th standards begin to show a real interest in the traditional crafts. At this stage therefore there will be a narrower range of materials because the older children will show a preference for working with more resistant material from which to fashion usable articles. As by this time they ought to have developed sufficiently to realise the need for working with greater precision and for measuring with a reasonable degree of accuracy it is not too soon to make a beginning in one of the traditional crafts. But even now the employment of specialist teachers is not necessary as every teacher can acquire the necessary rudimentary knowledge in a few crafts.

Outcomes of the teaching of Handwork.

At the end of the five years course, the children should have developed greater muscular control and should in consequence be able to deal with more resistant material than the clay and the paper of the early years. They should have learnt to use a fairly wide range of tools and to work with reasonable precision. They should have acquired some skill in measurement and construction and should have begun to appreciate the value of careful workmanship and good design in craft.

RE-ASSUME LEADERSHIP*

By

SRI. V. SARANATHAN,

Principal, National College, Trichinopoly

LADIES AND GENTLEMEN,

I am much honoured in being asked to deliver the Jubilee Address to-day. I would talk to you of some of our common problems which have become most pressing at this moment.

Firstly, there is the question of the survival of our organisation. Evidence accumulates showing disbelief in our aims, disunity of a serious nature and the general perversion of mind of our educated men when faced with tasks requiring public spirit. To complain of our difficulties in our spheres of employment as the cause of our being behind-hand with every worthwhile gift and effort for the general good, I make bold to say, is wholly unworthy of our race and tradition, of the past example of teachers in our own country. But let us leave aside for a moment this high stand-point and consider the 'worldly' life. To quote a living novelist, "no one can live for one single day in this world without selling his soul to some extent The really cultured man, however, is preoccupied all the while in an unwearyed and persistent struggle to reduce the margin of soul-selling that is necessary for his life upon earth The great thing is never to let yourself reach the point of taking your soul-selling for granted." Reaching this mental security, we shall ourselves see, we ought to strengthen our own organisation by our self-sacrifice, and also to give of our best as teachers to the generation that is being educated by us, by learning, by perseverance, and by a brave outlook on public life.

Secondly, there is the question of the body of teachers, as a whole, making themselves felt in the corporate life of the country. This cannot be accomplished by our contending for public positions in a sporadic and irrational manner. Let us keep away at the present time from elections for the most part, as the late Prime Minister wanted us to; but let us not give up our right of criticism and guidance of public opinion. No less a person than Sir Maurice Gwyer has stressed this right and duty of the teachers in his Convocation Address to the Osmania University. Here the more enterprising and better-placed

* Address delivered on the occasion of the Golden Jubilee of the Trichinopoly District Teachers' Guild.

of the teachers have to act. They will have to stand up for the principles of enlightened living, both public and private. They should, *pace* Sri. C. Rajagopalachariar, even take on themselves "to give an impulse to political thought, based upon historical knowledge, instructed sympathy and sense of proportion," to use Sir Maurice Gwyer's words, which, I maintain, it is the privilege of the teachers of our country both to cultivate and impart.

Thirdly, teachers should do their utmost to help in perfecting the educational system. No doubt they wouldn't be heard, if they are not well-informed, determined, and organised in advocating such remedies as are found necessary. But I suggest that they should, in their everyday teaching work, explore fully all the modes of making education come alive. This is quite open to us even under the existing system. Even as regards school organisation, we lose our freedom because of the idea of competition between schools or colleges in examination results. If a better public opinion can be created about the use of the examination system, the existing courses and methods, with the adoption of the one remedy for all educational defects—*viz.*, an Indian language as the medium of instruction right up to the end of the University Course—must produce remarkably beneficent results.

Lastly, I would ask my brother teachers earnestly to ponder over the present situation of our educational institutions. There is a paralysis of the will in those who can rightly conduct education; they do not agitate and strive unceasingly for a great regenerative movement in education. On the other side, the present administrators often display such ignorance, indifference, and arrogance towards the real workers in education, and sometimes towards Indians in general, that they become unfitted to lead in the accomplishment of the moral purpose of national education. The Acting Director of Public Instruction in Madras said at more than one place recently, that a hundred years ago there was hardly a single person in this country who had attained a higher standard of education than that of the Higher Elementary School. What can we do with this quality of leadership in educational administration? Again, the authorities of a promising new University in the Tamil country permitted the disciplinary instruments of the Provincial Government to take a prominent share in putting down certain political obsessions in the under-graduates who should have been left to "sow their wild oats", politically speaking. And Maurice Gwyer, at the Delhi University, whom I quoted for my support in another connection, ordered the cancellation of the degrees of graduates who had taken out a political procession. All these incidents point to the necessity for teachers of all grades to come together, to consider all matters, to express their views, to re-assume the sole leadership,

so far as the students are concerned (not abandon it to the party politicians) to make a "concerted and concentrated effort, free from passion or bias", to suggest the true direction in which our many difficult problems may be solved.

In conclusion, I put it to you, fellow-members of the Trichy Guild, at its Golden Jubilee, that it lies in us to make a valuable contribution to the efficiency of the Indian people in the arts of peace and of war. For let us remember that our people are intrinsically the best human material. Our common soldiers, serving under an aegis not their own, have just now saved Egypt and the East. Can we not help here in India to make a free, united and happy people, the true leaders of the Asia that is to be? So I give you, for a message, the words of India's great poet, something to lighten your burdens in this heavy hour, and to put a touch of the Infinite upon your humblest labours.

"Light, Oh, where is the light!

Kindle it with the burning fire of desire!

It thunders and the wind rushes screaming through the void.

The night is black as a black stone.

Let not the hours pass by in the dark.

Kindle the lamp of love with thy life".

RURAL EDUCATION

(Continued from page 34)

is also a difficult problem no doubt. Its solution will require a very large expenditure, much larger than perhaps we are now prepared to undertake. But the crux of the problem is not so much the expenditure involved but the outlook of persons who are connected with the administration and organisation of rural education. Here I am not concerned with the question whether urban life is better or rural life is better, whether urban culture denotes a higher standard than that of rural culture. Whichever is better and higher at least for the present in India we shall have a rural culture flourishing side by side with an urban culture. Personally I do not believe that we shall, in near future, be able to transform the seven lacs of villages in India into small urban units. It may also be doubted whether such transformation would be desirable. Anyhow desirable or not such transformation is not an immediate practical possibility. So rural life has to be preserved, it has to be revitalised and reoriented and it will be the great task of a properly articulated and organised system of rural education to give vitality to our rural life and to reorient it for the best interest of the national life of the country.

CLASS-ROOM PROBLEMS AND HOW TO TACKLE THEM*

By

THE TEACHERS' ASSOCIATION

Zamindars High School, Katuputhur

"He Who opens a School, closes a prison."

When Trebonius, the school master of Luther came into his school room, he used to take off his hat and say, "I uncover to the future senators, wise teachers and other greatmen that may come forth from this school." General Garfield a reputed president of the U.S.A., often remarked that he never passed a ragged boy in the street, but felt one day he might owe him a salute. A child is very valuable. 'It may become a man.' Who can tell the possibilities that are buttoned up under a boy's jacket?

Great indeed is the responsibility of him or her, to whose care are entrusted the 'would be senators, statesmen, or saviours of society.' It is given to the teacher to draw out all the potentialities latent in the child and equip him properly and sufficiently to maintain balance and adjustment to life situations to produce a well-balanced personality. If only we realise that we can directly trace the ruthless Nazi, the terrorist or the criminal to his school days, the responsibility of the teacher will become apparent.

While we cannot shut our eyes to the existence of problems of emolument, leisure, suitable service conditions, recognition by the state and society, and a status in the body politic on the one hand, and those of an administrative type such as fixation and duration of school hours, prescription of text-books and conduct of examinations and promotion on the other, it must be conceded that the problem of the class-room is of the first magnitude, demanding all the energy and resources of the teacher.

We shall, therefore, discuss in this short paper the problems in the class-room, their causes and their remedy. A systematic approach to them will lead us to recognise the existence of problems resulting from the behaviour of the pupil, of problems due to the teacher and to class-room conditions.

*A paper submitted to the Golden Jubilee Conference of the Trichinopoly District Teachers' Guild.

Mr. J. Lahiri, Inspector of schools, Dacca, has, in his thesis on "Behaviour Problems in the Class-room" chosen to classify behaviour problems in the class-room into the following six groups.

GROUP A (2)

Violations of General Standards of Morality and Propriety.

(1) *Stealing* (2) *Dishonesty* (lying, deceitfulness, evasion of Truth, Cheating, fabrication, exaggeration, copying home and class work, hypocrisy, lack of honour, forging parents' signature on leave applications, etc.) (3) *Immorality* (Vulgarity, sex-problems, scribbling obscene things in latrines etc.) (4) *Profanity* (swearing, smoking, lacking ideals.)

GROUP B.

Transgressions against Authority.

Disobedience, disrespect to Authority, Contrariness, defiance, impertinence, slowness in obeying orders, refusal to do things when asked, insubordination.

GROUP C.

Violations of General School Regulations.

Truancy, irregularity in attendance, scribbling on walls, furnitures, etc., taking articles home, destroying school furniture, violation of class-room discipline, (rolling on desks, unnecessary noise, interruptions, restlessness and whispering.)

GROUP D.

Violations of School Work Requirements.

(1) *Inattention* or lack of concentration, (2) *Lack of interest* or indifference, (3) *Carelessness* or lack of pride in work, inaccuracy, slipshod work, (4) *Laziness*—lack of effort, lack of initiative, shirking home and class work, evasion of duties.

GROUP E.

Difficulties with other Children.

(1) *Annoying other children*—cruelty, teasing new comers, roughness, fighting, bullying. (2) *Miscellaneous*—disregard of the rights of others, getting others into trouble, laughing at others' mistakes, interfering with others' work, quarrelsomeness etc.

GROUP F.

Undesirable Personality Traits.

