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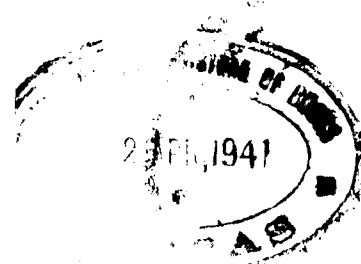
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(The Official Journal of The South India Teachers' Union)



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APRIL, 1941

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THE SOUTH INDIAN TEACHER

Vol. XIV

April, 1941

No. 4

VOCATIONAL PLANNING AND SECONDARY EDUCATION

How High Schools ought to be Reformed?

BY

PROF. M. S. SRINIVASA SARMA, M.A.,
National College, Trichinopoly.

The Goal

"Our schools should not, under any circumstances, be allowed to be dominated by the needs of the University; and I believe the proper function of a university is to pick up from the products of school life without throwing its will on school working and taking the responsibility for the organisation of school teaching. I hold that the schools should give an impetus for vocational training and that it would be in the fitness of things whatever may be the ultimate aim of the student concerned, if at that age he be trained into some vocation which he may or may not care to take up at a later stage. The unfortunate impression that university life and vocational training are incongruous and can never meet should be eradicated from the mind of the young student. In any scheme therefore the emphasis on vocational training has got to be laid; and it is the hope that such training will be of great benefit to those leaving the portals of the secondary school."—Dr. A. Lakshmanaswami Mudaliar (1934).

The problem of Secondary Education has become perhaps the most important and the most difficult of all the problems which today confront the educator and the statesman. A number of factors have contributed to this universal unrest. First, there is the growing volume of unemployment among the educated classes which has forced attention to the single track character of university and especially secondary education. The intellectual emphasis stressing the bookish character

of the curriculum and instruction is entirely out of touch with the requirements of the country and the future needs of the pupils. Secondly, as new avenues of employment grow with the rise of new industries and professions, the demand for trained persons to fill the new types of work increases; and this has to be met by our schools. Thirdly, the secondary stage is merely preparatory to the University. A curriculum based on the supposed needs of University study is bound to be inappropriate for all pupils. Thus a radical reform of secondary education is felt to be most urgent and imperative; and the short extract from the speech delivered early in 1934 to Madras teachers of Dr. A. Lakshmanaswami Mudaliar given at the top of this article puts in a nutshell the problem as well as the solution.

In their "Suggestions to Teachers," the Board of Education in England point out that "Education must enable pupils not only to accommodate themselves to sudden change of process and method in the occupation they are likely to take up, but to transfer themselves from one occupation to another, and from one part of the country to another including from the town to the country and from the country to the town."

Bifurcation or Unification?

The proposal of the Madras Government to bifurcate the High School curriculum into a pre-university and a vocational course is based on the view that if only alternative vocational courses are started, a large majority of pupils will take to them and will refrain from entering the university. But is there any basis for this assumption? Are there not already provisions for training in agriculture, music, telegraphy, shorthand, typewriting and commercial practice in the present S.S.L.C. curriculum? And have we not vocational schools giving instruction in art, engineering, wood work, metal work, rattan work, textiles, tailoring, agriculture and commerce? The point to note is that the bifurcation principle rests on a false and highly mischievous assumption that those who receive literary education belong to a superior category. There must therefore be only one type of secondary schools and whatever might be the future of a young man or woman, he or she should get a competent knowledge of some craft, industry or occupation which offers a reasonable chance of providing a means of livelihood in adult years. The feeling that work with hands is inferior should go. Such a school will enable the pupils to keep their bodies fit and their minds alert, and create among all a sense of harmony and mutual respect. Prof Delisle Burns says (*The Challenge to Democracy*, page 206) that "Reading and writing are very useful, but they are not fundamental to the whole structure of society. All human beings need first of all

food, clothing and shelter; and the activities by which these are supplied are not despicable nor degrading. Also the ideal in view is a community in which all necessary work is honourable; in which therefore the clerk or the teacher is in no way superior to the Railway Engine-Driver or the textile-worker. Therefore the basis of education should be occupational activities—the growing of food stuffs, weaving and building. The pen might be mightier than the sword; but the spade and the needle are better than either, even as instruments of Education."

Now if education is to fulfil its task of preparing the individual for life, it must train him to approach the problem of occupation with confidence and courage. Life depends upon securing a "living". The tree of knowledge is known by its fruits, and may be said to exist for its fruits; and if education does not make life possible and insure the integrity of the self by equipping the individual to earn his livelihood, what meaning is there in culture, knowledge for its own sake, and all that sort of rigmarole? Again how can a man be socially efficient if he cannot even earn a livelihood?

The Solution.

Now the only effective solution is to graft practical work which will fit for daily life into the main trunk of general education in all its stages and thus prepare the pupils to some extent for their future careers and callings. It is absolutely necessary to confer the benefits of vocational training on all the pupils in the elementary, secondary and collegiate stages so that the education may at least solve the "bread and butter" problem. There is no use in saying that there are separate technical and industrial schools. They come in only later on for advanced and specialised training. The primary problem is how to discover the individual's tastes and aptitudes and cultivate them in the right manner. Man is essentially a tool-using animal; and the young men should learn to handle plough, the handloom, the hammer and the sewing machine, and work with them more intelligently and with greater ease. The schools where the students get an opportunity to use tools as well as books would give them some idea of the native bent of mind and their special aptitudes, and so make them much more able to face the world. The pupils should be encouraged to think about their after-school life, and to find out what they are good at while they are still at school. To want to do something is a powerful incentive towards becoming efficient in it. But it is hard for the boys to know what they want to do unless facilities are provided to link up school work with the tasks of the outside world. Thus the training in the manufacture of articles of necessity and luxury, besides relieving the monotony of the regular courses of study, will effectively help them in securing some

useful lifework, and stop the annual drain of several crores of rupees to foreign countries.