(1) *Negativisms*—stubbornness, sullenness, disposition to argue even when defeated. (2) *Unacceptable social manners*, impudence, impoliteness, rudeness, discourtesy, sarcastic remarks, jealousy, lack of loyalty to club, house, class, group or school. (3) *Arrogance*—overbearing domineering superiority complex, boastfulness, always domineering and wanting to lead, too independent, extraverts (4) *Diffidence*—bashfulness, introversion, sensitiveness, too dependent inferiority complex, failure to take part in social functions. (5) *Evasions of punishments*, insincerity, overcritical of others. (6) *Interferences*—destructiveness (specially school furniture)—curiosity, meddlesomeness, gossiping (7) *Lack of emotional control*—temper, lack of self-control, resentfulness, lack of pride in self, day-dreaming.

It will be seen that the list is fairly thorough and exhaustive so far as the undesirable forms of child behaviour are concerned. Overlapping of certain items are to be found, but that does not hamper our investigations in any way.

The personality of the teacher, his equipment, his conditions of service and his mode of presenting the subject matter of instruction are potent factors, which are no less a problem to the teacher than to the child or to his employers. We shall have occasion to make detailed mention of this problem later.

The problem of overcrowded classes, insufficient accommodation, inadequate appliances not infrequently confronts the teacher. He is almost helpless in these matters, but he has to face it all the same in the class-room and ward off the undesirable effects of such drawbacks. In these days of over-crowded classes, correction of exercises is also a problem.

II.

It is obvious that the problem of the class-room is essentially the problem of behaviour. Inadequate response, unexpected or undesired reaction to stimulus emanating from the backward or introvert child and from the precocious or extrovert child, may well be said to indicate the nature and scope of the class-room problem of behaviour disorders.

Before suggesting remedies to the problems enumerated supra, we shall go into the causes that incite behaviour in school children.

All children are not alike in respect of temperament. Some children are of the 'sanguine' type, free, cheerful, voluble and ready to adjust to changing conditions, while some are by nature quiet, calm, retiring

and bashful. Again they are endowed with instincts differing remarkably in degree. The social status of children and their heredity leave an unmistakable impress on their nature and capacity to learn. Thus a proper diagnosis of the problem of behaviour of a child and the remedy for the same is possible only when we take into account the psychological factors giving rise to normal or exceptional behaviour in children.

Modern trends of educational thought appreciate to an increasing degree the variation in the receptive capacities of children at school. All children do not learn with the same speed; nor do they exhibit the same avidity to learn; nor the same ability to retain what has been learnt. Capacity is to a large extent controlled by temperament, which in turn is a result of the child's physical surroundings.

Thus we have the normal child reacting to stimuli in the normal way, the required and expected way. Then we have the abnormal child or subnormal child—we shall call it the exceptional child, under which class come the defective child—mentally as well as physically, the star child and the delinquent. Failure to recognise the existence of these variations of type among children is sure to render the teacher's difficult task increasingly difficult.

We have therefore to recognise that children are differentiated by the vital energy they are born with, by capacity, instinct and temperament, and that the environments influencing them are varied and complex.

In spite of a changing conception in our educational philosophy, our syllabuses, schemes of work, school-room procedure and general organization, still seem to reflect the mistaken notion that the raw material of education is an undifferentiated mass to be stamped with the same die and passed off as coins just out of the mint, newly impressed. It is high time that the centre of gravity is shifted from examination passes, which must involve dull uniformity and dead routine disregarding all canons of wholesome psychological practices, (involve dull uniformity and dead routine) to balanced reactions based on a rational process of education.

We shall indicate in brief outline the process of analysing the factors giving rise to behaviour problems in the class-room. These may be classified into four major heads: psychological, social, hereditary and physiological. Under the first, then we shall consider temperamental differences, instinctive equipment and degrees of intelligence. Under the 'social' factor may be included, the school groups, the surroundings of the pupil outside school, and environment in general. Heredity takes into account the general nature in body and mind of the stock of which the child is but a specimen. Under the last head may come physical deformity and malnutrition resulting in bodily weakness.

Temperamental difference constitutes the first psychological factor in behaviour. Children exhibit to a greater or lesser degree marked variations of temperament. Some children are very cheerful by nature, self-assured and sociable. The process of 'drawing out' is very easy with them. Others there are, quiet, shy, reticent, contemplative and self-contained. The former may be said to belong to the 'extrovert' or sanguine type, while the latter, to the 'introvert' or withdrawing type. It must, however be remembered that these types are not exclusive; for a child may be of one type of temperament with shades of the other blended. Thus we have what is called the mixed temperament. For a balanced personality in the child to be possible the teacher should take into account the particular type of temperament of each child and adopt his procedure accordingly.

The second aspect of psychological differences is instinctive equipment. Man is a bundle of instincts. Instincts are born with him. The instincts of fear, self preservation, curiosity and self assertion (pleasure) are more pronounced in a child than the rest. The child brings into the class-room an assortment of such instincts, with varying degree of intensity. Suppression of some instincts and drawing out others into play is often necessary in the class-room. Thus it will be seen that the difference between the normal child and problem child is only a question of the degree of intensity in which their instincts crave fulfilment.

The third and last psychological factor in behaviour is intelligence. The difference in the degree of intelligence of children accounts for the difference in their ability to learn. The intelligence of a child is more or less fixed at birth and remains almost the same through life. Thanks to the organized efforts of modern psychologists, it has been possible to assess and grade degrees of intelligence. Intelligence tests have been devised by which the different grades of intelligence may be presented in concrete form as 'intellectual age.'

Psychologists are agreed that the 'intelligence age' of a child is not the same as its age according to birthday, meaning thereby that all children of the same age, say 10 years, do not possess the same degree of intelligence. 'Intelligence Tests' are themselves very interesting experiments, but beyond the scope of this paper. Enough for the present

to assume that:— $\frac{\text{intellectual age}}{\text{real age}} \times 100$ is called the Intelligent Quotient

(I.Q.) and that when it is 100, the child is said to be of normal intelligence; while it is said to be bright or dull according as it exceeds or falls short of 100. We must, however, remember, that a child may not be intelligent as such, but may be endowed with special abilities such as memory, artistic skill and the like. Thus the matter presented to a child and the manner of doing it should conform to its intelligence, which

determines its receptive capacity. A process involving drab uniformity and monotonous routine, only leads to render a naturally bright child dull and stupid. The slow and dull child, is by such a process, left adrift and turned into the world despondent.

We shall next consider how behaviour is influenced by the social factor. By social factor, we mean the contacts of the surroundings of the child such as the home of the child, the society he is thrown into and the opportunities of his moving with the children of the opposite sex. The early years of the life of a child are vital to his development and form the most impressionable period. Any influence, good or bad leaves an almost indelible impression in his plastic mind. Good society, healthy atmosphere and wholesome surroundings naturally help the growth of the child's character, physique and intellect on right lines, and enable him to adapt himself to school society and school pattern. If the teacher has to undo antisocial instincts and behaviour in a child, as often falls to his lot, his task is unenviable indeed. Again at initial periods in the life of the child, when he has to move with children of the opposite sex, problems of a peculiar type must crop up—problems relating to co-education and sex-education.

The third factor influencing behaviour is heredity. It has now been definitely established that the first generation repeats itself in the fourth, if not in the third. It is common knowledge that the offspring of a race of 'intelligents' is intelligent too. We have ample evidences of a particular malady e.g. insomnia, hypochondria, melancholia, running for generations. Many classes, as a whole, are notorious for their choleric temper, phlegmatic disposition, stubborn nature, or perversity of intellect. A knowledge, therefore, of the heredity of the child will go a long way in solving the behaviour of the problem child.

The fourth and last factor determining the behaviour of a child is his physique. A sound mind can be expected of only a sound body. It needs no elaborate argument to prove that the mood or the state of the mind is largely influenced by the state of the body. A sickly boy is generally peevish and weak of understanding.

A weak child is incapable of concentration. He cannot do his tasks properly. A child of defective vision is generally found to commit spelling mistakes, and errors in noting down arithmetical figures. Thus physiological causes considerably influence the behaviour of the child.

The problems of behaviour,—unwholesome behaviour, follow as a result of one or more of these causes we have enumerated so far. Since we have been discussing them from the teacher's point of view, we shall consider them as objective. There are then, subjective problems in relation to the teacher, with a direct bearing to the behaviour of pupils.

First and foremost comes the personality of the teacher. Though this is not entirely in his making, he can, to a certain extent cover lack of personality by impressive dressing and general deportment. Personal example by the teacher in neatness, rectitude and straightforward and simple behaviour will more than make good the defects of personality.

A good teacher is to have constantly before him some ideal to strive after. His aim should be to impart unto his pupils useful and liberal knowledge; to equip them with strength of character to withstand the assailment of world's battles; and to endow them with bodily strength through sound physical education. These he shall ever have in view as his goal and strive for accordingly.

With these ideals always before him, he equips himself with sufficient bodily strength and sound knowledge. He keeps himself abreast of the times and conversant with the latest developments in science and the most modern methods in the art of teaching. More than all, he should have a love for the profession and worldly inconveniences such as inadequate emoluments, and insecure tenure, should never damp his enthusiasm. It is difficult indeed to put on a cheerful or agreeable face with a pinching stomach; to run a race on a 'thorny path'. What is wanted is only a strength of will and tenacity of purpose to carry on and earn our due, rights they may be, in spite of adverse conditions and factors.

In spite of the teachers' disabilities with poor service conditions, he can hope to get salvation sooner or later, provided he sticks to his guns faithfully; but when there is interference in his work from outside agencies, there is no salvation at all for him. Fortunately however, interference on the part of the management in matters of promotion or internal administration and prescription of textbooks are fast disappearing.

Sometimes lack of co-ordination among teachers handling various subjects to the same class is noticeable. Each teacher in a class tries to do his utmost by the pupil. Actuated by enthusiasm and the best of intentions, he demands of the pupil a lion's share of his time and energy to be devoted to his subject. This results in 'load' problem. With the advent of the 1929 S. S. L. C. scheme, the problem of load has crept in and has now assumed vast proportions. 'Load' is excessive work, beyond limits, to a child. Nothing is so harmful to a child as ill regulated work. Ill co-ordinated work and homework beyond the capacity of a pupil count for misbehaviour in children.

In these days of crowded class-rooms the correction of composition and other written exercises is a real problem. This can, to a certain

extent be got over by oral exercises always preceding the written ones and thus minimising chances of mistakes. The exercises themselves may be shorter in length and fewer in number. In many cases, other than language tests, the service of the class may be requisitioned. Inter-correction sometimes creates a lively interest in class. In any case quality should be preferred to quantity. Thus with the co-operation of the class, with well thought out plans and a judicious combination of written and oral work, a teacher can successfully tackle the problem of correction.

Sometimes, however, problems arise in the assessment of a pupil's work, however well intentioned and impartial a teacher may be, human being that he is, he is apt to display discrepancies in valuation and marking, and in the meting out of punishments. In all these cases the ideal teacher places himself in the position of the pupil and strives to understand the pupils' point of view. He sympathises with him and does his honest work best for him.

One fruitful source of misbehaviour by the pupil is the clubbing of pupils of unequal ages in a class. Pupils of unequal age, especially overaged pupils among younger ones bring down the level of discipline and efficiency of the class. Circulars from the department 'advise' the heads of institutions to send up all overaged pupils to the next higher class.. They view it as an inevitable process of clearing. Again, to meet certain departmental requirements e.g. the maintenance of a minimum strength in the high school forms, pupils not quite fit for the higher form, are promoted. Sometimes a rigid standard is set for promotions. In thinly populated areas where the pupils are drawn from families with no cultural background, from backward and scheduled classes, the pupils do not conform to the standards fixed and therefore strict promotions entail a depletion of strength. When there is not the required aggregate strength for the forms, standards are watered down or marks are inflated. The result is naturally disastrous. Pupils find themselves in the wrong classes. They are not able to assimilate what is offered to them and thrust down their throats as mental food. These problems are as old as the hills always clouding, always baffling solution.

Coming to the class room proper, the teacher should, before entering the class fully equip himself and be prepared. We have instances of teachers leaving the class to get a dictionary, a map, a set-square or a syringe, and thus throwing the class into a Pandemonium. The teacher should always strive with an eye to securing the interest of the pupil. Interest problems in a child may be due to (i) the mode of presentation of the lesson—the delivery, (ii) a lack of assimilative capacity on the part of the pupil (iii) want of psychological methods and the existence

of a more powerful diversion claiming his attention (iv) uncomfortable class room conditions.

This naturally takes us to the problem of accommodation, seating, light in the class room and allied ones. How far the teacher can have his say in these things is very doubtful. When a child has no free moving space, when he is strained to work under psychological conditions, and when he cannot move his limbs freely now and then, fatigue sets in, attention becomes impossible.

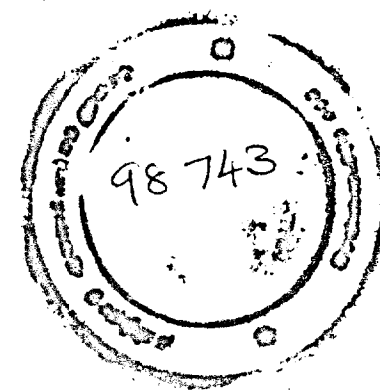
Whatever the teacher cannot do, he can certainly frame the timetable conforming to psychological requirements, heavy work alternating with light work and language lessons interspaced with science lessons.

In many schools teachers do not bring themselves to consider things from 'the other man's point of view'. Not infrequently there are 'breezes' among them. Want of concord and co-ordination among teachers naturally tells upon the tone of the class. In such cases pupils are not slow to turn the unhappy state of affairs to capital account, sometimes evading work or punishment and sometimes placing the teachers in awkward predicaments. Of late pupils know how unstable is a teacher's position and how he is at the mercy of the manager or the inspecting officer. What do you think of a boy quite alright at other times, but blurting out that 'a triangle is a solid' or that the capital of Afganistan is 'Assafoetida', when the D. E. O. puts him a question, just for the pleasure of putting the teacher to disgrace?

Thus, we have seen psychological causes, causes due to the personality and mood of the teacher, class room conditions, all give rise to behaviour problems in children. The above is only a modest catalogue of such disorders; it does not pretend to be exhaustive. The problems of behaviour are legion, as many as the number of permutations among individuals.

• We shall briefly suggest remedies to the problems we have enumerated so far.

(To be Continued)



THE TEACHERS' FORUM

TEACHERS' PROVIDENT FUND

By

V. P. NATARAJAN, M.A., B.T.,

Headmaster, Native High School, Palghat.

It appears that recently the Government of Madras have extended the benefits of the Teachers' Provident Fund scheme for Non-Pensionable employees of aided schools under private management, to Elementary school teachers drawing a monthly salary of less than Rs 20. None can deny that it is a wise step in tacit recognition of the dictum of Shakespeare, "Hath not a Jew (in this case, an elementary schoolmaster!) eyes, hands, organs, dimensions, senses, passions, affection?" By this, the Government have admitted the possibility of there being at least some teachers with a salary of Rs. 15 or even 10 per month, having the ability to save an anna in every rupee of their pay every month. We have yet to know how many of those who are intended to be benefitted by this measure, do actually come forward to avail themselves of this opportunity.

One can reasonably accept the view that to a teacher in non-pensionable service, the Provident Fund offers the best medium of investment of savings. True there are alternative modes—viz. Life Insurance Policies and membership in the *South India Teachers' Union Protection Fund, Limited*. Here too one aspect of the Provident Fund scheme is present—compulsory saving month by month at a fixed rate. In all the three, the contributors get a fairly substantial return, what with interest accruing and partly by bonuses declared if any at regular intervals. But it is in the Provident Fund undoubtedly that the contributor has the pleasant prospect of getting a tangible something for nothing, and that is composed of the Managements' contributions and the Government contribution, which together make up an amount *equal*, if not more, to what the contributor has himself actually made as his subscription. In the case of Life Insurance and the Protection Fund, it is the contributor himself who has to make up almost the whole of the total, though in these cases there is the benefit of death claims. Normally, however, no other method of investment offers more attraction to the humble saver than the Provident Fund, and the attraction is bound to increase when there is the facility for converting a major part of the holdings into double-interest bearing Government Bonds.

Yet one serious factor militating against the Provident Fund is that the amount of contribution by a subscriber is limited to an anna in the rupee of his salary, and proportionately half-an-anna a rupee per month by the Management, and one-third of the amount at credit at the time of closure being the Government contribution. In the case of a teacher drawing an average salary of Rs. 30 per mensem during a period of service of 20 years, the maximum amount he can expect at the closure of his T. P. F. accounts is only Rs. 1,000 (approximately). After all this amount may not serve him fully for building a decent house for his retired life, or for giving away in marriage more than one of half-a-dozen daughters he may have, or educating to the highest stage possible even one of his sons.

It is no doubt impossible to make the Provident Fund large enough to meet all possible financial commitments of a teacher; but will it not be some consolation to the teacher if he has something to fall back upon at the time of his retirement, an amount at least double what he can now expect at the $1\frac{1}{2}:1\frac{1}{2}$ anna in the rupee scale? Where is the harm if the ratio is made 2:1:1?

One possible objection is that the teacher cannot spare two annas in the rupee. It can be refuted thus: if an Elementary schoolmaster getting Rs. 12 per month can spare 12 annas every month, surely a Lower Secondary teacher with Rs. 32 per month can spare Rs. 4, and a High School teacher with Rs. 60 can contribute Rs. 7-8 a month. The margin after contribution to the Provident Fund in the three cases is Rs. 11-4, Rs. 28 and Rs. 52-8 respectively. If the first can subsist on Rs. 11-4 a month, why cannot the other two take to a fairly decent mode of living at two-and-a-half and five times the amount available to the first?

Possibly some may want the Managements and the Government to bear a higher share, say in either of the ratios $1\frac{1}{2}:1:1$ or $2:1\frac{1}{2}:1\frac{1}{2}$. I am afraid it is rather unreasonable to look the gift-horse in the mouth; the managements have ever so many items of expenditure to meet; in a similar position the Government is; and however broad their backs may be, capable of bearing the heaviest burdens, it is a pity to over-burden them. Even if we merely press for doubling the shares, i.e. in the ratio 2:1:1, they will feel the pinch; still, when teachers themselves are stinting, struggling and pinching, sparing what they call ill spare, they will not grudge doubling their proportion too.

Hence my strong plea for doubling automatically the rate of contributions of teachers, managements and the Government alike. The new ratio of 2:1:1 may be introduced preferably compulsorily; if that is not feasible, option may be given to those willing and able to contribute two annas in the rupee, to do so, the management and the Government bearing in their cases alone double their present rate of contribution. I am sure teachers will welcome this idea and move strenuously for the achievement of at least the option clause at as early a date as possible.

THE XVI ALL-INDIA EDUCATIONAL CONFERENCE, UDAIPUR

A Brief Report by Sri C. Ranganatha Iyengar, M.A., L.T., Gooty.

It was my privilege to attend the above conference which was held at Udaipur from 26th to 30th December 1940. About 180 delegates assembled from all over the country exclusive of the members of the Reception Committee who were drawn from all walks of life in the State.

The delegates were accommodated in tents which were very cosy and comfortable and furnished with cots, chairs and tables. The provision made for food and other comforts left nothing to be desired. Everything was within easy reach of the tents. During the night the camp electrically illuminated looked like a fairy land and looked as it were a gala occasion—these four or five days in Udaipur. The Reception Committee and the State seem to have spared no pains to place all their services and resources at the disposal of the Conference. Conveyances of all kinds were available for the movement of the delegates from one place to another and for sightseeing in the town. The grand garden party given by His Highness the Maharana at the Sahelion Ki Bari—the State garden with beautiful water fountains—was very lavish and provided an excellent opportunity for further social contact which was maintained in the tent life. The variety entertainments on the 27th and 28th nights were really enjoyable.