The Keynote of the Wardha Plan.

The keynote of Gandhi's philosophy of education is the creative activity of the pupil in some handicraft which incidentally is also a socialising and character-developing process. The greatest hindrance to educational reform is the almost universal notion that education is concerned only with the *cognitive* side of life. Man is a trinity of body, mind and spirit, and yet our education is concerned exclusively with the mind, and so is making but little success in it. The training of the hand as an educational instrument for the development of personality and the enrichment of life is sadly neglected. In a world whose law is work, there is no escape from hard toil and manly effort. The dignity of handwork and the desire to do something useful must be developed in the young pupils. It is absolutely necessary to combine technical training and book-learning which alone will guarantee a sure job and prevent misfits. Man's primal nature is to manipulate, to experiment to construct, to create and to be a cause. That way sanity, health and happiness lie. Training in handicraft, besides being an effective stimulus for the choice and equipment for life's vocation relieves the boredom of book-learning, and constitutes in itself an excellent physical culture. Dignity, poise, mellowness, courage and order are the fruits of manual work.

Vocational Diagnosis

Every young man must choose for himself his own life-work; and the choice must be made with the utmost care; and it must be made as early in life as possible in order that one's preparation may be made with direct reference to the chosen vocation. Since the purpose of education is to fit the individual for his future place in society, instruction in choosing a vocation and discovering one's own natural aptitudes should be in the regular curriculum. The wrong job is the cause of needless misery, discontent, unhappiness; and the misfit ultimately becomes individually a tragedy, and collectively one of the greatest problems of modern life. To choose wisely the right job, therefore, is no easy task. It involves assessing impartially and accurately the individual's abilities of mind and body, and the qualities of temperament and character. It requires a knowledge of skills and qualities demanded of a wide and varied range of careers and full information regarding the openings and prospects. Thus the problem of occupational planning for the young adults is very difficult and complex because of the diversity of human callings which require quite different methods of investigation.

Schools should provide courses in occupational information which supply the necessary knowledge of occupational opportunities. The pupil should be helped to discover his individual fitness for an occupation. Vocational "try-out" courses in which the pupil tries his hand at various lines of work should be provided by means of extra-curricular activities and outside the school by providing part-time jobs. American schools provide a wide variety of try-out courses as part of the curriculum. There are in every high school in Europe and America, "careers-masters" whose duty it is to determine the boy's fitness for the particular kind of work suitable for him and diagnose the things he is interested in.

"Square Pegs"

Most of our students know little or nothing about the opportunities and requirements of various occupations; nor do they possess any adequate information concerning their own abilities, special aptitudes and personality traits. If the day arrives when they simply must have a job, they jump at the first one that comes in their way regardless of their natural fitness for it. And the result is too often disastrous. What a wastage of time, money and happiness arises from the "round peg" trying to fit into the "square hole." The employee becomes discontented, disappointed and diffident while the employer wastes time and expense in engaging and training him to work. Helping the pupils to obtain reliable and accurate information upon which to base their choice of occupation and providing them with training is true educational service. The educator who confines the curriculum to English, Science and History will not be calling into play the best abilities of his pupils. If he makes provision for creative handicraft courses, he will not only be supplying a training which will be of advantage to the pupils in their later occupational activities; but will also be cultivating in the pupils a self confidence and a sense of achievement that will enable them to apply themselves more keenly and successfully to their academic tasks. Clay-modelling, carpentry, wood-carving, toy-making, cutlery, pottery, cane and coir-work, etc., are fields not only for vocational investigation but for adventure and life. Ample opportunities should be offered to the children to express and develop their power over material things. There must therefore be more direct and universal craft-work in wood, leather, clay, cotton, silk, metal, etc. so that the child may work off his superfluous power, and derive in addition some appreciation of beauty of texture, form and color—which is almost a much neglected part of our education today. It is unpsychological—nay, it is sinful to drop handicraft at a time when the pupil's desire to express himself as an individual is strongest and when his growing manipulative skill begins to produce worthy results.

ART AND CRAFT

IV

By

R. M. SAVUR

Few of us have a clear idea of what is meant by "design." Those of us who do have some idea have derived it from the scope of the technical examination in "design." So we believe design to mean "ornament" or filling a space with an arrangement of shapes and colours.

It should be clear that design is fundamental, and that fitness for the purpose for which the article is made, the right use of tools and materials, and the production of something worth living with are all considerations which have to be borne in mind in designing. Surface decoration, if any be required, is only one factor in the whole problem and can be considered only in relation to the whole.

What these sentiments mean can be more clearly understood by considering their application to a concrete case. Let us consider the article the making of which will be taken up first. This will be a simple leather purse.

Fitness for the purpose for which the article is made.