The Conference proper and the Committee Sessions were held in the premises of the Vidya Bhavan—the State High School—which were beautifully and artistically decorated for the occasion. The discussions were conducted both in Committees and open sessions on the various phases of educational theory and practice. Distinguished educationists belonging to all grades of education both in British and Indian India participated in the discussions and delivered public lectures. The names of Sir T. Vijayaraghavachariar, Dewan of Udaipur, and of Messrs. Sayiddin, Director of Public Instruction, Kashmir State, Maiti of Calcutta and Dewanchand of Lahore may be prominently mentioned in this connection. There was no topic on which the opinions of these gentlemen were not solicited or offered. The main topic of the Conference was Education for democracy. The subject was led by Sir T. Vijayaraghavachariar and commented upon by several speakers. A resolution of the Conference bears on the subject. A number of important resolutions were passed both at the sectional meetings and open sessions, among the most important of which are those relating to military training in schools and colleges, the service conditions of teachers in non-government schools and colleges, and the necessity of co-education in all stages of education with the same curriculum for men and women students, providing of course suitable optional courses for choice of women students. The presence and active co-operation of Sir T. Vijayaraghavachariar and Sir Shah Sulaiman at the Federation Council meeting considerably facilitated consideration of the draft resolutions in an expeditious way. At the council session, the Bengal delegates brought the subject of Bengal Secondary Educational Bill for formulation of the Federation's opinion and this has been relegated to the Executive for disposal.

The Educational exhibition held in connection with the Conference contained several and varied exhibits. The stalls of Rajasthan Art Studio, Khaddar, Kindergarten apparatus and the woodwork exhibits of the Doon School, Dehra Dun, deserve special mention.

The next conference has been invited to Kashmir.

XV SALEM DISTRICT EDUCATIONAL CONFERENCE, HOSUR

CONFERENCE REPORT

The XV Session of the Salem District Educational Conference, under the auspices of the Salem District Teachers' Guild was held at Hosur in the Board High School under the Presidency of Sri V. Rajagopala Iyer, M.A. L.T., Headmaster, Board High School, Udumalpet on Saturday the 30th November and Sunday the 1st December 1940.

The Conference was largely attended, prominent among the visitors being Mrs. Bernard Thomas, Messrs. B. Sitaramiah, B.A., B.L., E. Subramania Pillai, B.A., Prof. A. Narayana Rao, V. Srinivasiah, B.A., B.L.

The function commenced at 11 A.M., with prayer and music. Mr. R. Narayanaswami Iyer, B.A., L.T., Headmaster, Board High School, Hosur welcomed the delegates and visitors to the Conference.

Prof. C. R. Narayana Rao, M.A., Retired Principal of the Central College, Bangalore and Sectional President of the Indian Science Congress opened the Conference.

Sri S. M. Lakshmana Chettiar, B.A., L.T., Headmaster, Board High School, Namakkal and Vice-President, District Guild, proposed Sri. V. Rajagopala Iyer, M.A., L.T., to be the President of the Conference. The proposition was seconded by Sri A. V. Sundaresa Iyer, B.A., L.T., Headmaster, C. H. M. R. School and secretary of the District Guild, Salem, supported by Sri K. N. Subramania Chettiar, B.A., L.T., Headmaster, Board Middle School, Kaveripatnam, on behalf of the delegates and by Sri K. Krishnaswami Chettiar, B.A., L.T., on behalf of the Reception Committee and carried unanimously.

The President took the Chair amidst cheers and delivered his address.

He thanked the organisers of the Conference for having given an opportunity to meet and enjoy the pleasure of the company of such a body of teachers.

He dealt with the reduction of the Scale of Salaries of teachers employed under the Local Boards and Municipalities, how it had ruined the career and hope of many.

He traced the growth of Elementary Education; in 1863 Britain took the bold step of Universal Education, with the object of enabling the voter to have instruction to use the vote properly and aright. Though at first confined to three R's, other subjects like History, Geography, etc., are given a place. Later on Elementary Education has been deemed a fundamental human requirement. The curriculum was framed anticipating some of the features of the Wardha scheme.

The Wardha Scheme raised fears regarding the application of the principle of self-support, but they have been allayed by the modification of the principles. The project method has been declared on advance in the realm of pedagogy, but the conceptions of teaching and educational requirements as outlined in the Wardha Scheme are of a far reaching nature and make some kind of basic activity the means of imparting knowledge and skill. As the Wardha Scheme aims at reconstructing the village life, it is open to big Corporation of premier cities to evolve different types suited to the conditions of industry and the occupation of the people in their respective localities.

Talking of the reorganisation of the Secondary Education he said the problem of diversion of pupils to the various courses might be difficult in the early stages, and he suggested the creation of Permanent Advisory and Guidance Committees of parents, on a non-political and non-party basis, in all schools for the first five years to help the teachers to come to right conclusions. Item (4) of para 14 of the G.O. lays down "The vocational side of the High School must continue to have a fair amount of general education included. Details of the curriculum will be left to the Director of Public Instruction in consultations with the institutions." Herein lies the great opportunity of the teaching profession, for the teacher can determine, in the light of the educational needs of the locality whether the curricula is to the "College preparatory type," 'the humanistic type,' the purely technical, the commercial or the agricultural type. For this purpose he advocates the establishment of a cultural Advisory Committee to guide and assist the institutions. In this Scheme of reconstruction of Secondary Education attention must be paid to (1) the general nature of work, when the number of pupils would increase in the vocational courses and the domination of the College ideals decrease; (2) To the planning of Education for a nation as a whole or for the promises with particular reference to the industrial and economic life of the people; and (3) The need for paying special attention to the training for citizenship. The possibilities of teaching the subject of Rural leadership deserved to be examined.

Discussing "National Education" which has been in the air for twenty-five years, he said that we teachers need be under no misapprehension that what we are working in our school is not National Education, for our Educational work every day of our life is a piece of national service and is a type of public duty so essential and vital to the progress of our country.

He enumerated the immediate problems confronting the teachers—how far the change of the medium of instruction to the mother-tongue has adversely affected the attainments in English of the pupils, whether it would not be better if a judicious combination of the translation and the direct method is used in imparting instruction in English, whether it would be advisable to have a simplified English course, the methods by which the library hour and literary and debating societies may be used to produce better results and how Secondary and Elementary Schools can be used as centres of adult education.

He concluded his address with a prayer that the teachers' organisation may grow from strength to strength, gain recognition at the hands of the public and the State, so that the united body of teachers could stand guaranteed in liberty of thought and action in Educational work and evince greater zeal in the national service to which the teachers have dedicated themselves.

Sri. T. G. Seshadri Iyengar, B.A., L.T., the Conference Secretary read messages of good-will received from Dr. C. R. Reddi; Prof. S. K. Yegnanarayana Iyer; Prof. M. S. Sabhesan, President of the S.I.T.U., Madras, Mr. K. Mahamad, District Educational Officer, Malabar; V. Natarajan, District Educational Officer, Chittoor; Secretaries, District Guilds, Anantapur, Coimbatore and Chittoor; Sri. M. M. Seshachariar of Allur; Sri. S. Srinivasa Iyer of Madanapalli.

The President announced that the whole Conference would go in as the Subjects Committee. The Conference Secretary proposed a vote of thanks to the opener and the visitors.

At 3 P.M., the business meeting of the District Teachers' Guild was held under the presidency of Mr. Bernard Thomas, M.A. (Oxon.), President, District Teachers' Guild.

At 5 P.M., there was a group.

At 5-15 P.M., Sri. M. S. Kotiswaran, Headmaster of the Devasthanam Hindu High School, Vellore and Member, S.I.T.U. Working Committee spoke on the "Call of the Profession."

At 6 P.M. Sri. N. S. Arunachala Iyer, Retired Headmaster, Madras, addressed the gathering on the "Modern Education and its Requirements."

The Subjects Committee met at 8 P.M. under the Chairmanship of Sri. V. Rajagopala Iyer and discussed the draft resolutions to be placed before the Conference.

The next morning the delegates visited the Hosur Cattle Farm, the Chudathana Hill and the Kenilworth Castle.

The Conference reassembled at 10 A.M. Sri. M. Subbiah Chettiar spoke about the difficulties in imparting instruction in bilingual schools.

Next the Conference adopted a number of resolutions. It was decided to hold the Educational Conference at Dharmapuri next year. The President in his concluding speech said:

"Whatever might be the curricula, whatever might be the condition of our profession, we should remember, the fundamental responsibility that we are here to promote the corporate life of our schools and make our institutions as radiating centres of culture and learning by creating the proper atmosphere in schools conducive to the growth of the talents and faculties of the children entrusted to our care."

With a Vote of Thanks proposed by Sri. A. V. Sundaresa Iyer on behalf of the Delegates, and Sri. R. Narayanaswamy Iyer, on behalf of the Reception Committee, the Conference was brought to a close.

The following are some of the Resolutions passed at the Conference:—

1. This Conference resolves to request the Affiliated Teachers' Associations of the District Guild to take active steps to promote adult education and to liquidate illiteracy from the District as early as possible.

2. This Conference resolves to request the Government to modify Rule No. (12) (i) of M.E.R. on the lines suggested by the Executive Board of the S.I.T.U. with the following modifications without prejudice to the better conditions, if any, obtaining in any aided institutions at present.

(a) That the adoption of minimum scale of salaries for teachers of different grades be insisted upon as a condition of recognition and aid and that such minimum scales be the same as the scales of salaries fixed by the Government for the teachers in their services.

(b) That the contract should specify the salary and the scale of the teachers.

(c) That any cut or revision of the scales involving reduction be permitted only with the approval of the Director of Public Instruction, giving previously a chance for the staff to have their say.

(d) That the fundamental rules on leave allowances applicable to vacation departments be made applicable to aided institutions.

(e) That the termination of the services of a teacher by a management be for specified reasons such as inefficiency, or physical incapacity proved by judicial enquiry and that such termination be subject to the previous approval of the Director of Public Instruction.

(f) That the management need not accept the resignation of the teacher, unless he gives three months' notice or three months' salary in lieu thereof.

3. This Conference resolves to request the Government to recommend to Local Bodies and private managements to exempt the children of the employees of schools, (viz., teachers, clerks and peons) from the payment of school fees.

4. This Conference requests the Government to raise the Government contribution payable to Provident Fund subscribers in non-pensionable service from one-third to one-half.

5. This Conference resolves to request the managements to sanction the purchase of a radio set for each Secondary School.

6. This Conference resolves to request the managements to grant their low-paid employees drawing a salary of Rs. 50 and below, dearness allowance in view of war conditions.

7. This Conference resolves to request the Government to exempt teacher-publishers from the levy of fees to which the publishing firms are subject, as per the latest G.O.

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

9. This Conference resolves to request the Government to recommend to the managements of educational institutions the necessity of appointing lady teachers in boys' schools, whenever the number of girl pupils in such schools warrants the attention of a mistress.

10. This Conference requests the Government to exempt candidates from paying the tuition fee that is being levied upon the Secondary Grade trained graduate teachers during their L.T. Course.

11. This Conference resolves to request the Government to set up a circulating library in each Taluk for the benefit of Elementary School teachers in the District.

12. This Conference resolves to request the Government to consider favourably the Memorandum submitted by the S.I.T.U. on behalf of Elementary School Teachers and Elementary School teaching grant.

13. Considering the backwardness of the Hosur Taluk in its education, due to the multi-lingual problems and scarcity of trained teachers,

This Conference resolves to request:—

(i) that the Government be pleased to enhance the rate of teaching grant by 25% for this Taluk;

(ii) that the President, District Board and District Educational Officer may be pleased to appoint additional teachers in the Board Elementary Schools for every 30 pupils on the rolls or 25 pupils in average attendance.

(iii) that the teachers should be paid the scales due to their qualifications and grade;

(iv) that the Inspector of Local Boards, Madras, and the Director of Public Instruction be pleased to fix up an enhanced rate of salary to the Village Panchayat School teachers of this Taluk;

(v) that the Government be pleased to investigate the conditions of service in the Panchayat Schools and frame a better scale of salaries for them so as to ensure security of tenure, stability of schools and efficiency of work;

(vi) that the Government and the Local Bodies be pleased to offer special grades of pay to teachers who are competent to teach in Elementary Schools in the languages of the Taluk and to appoint teachers so competent so that Elementary Education may be advanced in quantity and in quality.

14. (a) This Conference recommends to the Government that all Pundits appointed prior to July 1926 (G.O. No. Mis., 588 dated 17th May 1926) which lays down specific qualifications may be permanently exempted till they are due to retire;

(b) That Physical Training Instructors and Drawing Masters who require exemption from the required qualifications, prescribed in the M.E.R. 13, 3(b) in the case of those who are employed before 22nd March 1930 as per G.O. No. 519, L.R. dated 22-3-1930. Communicated in the proceedings of the D.P.I. Dis. No. 1673/30, dated 28-3-1930, may be permanently exempted till they are due to retire.

15. This Conference resolves to request that the Government may be pleased to alter the scale of pay of the qualified Pandits in Board and Municipal Secondary Schools from 45-2/2-75 to Rs. 45-5/2-75 so as to enable them to reach the maximum in 12 years instead of in 20 years, a period too long for any Pandit to reach.

16. This Conference resolves to request the Syndicate of the Madras University to so modify the regulations of the B.O.L. Examination as to enable bona-fide teachers of schools and colleges to appear for the examination without the production of term certificates.

17. This Conference resolves to request the Government to cancel the order compelling pupils with Sanskrit for their second language to get a certificate of proficiency in the mother-tongue from revenue authorities, in order to enable them to sit for the Public Service Commission Examination in-as-much-as these pupils learn Sanskrit as well as the knowledge subjects through their mother-tongue.

18. This Conference resolves to request the Affiliated Associations of the District Guild to study the bifurcation scheme issued by the Government with a view to suggesting a better scheme of vocational subjects if possible and to forward their considered views on the scheme to the Guild Executive so as to enable it to submit its final opinion to the Government by April next.

19. This Conference looks with disfavour upon the efforts made by some private managements to get permanent exemptions in the matter of the

medium of instruction in non-language subjects. It also requests the University authorities to extend the medium of mother-tongue-instruction for the University course as well.

20. This Conference resolves to request the District Board, Salem, to sanction a laboratory attender for each High School in as much as the strength of the Physics Section is increasing year after year.

21. This Conference resolves to request the Government that the scales of pay of the teachers in the service of Local Boards and Municipal Schools be revised liberally to be at least on a par with those in the Government service.

22. This Conference resolves to accept with thanks the invitation of the Teachers' Association, Board High School, Dharmapuri, to hold the next session at Dharmapuri.

V. RAJAGOPALAN,
President.

Hosur, 1-12-'40.

N. NARAYANASWAMI IYER,
Chairman, Reception Committee

FROM OUR ASSOCIATIONS

MALABAR TEACHERS' GUILD

The Annual Meeting of the Malabar Teachers' Guild was held at the Zamorin's College, Mr. K. P. Varid, President, presiding. After the adoption of the annual report an amendment was carried increasing the number of Vice-Presidents from 2 to 5.

Mr. R. Ravi Varma, Principal, Zamorin's College, was then elected President, Messrs. Thomas, P. P. Venkatachalam, G. S. Sreenivasa Iyer and Rev. Jesuman, Vice-Presidents, Mr. K. S. Veeraraghavan, Secretary, and Mr. K. H. Balasubramania Iyer, Treasurer. Mr. K. P. Varid was elected as their representative on the South India Teacher's Union Executive Board.

THE KURNOOL DISTRICT TEACHERS' GUILD

At a meeting of the managing Council of the Kurnool District Teachers' Guild held on 22-1-41 in the Coles High School, Kurnool, with Rev. B. J. Rockwood, President, in the chair, it was resolved (1) to hold the Guild's Half-yearly Conference at the Municipal High School, Nandyal on 1-2-41; (2) to elect Sri V. Srinivasan of the Hindu High School, Triplicane, Secretary of the S. I. T. U. Fund, as President of the Conference; (3) to elect Sri C. G. Venkatasubbiah of Nandyal as Chairman, Reception Committee; (4) to invite Sri Deshpande Subba Rao, Pleader, to open the Conference; (5) to request Sri A. P. Reddy, D.E.O, Kurnool, to deliver an address on "Higher Elementary Schools"; (6) to arrange a discussion on the subject of "The Medium of Instruction in Schools" and request Sri. K. N. Pasupathi, Guild Secretary, to lead the discussion.

THE SALEM DISTRICT TEACHERS' GUILD

Audit Report for the Year 1940

I have the honour to present the Audit Report of the Salem District Teachers' Guild for the year 1940. A Statement of Receipts and Charges is enclosed.

In the beginning of the year, there were fourteen Teachers' Associations attached to Secondary Schools and 3 individual members. The Association which was in arrears for 1939, paid its subscription during the year. The two individual members who were in arrears for 1939, did not pay this year also and hence their names had to be removed as per rules of the Guild. Three Associations did not pay their subscription for the year 1940. At the end of the year, the number of Associations remained the same as at the beginning, while the number of individual members was reduced to one.

The year opened with a balance of Rs. 124-11-5. The amount collected by way of subscriptions (current and arrears) from Associations and individuals was Rs. 139. The Guild's share of the delegate fees collected by the Hosur Educational Conference Reception Committee was Rs. 10-4-0 and the same was credited to the Guild funds. A sum of Rs. 6-7-0 was received as donation towards the S.I.T.U. President's Portrait Fund from three Associations. The total expenses came to about Rs. 174-1-6, leaving a balance of Rs. 106-4-11. All items of expenditure were sanctioned and supported by vouchers.

The Guild owns a Teak-wood Almirah.

A STATEMENT OF RECEIPTS AND CHARGES FOR THE YEAR 1940

Receipts.			Charges.		
	Rs.	As. Ps.		Rs.	As. Ps.
Opening Balance	124	11 5	S.I.T.U. Annual Subn.	31	14 0
Subn. 1939	9	8 0	S.I.T.U. Education Week		
Subn. 1940 (Associations)	127	8 0	Donation	3	0 0
Subn. 1940 (Individuals)	2	0 0	Subscription, Journal of		
Hosur Conf. Delegate Fees			Education	5	0 0
—Dt. Guild Share	10	4 0	Subscription, Balar Kalvi	2	0 0
S.I.T.U. President's			Purchase of Government		
Portrait Donation	6	7 0	Publications	3	15 3
			Travelling Expenses	70	0 0
			Stationery, Printing, etc.	36	12 0
			Postal Expenses & M.O.	21	8 3
			Closing Balance	106	4 11
Total	Rs.	280 6 5	Total	Rs.	280 6 5

Krishnagiri, K. S. CHENGALROYA IYER, K. GANGADHARAN NAIR,
Dated 2-1-1941. Joint Secretary. Auditor.

NEWS AND NOTES

The Government of India have decided to convert the existing Government High Schools and the Commercial Institutes at Delhi into a Technical Institute in pursuance of one of the main recommendations of the Abbott-Wood Report.

On the recommendation of the Select Committee set up by the High Commissioner for India, the Government of India have decided to appoint as Principal of the Proposed Technical Institute, Mr. William Walter Wood.

The South Kanara District Teachers' Guild organised in December 1940 a Refresher Course in Language Teaching. Mr. R. M. Savur, inaugurated the Course.