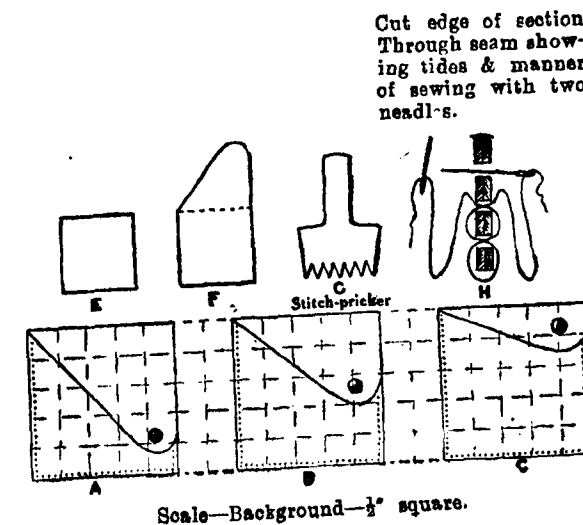
If this article made is to fit the purpose for which it is made we must first have a clear idea of the use to which we are going to put it. Without this we shall be unable to decide,

- (1) what kind of leather to use—thick or thin, hard or soft, etc.
- (2) the dimensions of the whole and of its parts.

Let us suppose we want a small purse to hold a couple of rupee notes folded in the middle and a little small change. This immediately helps us to decide the size of the purse. Too large a purse will not suit the purpose. It is absurd to carry a large purse or wallet just to hold a rupee note and a few small coins to pay your tram-fare and for your afternoon tiffin of a cup of coffee and two dosais.

The small size of this purse therefore makes it necessary to use some kind of thin, yet hard and flexible leather or any thin, soft and flexible leather. To make such a purse out of stout and inflexible leather like cow-hide or modelling calf would result in an unusable purse and it will therefore be distinctly bad design to use such leather for such a purse or for the matter of that for any size of pocket purse or wallet.

The overall size of the purse will also decide the size of its parts (viz., the flap) and the manner of securing the flap as these are important factors which influence good design. This will be better understood by studying Fig. 1 A, B, C, with a view to decide which "looks" better and why. It will then be realised that the proportion of the size of the flap and the size of the whole purse is a far more important factor influencing good design than ornamentation however elaborate.



Making the purse.

The kind of leather to be used will depend upon the price the worker is inclined to pay. Morocco, Imitation Morocco, and Russian leather are very expensive but beautiful in appearance. The best leather for class purposes is tanned goat or sheepskin which can be obtained locally for about Rs. 1-8 a whole skin. The appearance can be improved by the worker himself by various means which will be described later in this series of articles.

Having purchased the leather the next step is to cut it to size. The purse shown in Fig. 1. A is a single purse without any divisions or compartments and fastened with a press-button. It is composed of two parts. Fig. 1. E. which is the front or shallow part; and Fig. 1. F. which is the back or fold-over part. Two patterns should be cut, shaped as illustrated, and used when cutting the leather from the whole skin. The home-worker may cut these patterns out of thin sheet-tin or zinc sheet. Thin tin or zinc sheet can be easily cut and trimmed with a large pair of common scissors, special tin-man's scissors being unnecessary.

Securing the parts.

The best method of making up such an article made from soft leather is sewing with strong fine cotton thread—the ordinary cotton thread on reels used on sewing machines. The stitching can be done on a household sewing machine if you have one or by hand if you have none.

For sewing by hand two needles are used—preferably blunt ones. The requisite length of sewing thread is taken and each end is threaded through a needle so that you will have a piece of thread with a needle at either end. Holes are then made along the edges of the leather pieces by a stitch-pricker (Fig. 1. G.) or an awl. School-children and beginners would do well to use a stitch-pricker as by its use even stitches can be easily ensured even at the first attempt. If you have not got a stitch-pricker you can mark the places for the holes on the leather with the help of a foot-rule and then prick the holes with an awl or a larger stout needle before commencing the actual stitching.

When pricking the holes first damp the leather with a damp (not wet) sponge or cloth and give the awl or large needle a rub with a lump of wax.

A diagram will be more easily understood than any verbal description of stitching with two needles. Fig. 1. H. is an enlarged diagrammatic representation of the cut face of a section through a seam: it shows three holes and the thread passing through the first two and the right hand needle just passing through the third hole. Draw both ends tight simultaneously in each hole before passing the needles through the next hole. One needle should be first passed through a hole. The thread drawn through before inserting the second needle through the same hole. Care should be taken to see that the second needle does not pierce the thread already in the hole or the threads will get entangled and it will not be possible to pull the stitch tight in the hole. For this reason it is preferable to use blunt needles. If you cannot obtain blunt saddlers needles the point of an ordinary needle may be ground on a grinding stone or a carborundum flat stone.

In the next article will be described some simple methods of ornamentation as well as the method of fixing a press-button-fastener on the flap.

MUSICAL APPRECIATION

By

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Musicianship and appreciation of good music are two of the important aims in the teaching of music. By teaching suitable songs and songs of recognised merit, it is possible to develop in the pupils a correct and refined taste in music. Songs of an inferior type should definitely be avoided as they corrupt their tastes. Reading of appreciation essays on classical pieces followed by the recital of the chosen piece, is one of the effective means of developing in pupils a genuine taste for high class music. For the purpose of appreciation, the language of the piece matters little since the important factor is the musical construction or the *dhatu* of the piece. The essay should be written in the language of the pupils. The teacher can give appreciation lessons once a fortnight. He can assemble for this purpose two or three classes together. The song chosen should be slightly above the standard of the class but yet not so high as to be beyond their comprehension. He should sing the piece first and then read the essay illustrating in the course of reading the important points with the singing of relevant portions of the piece. When the essay is finished, he can either sing or play the whole piece once again. The teacher will notice that the pupil's faces brighten up as they listen to the music and the essay. If the pupils evince a desire to learn the piece, then he may teach them the piece. He should see that they learn it correctly. If necessary he may delete some of the more difficult sangatis.