Fees for Teachers' Training. The Government have passed orders approving the proposal of the Director of Public Instruction that Secondary Grade Trained Graduates undergoing training in Government Training Colleges, during the current year should be exempted from the payment of tuition fees for the third term (January to March, 1941).

The Central Advisory Board of Education in India met in Madras on 10th, 11th and 12th January 1941.

At the end of the meeting, which concluded before lunch, Mr. John Sargent, Educational Commissioner with the Government of India, told the Pressmen that the meeting had been a very successful one. "We broke new ground," he said, "in that we considered an important report on the possibilities of adopting a uniform scientific terminology for India." The other subject was "Social service in relation to Public Administration" which, he said, was rather outside educational problems. Mr. Sargent added that the Board reached the unanimous decisions on all the subjects.

A departure this year, according to Mr. Sargent, was the decision of the Board to publish the proceedings of its meetings, (which hitherto had been treated as confidential) after they have been confirmed by the Board and to put them on the market along with other Government Publications at a nominal cost. The proceedings of last year's meeting of the Board confirmed at the present meeting, he said, would be made available to the public similarly in February this year.

Among other subjects discussed were the desirability of having a separate school leaving examination in addition to the Matriculation Examination, the facilities offered in Indian Universities to students of British Universities who returned to India on account of the war, without finishing their courses, the question of improving the physical condition of school children, the imparting of instruction about kindness to animals, the desirability or otherwise of excising undesirable passages from text-books prescribed for University studies and the adoption of a uniform Braille Code in the schools for the Blind throughout India.

The Board accepted the invitation extended by Sir Akbar Hydari, one of the members, on behalf of the H.E.H. the Nizam's Government to hold their next

NEWS AND NOTES

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meeting at Hyderabad. The date of the meeting will be decided later by the Chairman of the Board.

SOUTH INDIA TEACHERS' UNION

Propaganda in Anantapur and Cuddappah Districts.

Mr. C. Ranganatha Iyengar, member Working Committee of the South India Teachers' Union addressed the Gooty Range Association Meeting of the Elementary School teachers on 19th October 1940 on the need for their joining the S.I.T.U. and the Protection Fund.

On the 7th December 1940, Mr. C. Ellisha, Headmaster, L. M. Training School, Cuddappah and Member of the S.I.T.U. Executive Board for Cuddappah District and Mr. C. Ranganatha Iyengar attended the Cuddappah Range association meeting of elementary school teachers and addressed them on the useful work that the S.I.T.U. and the Fund have been doing on behalf of the teaching profession ever since their inception.

The Cuddappah District Teachers' Guild has paid its first affiliation fee of Rs. 15 to the South India Teachers' Union.

EXTRACTS FROM THE FORT ST. GEORGE GAZETTE, DATED 21 JAN. 41.

Amendment to rules relating to recognition and aid to elementary schools.

Amendment.

Chapter II—Rules for Aid.

In rule 22, the following shall be added at the end namely:—"The grant will ordinarily be disbursed in four instalments in the months of May, August, November and February."

Amendment to rules relating to the appointment and punishment of officers and servants of local bodies.

Amendment

For Rule 6 of the said rules, the following rule shall be substituted:

"Where the Training School Leaving Certificate of a teacher in a local Board school is suspended by the Divisional Inspector of Schools or by the Director of Public Instruction, Madras, or is cancelled by the latter, the president of the local board concerned shall suspend such teacher during the period for which his certificate is so suspended or dismiss him, as the case may require. The provisions of rule 5 shall not apply to the suspension or dismissal of a teacher under this rule. During the period of suspension under this rule, the teacher shall not be entitled to any allowance."

A similar amendment relating to Municipal schools has also been gazetted.

THE TEACHERS' BOOK-SHELF

Mental Measurement. By B. B. Samant, Professor of Education, S.M.T. Teachers' College, Kolhapur.

Mental measurement has developed considerably during recent years and it has attained much practical importance to teachers as a scientific means of discovering the intelligence of the pupil, of classifying them according to their natural ability, of choosing materials and methods of education according to their individual differences, of measuring their attainments and determining their fitness for promotion to higher courses of education and of guiding the young in the choice of their course of further education and their future calling. The present book puts together in one small volume what teachers in training ought to know of the methods of mental measurement. The book is primarily intended for teachers in training but it will be of great use to the class room teacher. The book consists of 15 chapters. The author has given a clear account of various kinds of intelligence tests, how they are prepared, how administered and how evaluated. The select bibliography given at the end will be found to be useful to those readers who feel the need for further study of the subject.

We commend this book to the attention of all teachers.

Civics for Indian Students. By K. Sabharatnam, M.A., B.T., LL.B., Model High School, Nagpur. Published by Messrs. Denett & Co., Sitabaldi, Nagpur. Price Rs. 1/8/-.

Civics is given a place in the High School syllabus of Central Provinces and Berar. But unfortunately in our province Civics has no place at all in the Secondary School curriculum except where enthusiastic teachers like to devote some time of their regular periods for this subject. A knowledge of civics is necessary if our students should be acquainted with problems of Indian Civic life and if they are to become worthy citizens. It is a note-worthy feature that the author of this book has given it a nationalistic outlook. The treatment is with special reference to Indian conditions. We congratulate the author on the very successful way in which he has dealt with the subject. In an Appendix the author has given a short account of the Nationalist movement as represented by the Indian National Congress. The treatment is un-biased and is sure to give a correct impression of what the Congress stands for. The short sketches of the lives of notable Indian citizens, past and present, are sure to inspire the young reader with the great ideals which these leaders have set before themselves and before the country. We would strongly recommend that copies of this book be placed in the library of every secondary school in this province and students given ample opportunities to peruse its pages.

The Christmas Annual of the South Indian Railway Magazine.

We congratulate the Publicity Department of the South Indian Railway on this excellent and attractive Christmas Annual of theirs. It is profusely illustra-

ted and contains very many interesting articles. To mention only a few: Dr. J. H. Cousins writes on Travancore Art while Rao Sahib C. S. Srinivasachariar contributes a very interesting article on some aspects of Chola civilisation. Art and Architecture in Pudukkottai by L. Ganesa Sarma brings out clearly how Pudukkottah is a miniature museum of temples and arts. Among other articles may be mentioned the Forest Life of South India, Some South Indian Monarchs, The Romance of Plants and the Roses of the Tropics. Seen through a Carriage Window by "Z" gives an interesting account of some South Indian Birds. The Annual also contains interesting stories and accounts of the activities of the South Indian Railway. The railway development in South India is an article of much value and should be found to be useful to persons interested in the history of railways in our part. On the whole for eight annas, the price of one copy, it is an excellent fare. Geography students of our High Schools would find the perusal of the pages of this journal of great value.

Better Letters. Published by The Oxford University Press. Price As. 12 only.

This book is a practical guide to private and commercial writing. It contains useful chapters on such topics as the skeleton of a letter, invitation and social. A number of famous letters which should certainly create an enthusiasm in those who wish to cultivate the art of letter-writing are included in the book. It contains an Appendix with three useful sections on postal information, definition of business terms and styles of address. The title is quite appropriate. Teachers and pupils will find the book most helpful. The price is only As. 12 and we wish that every student in the sixth form at least is made to study the pages of this book carefully before he leaves the school.

History of England for Form IV (in Tamil). By V. Jayarama Iyer, First Assistant, Municipal High School, Villupuram. Publishers, Messrs. Macmillan & Co. Price Annas Ten.

This is a short history of England suitable for IV Form students. The plan of the book rigidly adheres to the syllabus issued by the Department. It is profusely illustrated. The language is simple and the author may be considered to have succeeded in his aim of stimulating interest in the subject in the students. Those who are to read this book would be reading English History for the first time and as such the presentation should be of a nature to create interest in the subject.

The Natural Cure of Eye Defects. By Dr. L. Kameswara Sarma (His Highness The Rajah's College, Pudukottai).

This is a popular treatise on Eye Defects and Their Causes. The curative method suggested in Chapters III and IV do not involve any medical treatment. The author has explained very clearly how by the proper use of the Sunlight, the regulation of diet and by suitable baths it is possible to remove the causes of eye-defects. Chapter IV deals with Bates's Exercises. He has given an account of these exercises, the regular performance of which would result in the removal of many of the defects of the eye. As defective vision is more prevalent to-day than ever before people would derive much benefit from a study of this book.

The tale of the 'Bounty'.—By H. G. Wyatt, Oxford University Press.

Most of the students of our High Schools must now be familiar with the Mutiny of the Bounty. This interesting story has been filmed with commendable success. The present book is one of the series 'Stories Retold' and it will be found to be a useful addition to the students' library of our school forms. The study questions given at the end would make it very useful for the Library hour in our class-rooms.

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The Promised Land and The Defender of Israel. By Messrs. Macmillan & Co.

These two books are of the series Old Testament Story Readers. The Promised Land is a tale about the Israelites and their conquests of Canaan under Joshua. It is based on the Old Testament. The defender of Israel is a tale of Samuel and the Reign of King Saul. It is also based on the Old Testament. Both the books are attractively illustrated. The print and the get up leave nothing to be desired and as supplementary readers in the High School forms they are eminently suitable. Questions given at the end are designed to test how far the pupils have understood the story.

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A map book of North America.—By A. Ferriday, M.Sc., Publishers Messrs. Macmillan & Co.

This book is intended for middle as well as School leaving certificate forms. North America is studied by our pupils in the Fourth Form. It may therefore be used in the IV form of our High Schools. Questions are set at the foot of each page. They are for the purpose of testing the work done on that page or the previous page. A perusal of this map book makes one wonder whether any elaborate text book in Geography is necessary and whether this alone with an adequate supply of charts and maps in schools would not be quite sufficient. The left hand pages contain maps and the right hand pages contain the text.

THE SOUTH INDIAN RAILWAY CO., LTD.

TRAVEL NEWS—DECEMBER 1940.