Suitable compositions for essays must be thought out by the teacher early in the year. Care and attention must be bestowed by him in the preparation of these appreciation essays. The following points may be borne in mind in preparing such essays. All the points mentioned in the model essay given below will not hold good for every piece. Examples of well known pieces are given later to illustrate and to bring home to the teacher the exact significance of these points. In the introductory part of the essay, points relating to the general merits of the composition and its position amongst other musical compositions might be touched upon. The body of the essay might be taken up with the points of excellence relating to the *dhatu* (music) and the *matu* (sahitya) of the

piece. The concluding part of the essay might touch upon other interesting points relating to the piece, *Giripainela* (Sahāna) of Tyagaraja.

This is one of the scholarly compositions of Sri Tyagaraja, showing in bold relief his creative genius. This is his master-piece in the raga and the best piece in Sahāna that we possess. The piece when heard, leaves a deep impression on the mind of the listener. The composition bears the stamp of maturity and richness of the composer's musical conception. This is one of those brilliant pieces occasioned by an autobiographical incident. The composer describes in ecstatic terms the happy dream that he had ten days before his demise. This Kriti is one of his frequently and widely sung pieces. It is one of his longer compositions and is typically in his style. It is a madhyamakala piece characterised by uniform tempo. He shows a rare originality in handling this raga. It should be remembered that Sahana is a raga of limited scope and it is not possible to develop a long alaphana as with major ragas like Sankarabharana, Todi, Bhairavi, Kambhoji and Kalyani. Geniuses, however, discover fertile fields even in minor ragas. Tyagaraja is the only composer to have composed a number of pieces in this raga. The composers that have attempted in Sahana are very few and even those few composers have composed only two or three pieces each.

Giripainela stands as a shining crystal of Sahana and is brimful of raga bhāva. For the classical treatment of the raga, the vivid presentation of the raga bhava and the polished nature of the music, it has few equals. There is a certain grandeur and majesty about this Kriti. The piece consists of the sections: Pallavi, Anupallavi and Charana. The pallavi has two pādas and each pāda has five sangatis or variations. The sangatis are well planned out and succeed one another in a natural manner. Each variation is suggestive of the next and leads on to it naturally. There is a beauty and order in the sequence of sangatis. The anupallavi also consists of two pādas and each pāda has four sangatis. The charana consists of four pādas. The latter half of the charana is sung to the same music as that of the anupallavi. There is a homogeneity about the eduppu (starting-point) of the pallavi, anupallavi and charana. All the three start after half a count. Thus the constituent angas are characterised by uniform eduppus. A peculiarity in the anupallavi and in the corresponding part in the charana is the $\frac{1}{4}$ eduppu of the latter pāda (*badivisa ruschu* in anupallavi and *gachedanani* in charana). This is a special feature not noticeable in other compositions. The compass of the piece extends from mandra sthayi madhyama to tara sthayi madhyama—full two octaves. The prayerful mood of this raga is skilfully got over by the composer by avoiding emphasis on the madhya sthayi rishabha. Here in lies the secret of his art: The melodic entity

of the raga is emphasised at every stage. There is not even the remotest suggestion of other closely allied ragas at any part of the dhatu. The music is such a specimen of perfection that it is impossible to think of improving it. *Giripainela* is one of the few sahana pieces starting on the nishadasvara.

Fewness of words is a happy feature of the sahitya of this composition. The consequent profusion of vowels lends a charm, colour and musical value to the piece. The sahitya describes in picturesque language the dream wherein Tyagaraja saw Sri Rama surrounded by devotees. The sahitya is simple, easy and flowing.

Giripainela is one of the brightest products of Tyagaraja's creative genius. Its musical construction is superb. Musicians delight in rendering this piece very often. It is one of the authoritative lakshyas for Sahana and has a high entertainment value. It is one of the few pieces that shines well when performed on an instrument and when rendered by a good orchestra. Bikshandar Koil Subbarayar, a brilliant musician of the last century specialised in this piece. It was a rare treat for an audience to listen to his rendering of this gem in Sahana. When Maha Vaidyanatha Iyer was once asked to sing this song he retorted saying "Oh! This is the speciality of Bikshandarkoil Subbarayar! How can I do justice to it?" ("இந்த பாட்டு அவர் (ஸுப்பராயர்) சொந்தமாச்சே! நான் என்ன பாடப்போகிறேன்?")

When compositions are enriched by the addition of Chittasvara, solkattu svara, svara sahitya, madhyamakala sahitya svarakshara and other technical and literary beauties, they must be pointed out in appreciation essays. If these angas were added by subsequent composers as in *O Jagadamba* (Anandabhairavi) and *Raghuvamsa* (Katanakutuhalam) it must be mentioned. Pieces like *Yochana Kamala* (Darbar) have the charanas in a tempo different from the rest of the song. According to the time taken to perform the piece, pieces are classified into: very long, long, medium, short and very short pieces. *Darini telusu Konti* (Suddha savori) and *Vinave O Manasa* (Vivardhani) are respectively examples of this very long and very short pieces—the former taking about 20 minutes and the latter just 2 minutes. Pieces like *Nā Jivādhāra* (Bilahari) and *Mohana Rama* (Mohana) contain a special sangati for the pallavi which is reserved for being sung after the anupallavi and the charana. Such sangatis add considerably to the beauty of the piece. Kritis like *Chakkani Raja* (Kharaharapriya) and *Cherarāvademira* (Ritigaula) contain sets of sangatis.

In songs with plural charanas, the charanas are usually sung to the same dhatu as in *Saroju dala netri* (Sankarabharana) or sometimes they

are set to different dhatus as in *Enduku nirdaya* (Harikambhoji) and *Sri Raghuvārāprameya* (Kambhoji). Sections of the song useful for *niraval* and for singing *Kalpāna svaras* should be pointed out. Intricate places like *Tambura chekoni* in *Koluvamaragada* (Todi) and *Akhanda Sachchidanandam* in *Chintayamā* (Bhairavi) should be mentioned, if these pieces are chosen for the essay. The anupallavis of pieces like *Venu gāna loluni* (Kedaragaula) and *Kshinamai tiruga* (Mukhari) start in *atita grahas*. Pieces like *Nanu pālimpa* (Mohana), *Tera tiyyagarāda* (Gaulipantu) and *Dasarathe* (Todi) have a history about them. Songs like *Ragaratna malikache* (Ritigaula) *Elavatara* (Mukhari) and *Svararaga sudharasa* (Sankarābharana) furnish internal evidences. When a raga lives through a single composition (*Kalala nerchina*—Dipaka raga) or when a raga lives only through the compositions of a particular composer, pointed attention must be drawn to this point in the essay.

Other points that can be touched upon in an appreciation essay are :—

- (1) If the composer was indebted to any contemporary or earlier composer for the music or sahitya of the piece—either in whole or in part.
- (2) If subsequent composers copied the music or the sahitya of the piece, either in whole or in part.
- (3) Controversy if any, regarding the raga of the piece, as in *Evarani*.
- (4) Readings.
- (5) Instances of faulty grammar and the justification therefor.
- (6) Poetic and sublime thoughts if any present in the sahitya.
- (7) Any departures from the routine model, as in the anupallavi of *Chidambara Darisanama* in Mukhari.
- (8) Sancharas not in accordance with the arohana and avarohana krama, if any.
- (9) Rasa of the piece.
- (10) If in addition to the entertainment value, the piece possesses a lakshya value (Ex. *Amba nī Saranam* in Anandabhairavi).
- (11) Popularity or otherwise of the piece and the reason therefor.
- (12) Comparison of the piece with the other pieces in the same raga (1) by the same composer; (2) by other composers.

HUMANS AND BOOKS*

By

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You can get on happily in life by attending to your physical body and neglecting the mind and abstaining from the reading of books if you are your bodies and nothing more. I wonder whether you agree that you are nothing more than your body. Just look: there are plenty of things in the world—even in this room—which are nothing more than their bodies. This table, these chairs, the desks, the black-board and so on, all have bodies and have nothing else. Surely they need not read books. In fact they could not. Are you not different from them? Is not a human being a Body *plus* something? What is the something? Rather what will you include in that something? I am glad you all agree that the something should include mind. So long as we have the Mind we think—we create thought. The destiny of thought is Mind of others. Every human is anxious to transmit his thought to others.

Again a human is not merely Body and Mind. He is Body *plus* Mind *plus* something more. No doubt there are beings which are simply Body *plus* Mind. You can easily guess what they are. I am sure you won't relish being clubbed and bracketted with these beings—with the animals—with the higher form of animals if you please. I am glad I hear a voice mentioning Darwin. Yes. Darwin has taught us that we have descended from hairy ancestors with aboriginal habits. We have still representatives of these Darwinian ancestors of ours. They have mind which directs their actions, which makes them remember previous experiences and even provide for future. But surely even according to Darwin we had left that anthropoid stage behind us some millions of years ago. We are now entirely distinct from them. What is it that differentiated us from them if it is not the Spirit. A human therefore is Body *plus* Mind *plus* Spirit.

A human is happy, progresses, and looks after himself properly only if he develops these three components of his in a harmonious way. These three components must march abreast of one another. I wonder

*Valedictory address delivered at the Kellett High School, Triplicane, on Tuesday the 11th March 1941.

if any of you had travelled in village parts outside the bus route. If you have done so you can recall to your mind the double-bullock cart. Imagine what will happen, if you had not actually experienced it, if one of the bulls begins to gallop while the other one begins to lie down. Surely the cart will be upset and you will be injured. So it is with humans; if Body, Mind and Spirit do not move abreast of one another the human will be injured. Our ills are due to unequal development in these three factors. Even the huge international travail which human society is experiencing to-day is traceable to the Mind and Body forging ahead while the Spirit is starved and left behind, unattended to, unfed and undeveloped.

Assuming then that physical improvement by itself is inadequate to carry us forward, nay is harmful to us, let us see what the humans have done to develop the Mind and Spirit in resonance with the feeding on the Body.

Mind has to be fed with thought. It is best developed by exchange of thought. Hence the chief problem of the earliest humans was to find a means of transmitting thought from one to another. They struggled for several thousands of years to find out some means of transmitting thought. Even animals found the use of voice was of some help. But it was not adequate. By varying the quality of their screamings they could at best transmit a few ideas like anger, love, warning and so on. The attempt of the earliest humans was to intensify the range of modulation of the voice. They went on experimenting with it. At long last they invented articulate speech. We are all so much accustomed to this power of speech that we don't realise what a struggle it should have been for our ancestors to have invented this power. Before the new-born completes the first year, he has by the power of imitation already acquired this power of speech. That is why you don't devote a moment's thought to the magnitude of this discovery by our earliest ancestors. Imagine for a moment that there was no power of speech. We won't meet here to-day; there will be no meetings; there will be no schools; there will be no State. We would all still be wandering in the undeveloped forests undergoing tremendous tension by our inability to transmit the thought accumulated in our Mind and perhaps experimenting to discover some method for its transmission. The invention of speech—articulate speech—is the first major invention of the humans made perhaps millions of years ago.