The following educational institutions organised excursions on the S.I.Ry in December 1940:—

1. *The Hindu Theological High School, Madras.*—A party of 389 students and teachers led by the Head Master went on an excursion to Tiruchendur, Alwar Tirunagari, Courtallam, Trivandrum, Cape Comorin and Sri-villiputtur between 18 and 25—12—40. The Railway provided the party with a special train and chosen officials were deputed to look after them. The catering at all the places and the road transport were arranged by the railway. On their return journey the party were met at Trichinopoly Jn. station by the Chief Commercial Superintendent and the Publicity Officer of the railway. The Chief Commercial Superintendent made a brief speech and presented souvenirs to the boys in the form of Table Calendars.
2. *S. K. P. D. Boys' School, Madras.*—A party of 60 members went on an excursion to Tiruvannamalai, Gingee, Pondicherry and Chidambaram between 21 and 25—12—40.
3. *Rajah's High School, Sivaganga.*—A party of 58 members went on an excursion to Ambasamudram, Trivandrum, Varkala, Quilon and Punalur between 23 and 30—12—40.
4. *Little Flowers High School, Salem.*—A party of 36 members went on an excursion to Chidambaram, Pondicherry and Madras between 10 and 16—12—40.
5. *St. Mary's High School, Dindigul.*—A party of 139 members went on an excursion to Madras between 8 and 12—12—40.
6. *Union High School, Coimbatore.*—49 members went on an extensive tour between 18 and 30—12—40 visiting Elamanur, Trichinopoly, Dhanushkodi, Rameswaram, Madura, Tinnevely, Tiruchendur, Ambasamudram, Tenkasi, Trivandrum and Cochin.
7. *Government Training School for women, Tanjore.* 45 members went on an excursion to Trichinopoly on 11—12—40.
8. *The Hindu High School, Madurantakam.*—A party of 72 members went on an excursion between 17 and 22—12—40 and visited Chidambaram, Kumbakonam, Tanjore, Trichinopoly, Srirangam and Dhalmiapuram.
9. *Government Training School for Mahomedan women, Shevapet, Salem.*—64 members went on an excursion to Metur Dam on 22—12—40.
10. *R. C. T. High School, Chidambaram.* 70 members went on an excursion between 25 and 28—12—40 and visited Chingleput, Mahabalipuram and Conjeevaram.
11. *St. Annes Higher Elementary School, Trichinopoly.*—66 members went on an excursion to Negapatam on 28—12—40.

EDITORIAL

Educational Broadcasts for Schools :

The All-India Radio, Madras, deserves to be congratulated on the excellent programme they are arranging under educational broadcasts for secondary schools and elementary schools. Schools that have provided a Radio Hour in their time table consider the talks useful and instructive. But we wonder whether the Department of Education is really keen on developing this important aid to Education. When the All-India Radio commenced their educational broadcasts schools were getting several circulars commending the educational broadcasts to their attention and enquiring if they have installed radio sets in their schools. In one of the publications of the All-India Radio giving the programme of educational broadcasts for the period ending December 1940 they had stated that about 140 institutions have installed radio sets.

It is to be regretted that the circular of the Department of Education issued recently should state that the cost incurred by schools in the purchase of radio sets and in the maintenance of radio sets would not be taken into account for purposes of grant. This is certainly not in keeping with the earlier enthusiasm of the Department in the matter of educational broadcasts. We do not know the circumstances that were responsible for this circular but we have no doubt that one effect of this circular would be to put a check on the extension of the radio service in schools and thus deprive them of the benefit of Educational broadcasts. A recent proposal of the Department to throw open the libraries of secondary schools to the public in the locality was believed to be a step in the right direction towards making schools community centres. If there should be a radio in the school it would add additional attraction and the public of the locality could be expected to take a genuine interest in the affairs of the school. But the possible effect of the recent circular whereby expenditure on the maintenance of radio sets and the purchase of radio sets would not be allowed for purposes of grant is sure to damp the enthusiasm of schools. It cannot be that government issued this circular on financial considerations when we know that from the Central Government large sums of money are spent in the maintenance of radio stations. It cannot be that the Educational Department considers the installation of a radio set in a school unnecessary or uneducational. The attitude shown in the circular is likely to affect prejudicially education and we would urge the Government strongly to revise their policy. If it is feared that certain managements incurred unnecessary expenditure or extra-vagant expenditure it may be remedied by laying down a definite scale towards cost and towards maintenance respectively. That may avoid extravagance and at the same time it would give to schools a very useful instrument of Education.

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In the November and December issue of the South Indian Teacher it was stated that the amendments as accepted by the Executive Board would be published in the South Indian Teacher in due course. In the last column the amendments as accepted by the Board are published. Where the amendments brought forward at the last General Body meeting were accepted, it is simply noted down in the last column 'accepted.' The Executive Board at its last meeting suggested amendments to Rule No. 10 and Rule No. 12 of the South India Teachers' Union rules which are published below.

THE PRESENT RULE.

1. Name:—

The Union shall be called the South Indian Teachers' Union and its jurisdiction shall extend over the Presidency of Madras including Indian states; and its Headquarters shall be Madras.

2. Office:—

The office of the Union shall be in the Presidency of Madras.

2. Enrolment:—

(a) Any District Teachers' Guild or any Association not affiliated to a Guild desiring to affiliate itself to the Union, shall forward to the Secretary of the Union an application mentioning the name of the Guild or Association as the case may be and its postal address along with a list of members. This application shall be accompanied by the prescribed affiliation fee.

(b) Individual teacher and others who intend joining the S. I. T. U. shall forward to the Secretary, S. I. T. U., and application form duly filled in along with the prescribed subscription.

**AMENDMENTS BROUGHT UP AT THE
LAST GENERAL BODY MEETING AND
REFERRED TO GUILDS AS DIRECTED
FOR THEIR OPINION.**

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

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

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

**AS AMENDED BY THE BOARD IN THE LIGHT OF
OPINIONS RECEIVED.**

1. Name and Jurisdiction:—

The union shall be called the South India Teachers' Union and its Jurisdiction shall extend over the Presidency of Madras, including Indian States and its Headquarters shall be Madras.

2. Office:—

The Office of the Union shall be in the Presidency of Madras.

2. Enrolment:

(a) Any District Teachers' Guild or any Association not affiliated to a Guild desiring to affiliate itself to the Union, shall forward to the Secretary of the Union, an application in the prescribed form mentioning the name of the Guild or the Association as the case may be and its postal address along with a list of members. This application shall be accompanied by the prescribed affiliation fee.

(b) Individual teachers and others who intend joining the S. I. T. U. shall forward to the Secretary, S. I. T. U. an application in the prescribed form duly filled in along with the prescribed subscription.

PRESENT RULE

3 (a) *Membership Fee*:—
The annual affiliation fee for affiliated Guilds and Associations shall be as under:—

District Teachers' Guild:—An amount calculated at the rate of two annas per member for each of its affiliated secondary school teachers' association subject to a minimum of Rs. 50, and a maximum of Rs. 50, and at rupee one per annum for each of its elementary teachers' association on its roll at the end of the previous official year.

Teachers' Association not attached to any school:—An amount calculated at the rate of two annas per member on its rolls at the end of the previous official year.

Teachers' Association of any school:—An amount calculated at the rate of two annas per member on its rolls at the end of the previous official year.

Teachers in Elementary School:—Teachers in Elementary schools be admitted as individual members of the Union on payment of a sum of two annas per member per year.

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

One Rupee for Graduate Teachers, Eight Annas for Non-graduate Teachers and Two Rupees for Non-teachers (under Rule 2 b).

The names of Guilds or associations or individual members shall be removed if they should be in arrear for two years.

4. *Official Year*:—

The official year of the S. I. T. U. shall be from July to June. The annual subscription or affiliation fee, as the case may be, is payable in advance and should be paid not later than the 30th September of the year for which it is due.

5. *Office-Bearers, Etc.*:—

The Office-bearers of the Union shall be a President, a Secretary, a Joint Secretary and a Treasurer. There shall be an Executive Board, a Working Committee and a Vigilance Committee. The President, the Secretary, the Joint Secretary and the Treasurer shall be elected annually, preferably

AMENDMENTS

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

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

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

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

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

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

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

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

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

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

For a teacher in an Elementary School—Two annas.

For any other teacher—Eight Annas.

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

(4) *In Rule 3(c)* insert the words “be liable” after “shall” in the line preceeding the last line.

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

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

(b) Add at the end of the first para the following:—“The Office-Bearers of the Union, the members of the Executive Board and the members of the Working Committee

AS AMENDED

3. The Annual affiliation fee or subscription, as the case may be, is payable in advance and it should be paid not later than the 30th September of the year for which it is due.

I. Subject to the minimum of Rs. 15 and the maximum of Rs. 50, the Affiliation Fee shall be as under:—

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

(i) a sum of two annas per member on the maximum strength in the previous official year of each affiliated association in a Secondary School or College;

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

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

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

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

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

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

For a teacher in an Elementary School—Two Annas.

For any other teacher.—Eight Annas.

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

The names of Guilds or Associations or individual members shall be liable to be removed if they should be in arrear for two years.

The official year of the S. I. T. U. shall be from July to June.

5. *Office-Bearers etc.*:—

The Office-bearers of the Union shall be a President, a Secretary, a Joint Secretary, and a Treasurer. There shall be an Executive Board, a Working Committee and a Vigilance Committee. The President, the Secretary, the Joint Secretary and the Treasurer shall be elected annually, preferably on the occasion of the Provincial Educational Conference at a Gene-

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on the occasion of the Provincial Educational Conference, at a General Body Meeting of the Union, presided over by the President of the Union for the year or in his absence by one elected by the General Body. The President, the Secretary and the Treasurer shall be persons resident at the headquarters and they shall along with the Joint Secretary, the Secretary of the Journal Committee and the Secretary of the S. I. T. U. Protection Fund be *ex-officio* members of the Executive Board as well as of the Working Committee.