Once speech was invented the human very soon recalled how inadequate it was. Through your voice you can transmit your thought only to a handful of people found within a few yards of yourself. But that was not satisfactory. Thought should be transmitted, the ancient

humans felt, to the persons living at far off distances. The voice of a father of Madras could not reach the ears of his son at Benares. This was a distressing situation. As a first solution of this difficulty the father attempted to transmit his thought to a mercenary and made him go all the way to Benares and retransmit his thought to his son. Imagine what a laborious and costly process this should have been. Nay it was worse, for we do not know how much the carrier would have transferred and mutilated the thought when it was in his possession.

I am sure you remember the story of a fellow who went to a neighbouring village to attend a feast. He liked it so much that he resolved that he should ask his wife to prepare it for him when he went back to his home. He learnt from his host that the name of the sweet was 'Modaka.' He wanted to transmit his thought to his wife in the next village. So he carried his thought. Lest he should forget he went on repeating 'Modaka,' 'modaka.' Half way between the two villages there was a little rut. While jumping across the rut he instinctly uttered the non-sensical phrase 'atrimak' which the situation automatically created. Thereafter his lips went on repeating 'atrimak.' He reached home; he asked his wife to prepare 'atrimak'; she could not for the simple reason that she had never heard of a sweet called 'atrimak.' If even such an interested messenger could unconsciously spoil a thought in transmission in this way, you can imagine how many vexatious situations would have arisen in the distant past when our humans had no other means of transmitting thought except through the voices of paid agents. A more efficient method of transmitting through space was therefore an urgent necessity.

Not only that, the humans felt the need for a means of transmitting thought through time. Let me state here that all these struggles and inventions were in the distant prehistoric period and we have no reliable record. Each country has got its own version—often mythological versions—of these inventions. I shall now tell you how the problem of transmitting thought through time was for the first time brought to a head in China.

Some five thousand years ago there was a genius in China. He was called Ts'ai Lun. He had made many inventions in farming and agriculture. He had discovered new methods of treating the soil applying manure, propagating and developing the crop, warding off diseases of crops, harvesting, storing the harvest and converting the harvest into various palatable forms. The emperor of China was very proud of Ts'ai Lun. He arranged for all the thoughts he had created to be transmitted through space. He engaged several propaganda agents to

receive the thoughts of Ts'ai Lun and deliver them to all the villages in China. He was very proud of his reign. He was more proud of Ts'ai Lun. He wanted to be with Ts'ai Lun as long as possible every day. One evening the emperor and Ts'ai Lun were enjoying the evening sun. Their sons were chatting a few yards away. Their grandsons were just returning from their work. Their great-grandsons—little babes—were just being carried by nurses. The emperor suddenly became sad. He turned to Ts'ai Lun and said "You have invented many things. You have created wonderful thoughts. I have done my very best to have them transmitted throughout the country. But look what will happen when you and I have gone and when the present generation of adults have gone. How can our great-grand children—sweet kiddies—who are basking in the evening sun, know your thought, know your inventions. My thoughts move forward. How is this wonderful thought of yours to be transmitted to our great-great-great-grandchildren—great-to-the-to-the-power-of-infinity grand children. Surely in the year 1941 both of us will have our descendents. How are they to be benefitted by your thoughts." Ts'ai Lun was so fond of his emperor that he could not see him in distress. So he said to the emperor "Your Majesty need not suffer so much. Please give me leave for six months, I shall retire into solitude. When I come back I am sure I can bring you some means by which all our thoughts can be transmitted to our grandchildren of 1941 and beyond."

After the end of six months Ts'ai Lun brought what we now call a piece of crude paper with some dark figures on it. He said "I have invented writing. By this writing thought can be transmitted through time." I want you to think for a moment and realise what a wonderful invention this invention of writing is. I am aware that some of you might wish that your school life would have been far happier if Ts'ai Lun had not invented writing, for then you would not have had so many books to read. I don't know how many of you in your present examination terror will be prepared to accord a vote of thanks to Ts'ai Lun and how many a vote of censure.

This new invention which embedded the humans to transmit thought through time was of use also in transmitting it through space un mutilated and untransformed by the messengers.

As soon as the invention of speech solved a problem, the absence of writing created another problem and led to thousands of years of turmoil before writing could be invented. Soon after writing gave satisfaction new problems arose. The humans found writing to be a long, tedious and expensive process. Suppose for example the marriage of one of you, say Yogu, has been fixed. Naturally Yogu is eagerly looking for-

ard to the day of marriage. But his father wants to invite thousands of his friends scattered all through India. He wants to transmit this thought—this, invitation through space. To that end he makes use of Ts'ai Lun's invention and writes invitations. Let us do a little bit of arithmetic. He takes 12 minutes to write an invitation. He can produce five copies in an hour. He is a busy man. He has the preparations for the marriage to make. He is able to write out the invitations only three hours in the day which means fifteen invitations. You can easily calculate how many months it will take for him to write out the invitations to thousands of his friends and how impatient Yogu will become. Perhaps writing and speedy multiplication of copies for transmission through space and time was the next major problem for the humans to tackle. It took the several thousands of years to succeed. They did not succeed till very recently, for you know that printing was invented only about 1440. You might have noticed that the Madras Library Association celebrated the fifth centenary of Gutenberg's invention of printing through moveable metallic types only last December. Look at the immense benefit and the wonderful result of Gutenberg's invention. I wonder whether you had ever visited "The Hindu" office. You say, you have. Then mind the room in which messages are received from all parts of the world, from New York, London and Tokyo, at the radio typing room and how within an hour thousands of copies of the messages are delivered into the hands of the readers in the City. How could thought be transmitted so efficiently and so quickly but for Gutenberg's invention of printing.