The Working Committee shall consist of the *ex-officio* members, and also of five other members of the Executive Board elected by the members of the Executive Board from among themselves.

The Vigilance Committee shall consist of five persons who shall be elected at the Annual Meeting of the Union and it shall carry on its work subject to the control of the Working Committee.

Powers of the Executive Board.—The Executive Board shall have a general control over the affairs of the Union. It shall have power to fill up interim vacancies in

the Executive Board and to perform such other functions assigned to it in these rules. It shall have the power to appoint committees and refer any question to them, to refer any matter to the Working Committee for consideration and report, to delegate any of its powers and functions to the Working Committee and to transact business in circulation. When a difference of opinion should arise on any question in circulation, the opinion of the majority shall be the decision of the Executive Board. The quorum for a meeting of the Board shall be seven.

Powers of the Working Committee.—It shall be the duty of the Working Committee:—

- i. to administer the funds of the Union and to carry on the work of the Union on behalf of the Union,

AMENDMENTS

tee shall hold office for one year or until their successors are elected."

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

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

- (7) In the para 'Powers of the Executive Board,'—(a) add after 'circulation' in line 8 the following—"It shall have power to accept resignations. It shall also have

power to take disciplinary action against the members of the Union whenever necessary.

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

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

AS AMENDED

ral Body Meeting of the Union, presided over by the President of the Union, or in his absence by one elected by the General Body. The President, the Secretary, and the Treasurer shall be persons resident at the head-quarters and they shall along with the Joint Secretary, the Journal Secretary, and the Secretary of the S. I. T. U. Protection Fund be *ex-officio* members of the Executive Board as well as of the Working Committee. The Office-bearers of the Union, the members of the Executive Board, and the members of the Working Committee shall hold office for one year or until their successors are elected.

The Working Committee shall consist of the *ex-officio* members, five other members of the Executive Board among themselves and two other members of the Executive Board nominated by the President.

The Vigilance Committee shall consist of five persons who shall be elected at the Annual Meeting of the Union. It shall deal with teacher-tenure problem and carry on its work subject to the control of the Working Committee.

Powers of the Executive Board.—The Executive Board shall have a general control over the affairs of the Union. It shall have power to fill up interim vacancies in the Executive Board and to perform

such other functions assigned to it in these rules. It shall have the power to appoint committees and refer any question to them, to refer any matter to the Working Committee for consideration and report, to delegate any of its powers and functions to the Working Committee and to transact business in circulation. It shall have power to accept resignations. It shall also have power to take disciplinary action against the members of the Union whenever necessary. When a difference of opinion should arise on any question in circulation, the opinion of the majority shall be the decision of the Executive Board. The quorum for a meeting of the Board shall be seven.

(The Executive Board decided to drop this amendment).

(This amendment was accepted by the Board).

PRESENT RULE

- ii. to transact business in circulation if necessary provided that the opinion of the majority shall be the decision of the Working Committee in case a difference of opinion should arise,
 - iii. to conduct journal or journals,
 - iv. to take such steps as it may deem expedient and practical to carry on the work of the Union,
 - v. to prepare the Agenda for the Provincial Educational Conference after consulting the Reception Committee and
 - vi. to deal with all such matters of great importance and urgency as may be required to be disposed of in the name of and for the purpose of the Union.
- The quorum for a meeting of the Working Committee shall be five.

Duties of the Secretary.—The Secretary shall (1) call meetings of the Executive Board and of the Working Committee; (2) ordinarily arrange for the transaction of business in circulation and publish the decision; (3) record the proceedings of each meeting in books kept for the purpose; (4) carry on correspondence; (5) be in charge of the properties and records of the Union, and (6) be responsible for the

management of the affairs of the Union subject to the control of the Executive Board.

(d) An *Extraordinary Conference* may be summoned by the Executive Board either on its own motion or on a special requisition signed by five affiliated Guilds.

C. *Delegates and Visitors.*—

It shall be open to every Affiliated Association to send as many delegates as it chooses from among its own members. The delegation fee for each delegate shall be annas Eight only and the delegation fee shall be equally divided between the Reception Committee and the Union.

Persons who are not members of the

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

(This amendment was accepted by the Board).

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

(10) Re-write the para on "Duties of the Secretary" as follows:—"Duties of the Secretary and the Joint Secretary." They should do such of the undermentioned duties as are specially assigned to them by the President. Their duties shall be (i) to call meetings of the Executive Board and the Working Committee; (ii) to arrange for the transaction of business in circulation and publish the decision; (iii)

(This amendment was accepted by the Board).

to record the proceedings of each meeting in books kept for the purpose: (iv) to carry on correspondence; (v) to be in charge of the properties and records of the Union; (vi) and be responsible for the management of the affairs of the Union subject to control of the President and the Executive Board.

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

(Accepted by the Board).

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

(b) Make the present first para second and insert the following as the second sentence in it, the present second becoming the last. "Every association

The Office-bearers of the Union and the other members of the Executive Board shall be *ex-officio* delegates of the Conference.

It shall be open to every Affiliated Association to send as many delegates as it chooses from among its own members to take part in the proceedings of the Conference as well as of the General Body. The delegation fee of each delegate shall be eight annas whether the General Body Meeting is held along with the

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Union directly or indirectly cannot attend the Conference as delegates but they may be admitted to the Conference as visitors on the payment of such fees as may be prescribed by the Reception Committee. The amount thus collected shall be divided between the Reception Committee and the Union in the ratio of 2:1. Visitors to the Conference and members of the Reception Committee other than delegates may speak at the Conference with the previous permission of the President of the Conference but cannot move resolutions or have the privilege of voting.

AMENDMENTS

should send within the time prescribed by the Working Committee, the list of its delegates along with the delegation fee."

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

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

The Working Committee shall have the power to scrutinise and modify the resolutions to include such of the resolutions as it may deem necessary in the Agenda and to prepare the programme for the Provincial Educational Conference in consultation with the Reception Committee. The

(13) 9 E:—In the line 2 top of page 9:

(a) Insert "and" between "resolutions" and "to", put a full stop after 'agenda' in line 3, and substitute for "and to be" in line 3 the following. "It shall prepare."

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

AS AMENDED

Conference or not. This delegation fee shall be equally divided between the Reception Committee and the Union. In case the General Body Meeting happens to be held separately, the delegation fee for each delegate shall be annas four only and it shall go to the Union.

Individual members of the Union or of a District Teachers' Guild may, on application to the Union or the concerned District Teachers' Guild, as the case may be, within the time prescribed by the Working Committee for the registration of delegates, be recognised as delegates on payment of the delegation fee.

Members who have not been registered as delegates and persons who are ineligible to be registered as delegates may be admitted to the Conference as visitors on the payment of such fees as may be prescribed by the Reception Committee. The amount thus collected shall be admitted between the Reception Committee and the Union in the ratio of 2:1. Visitors to the Conference and members of the Reception Committee other than delegates may speak at the conference with the previous permission of the president of the Conference but cannot move resolutions or have the privilege of voting.

The Working Committee shall have the power to scrutinise and modify the resolutions and to include such of the resolutions as it may deem necessary in the agenda. It shall prepare the programme for the Provincial Educational Conference in consultation with the Reception Committee. The Agenda shall be finally announced in the *South Indian Teacher* and

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

The South India Pandits' Union.

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

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

Not accepted by the Board.
The majority of the Guilds opposed this amendment.

(18) Rule (3) Objects f.

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

Not accepted by the Board.
The majority of the Guilds opposed this amendment.

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

Not accepted by the Board.
The majority of the Guilds opposed this amendment.

(21) Rule 5, Re-write with consequential alteration due to amendment of memorandum 4.
The following amendments to Rule 10 and 12 are proposed by the Executive Board.

(Does not arise).

For

10. General Body Meeting:

The General Body of the S. I.T.U. shall meet annually ordinarily on the occasion of the Provincial Educational Conference to elect the Office-bearers; and the Executive Board shall present to the General

Read.

The General Body shall consist of Teachers' Associations affiliated to the S. I. T. U. directly or indirectly and only delegates authorised by the Associations shall be entitled to take part in the proceedings of the General Body Meeting. The General

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ral Body a report of the working of the Union for the year together with the financial statement of the auditor who shall be appointed by the Board and who shall not be a member of the Board. The voting in respect of the election of office-bearers of the Union shall be by ballot, and each delegate present at the meeting shall have one vote. The quorum for a meeting of the General Body shall be twenty.

Body shall meet ordinarily on the occasion of the Provincial Educational Conference to elect the office-bearers; and the Executive shall present to the General Body a report of the working of the Union for the year together with the financial statement of the auditor who shall be appointed by the Board and who shall not be a member of the Board. The financial statement shall refer to the period commencing from 1st April to 31st March of the following year. The voting on all questions other than the election of office-bearers shall be ordinarily by show of hands, but in respect of the election of the office-bearers of the Union it shall be by ballot, each delegate present at the meeting shall have one vote. The quorum for a meeting of the General Body shall be twenty.

12. Alterations in Rules:

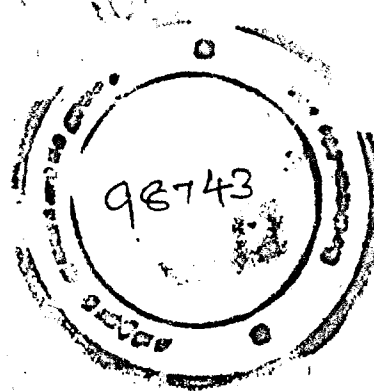
No alteration in, or addition to, the Rules of the Union shall be made except at the Annual General Body Meeting of the Union. Notice of alterations, if any, shall be sent to the Secretary of the Union three months before the date of the annual meeting of the General Body.

12. Alterations in Rules.

No alteration in, or addition to, the rules of the Union shall be made except at the Annual General Body Meeting of the Union. Notice of alterations, if any, shall be sent to the Secretary of the Union before 31st December.

T. P. SRINIVASAVARADAN,

Hon. Secretary.



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