Let us next see how we should use this wonderful triple heritage of speech, writing and printing to improve ourselves not our body alone but also our Mind and our Spirit.

To improve our Body we want food, clothing and shelter. To get all these we want bodily strength and mental capacity. They are interdependent. They are at bottom dependent upon improved mental capacity. Just think how much this improvement of mental capacity depends upon the triple invention of articulate speech, writing and printing. The books that help us in this matter are called 'informative books'. We have plenty of them to-day. You will be wasting your heritage and defrauding yourself if you do not learn when you are at school the use of informative books. You cannot improve your body by exercise alone. You want food. In the present state of the world when all nations are closely knit together it is no easy job to get food for everybody. The world's population some pessimists say, has gone beyond the food resources of the world. Let us say that there are ten million more people in the world than the food resources warrant. How then are we to supply food to all. Is it by murdering all the extra ten million people? I am glad

you say no. The correct method is to make the earth yield more food. To do that the new thoughts created by the new Ts'ai Lun of to-day should be learnt and put into practice. You see the value and use of reading informative books even for keeping your Body strong.

I said that the Mind also should be kept continuously fed and engaged. The human Body gets exhausted very soon. They say it can work for not more than eight hours a day. It wants rest and relaxation during the remaining hours. When your Body is working the Mind also participates with it and is fully engaged. For nobody who is doing his job, say in a factory, can allow the Mind to wander elsewhere as some of you students do when your Body is in the class room in front of your teacher! For if the Mind is not co-operating with the Body the machines of the factory will cut off the fingers and maim the body of the workers. But when the Body is resting and relapsing the Mind has to be attended to. For the Mind does not get exhausted as quickly as the Body. The Mind does not require sixteen hours of rest and relaxation. It can carry on for a much longer period. Except when you sleep soundly i.e. except for six to eight hours the mind cannot rest. That means there are about eight hours in the day at any rate a few hours in the day—when the Mind has to be engaged and fed while the Body is resting. Now there are various ways of occupying the Mind without giving work to the Body. Some chat, and dissipate themselves, some go to races and ruin themselves, some go to the base pictures and vulgarise themselves, some play at cards and come to blows and you know how in all these modes of exercising the Mind people come to disorder, deterioration and grief. But Gutenberg's improvement on Ts'ai Lun invention which was by itself an improvement on the invention by the unknown discoverer of articulate speech is a harmless, cheap and self-dependent means of recreation for the mind. We have plenty of recreative books. When you are at school you must learn how to use recreative books, how to use this triple benefit of speech, writing and printing to keep your Mind fed engaged and improved when your Body needs rest and relaxation and Mind is unable to go to rest.

Lastly let us turn to the third components of the humans, the Spirit. If Mind requires less rest than the Body, the Spirit needs no rest whatsoever. There is another difference also. The Body easily gets satiated with food. You cannot make a man eat and improve his bodily strength beyond a certain limit without endangering the Body. To a less extent this is equally true with the Mind. The Mind has got a far greater capacity than the Body, so much greater that we imagine that it has an infinite capacity. But even this has its limitation. There are moments when the mind gets glutted. It is not so with the Spirit. The more you feed it the greater becomes its hunger. The poet Valmiki has compared the

spirit with fire. The more you feed a fire with fuel the greater becomes the quantity of fuel that it can consume. So it is with the Spirit. There is still another way in which the Spirit differs from Body and Mind. The physical growth of the man stops after sometime. The mental growth continues even after the Body has stopped growing but it seldom goes beyond certain limits. But it is not so with spiritual growth. When you are children the inspiration of your parents is enough to feed you. In your adolescent stage the spiritual hunger goes beyond the inspiring capacity of your parents. So you seek the help of a select few—your professors and teachers—who are believed to have greater inspiring capacity. When you become adults your spiritual hunger transcends the capacity even of professors. The number of people that can satisfy you is far smaller. You seek inspiration from a few realised souls, sadhus and sanyasins. You know how few they are in number. When you grow older still your spirit grows beyond the inspiring capacity of the contemporary realised souls. For some reason unknown to us the number of Christs, Bhuddas, Sankaras and Valmiki is so small that you perhaps find only one such in a thousand years. They are the central stations of spiritual power. We have all to look to them for light and for spiritual food. If we do not get contact with them our spiritual hunger consumes us. You can now understand the great potency of the invention of writing and printing for feeding the Spirit of man to enable it to grow from more to more. You have inspirational books for the purpose. You must know to spot them out, enjoy them and benefit by them.

Whenever the Body, the Mind and the Spirit do not get fed harmoniously—that is not to an arithmetically equal extent but each according to its needs and capacity you have trouble. The harmonious growth of human means the development of Body, Mind and Spirit each in proportion to its needs and capacity. Harmonious growth is curiously enough not uniform growth but differentiated growth. It is the lack of harmonious growth in this paradoxical sense that is responsible for the ills of humanity, be they of the individual or of society as a whole. The present conflagration of the world is due to the disproportionate growth of the three components. The Body and the Mind had grown. The Spirit had been neglected. If the Spirit also had been developed and nurtured as efficiently as the Mind and the Body we would have had a world of peace, happiness and bliss.

Books can help us in this matter. As students you must learn to read and enjoy all the three kinds of books—informative, recreative and inspirational books. It is only then that you would justify the rich heritage which has come to you through millions of years of labour of your ancestors—the triple invention of Speech, Writing and Printing.

THE WARDHA SCHEME IN ORISSA

The Orissa Government have decided to close the basic education (Wardha Scheme) school and the training school established by the Congress Ministry from March 1, 1941.

Giving reasons for their decision Government say that although the idea behind the scheme is that teaching instead of relying on text books should be correlated to the practice of some craft chosen out of a number of different crafts likely to bring about the all-round development of the children, only one craft, spinning, has actually been adopted in the basic schools and Government were advised that no other useful craft could be substituted or added owing to lack of teachers capable of giving instruction in such crafts.

The Wardha Scheme provides for three hours and 20 minutes for every school day to be spent in the practice of crafts and there is an obvious likelihood that with no alternative craft to spinning these will quickly degenerate into mere spinning schools.

MORE STIMULATING MEDIUM WANTED

Spinning is a sedantary and monotonous occupation and not calculated to lead to the all-round development of children in Orissa where a more stimulating medium of instruction is obviously required.

Government add basic schools are far more expensive than the ordinary primary schools and it would be impossible to introduce them on a large scale in this province unless they were self-supporting. In this respect also the scheme has not shown any sign of success.

Government conclude that they have decided that it is not in the interests of the province further to continue the experiment of the Wardha Scheme.

(From *The Mail*, 10th February, 1941.)

DR. ZAKIR HUSAIN'S CRITICISM

Dr. Zakir Hussain, President, Hindustani Talimi Sangh, has issued the following statement on the communique issued by the Home Department, Government of Orissa, regarding the closing of the experiment of Basic Education in the Province.

The Communique issued by the Home Department, Government of Orissa, announcing their decision to close down their 15 Basic Schools and the Basic Training School, has been brought to my notice. I can only characterise the decision as unwise and the communique as misleading.

The Government seem to be at pains to show that they had undertaken the scheme only as an experiment and the experiment having failed it was not in the best interest of the province to continue it. It seems to me that the Government have been in great haste to pronounce judgment before finishing the experiment they had set out to perform. After the preliminary preparation for performing the experiment—namely, the constituting of an Advisory Board of Basic Edu-

cation and the training of teachers—the Government decided to start the experiment only in February 1940. The decision was taken after careful deliberation. The financial implications of the experiment were duly considered. The original intention of the Government to start more schools was revised and modified and the Government came to the decision that it will be best to make the experiment on a modest scale in the beginning and that a start with 15 basic schools, five seven-grade and ten four-grade, would be quite sufficient for this purpose. That was on the 12th of February 1940. The teachers for these new schools, which Government set out to establish, were appointed in March, 1940. The buildings for the schools were ready generally by May, 1940. There was considerable dislocation of work due to floods in July and already in December the fate of an experiment to establish seven-grade and four-grade schools seems to have been sealed. For when the Board of Basic Education wanted to make the necessary preparations for starting the second-grade in these schools it was, in reply to its communication of 30th November, told by the Director of Public Instruction to see that grade II is not opened in and no additional teachers are appointed for the 15 basic schools without the specific sanction of Government and that sanction of Government should not be anticipated in any case. This first indication of the Government's mind was confirmed by their order of January 29, 1941, and the Government communique dated February 6 last announcing their decision to close the basic schools and the training schools. From May to December 1940 is a very short time, indeed, to judge the success or failure of schools which could grow to their full strength only in 7 and 4 years respectively.

That the Government originally intended to carry on the experiment for one year only in order to come to a decision about a scheme of education which covers seven years is too naive to be believed.

INSTRUCTION THROUGH CRAFTS

The communique further seeks to defend Government action by referring to the danger of the basic schools degenerating into mere spinning schools and emphasises the need for the people of Orissa of a more stimulating medium of instruction. I hope that the stimulating medium is not just sitting or just cramming. With thousands of these mere sitting and cramming schools even the prospect of having 15 mere spinning schools would not be too alarming. But in order to avoid misunderstanding I wish to point out, what the framers of the basis scheme have all the time emphasised, that the craft chosen as a medium of education should be selected with due regard to the environment of the child. The very first report of the Basic National Education Committee gives the following besides spinning and weaving, as the possible basic craft:—

"Carpentry, agriculture, fruit and vegetable gardening, leather work and any other craft for which local and geographical conditions are favourable," provided it is rich in educational possibilities and offers natural points of correlation with important human activities and interests. If for any reason, the Government of Orissa looked with disfavour on spinning as a less stimulating activity than they would wish for the people under their charge they could have directed their schools to make use of some other craft in education and made provision for training teachers in the other craft activities. Training in crafts other than spinning is being actually given to teachers in many Teachers' Training centres run by sister Provincial Governments. But is spinning really so bad? Is there any evidence from the 15 Orissa schools which were using spinning as basic craft that the boys were not interested in it? Is there any evidence of fatigue or ennui? Were they really 'mere spinning schools'? I have read the opinions of several eminent per-

sons, some of them connected officially with education in Orissa, and I fail to see any the least justification for the fears expressed in the Government communique.

SELF-SUPPORTING ASPECT OF THE SCHEME

And last, but by no means the least, is the dig at the self-supporting aspect of basic education. I am glad to note that at least the Government of Orissa accept the importance of this aspect! My experience has been that many Governments and outsiders to basic education have always tried to minimise the importance of this aspect and have advised us, who are working on basic education not to over-emphasise it. It now seems that some at least of them will not give basic education a chance to survive unless it supports itself. But that healthy change of outlook apart, I would like to reiterate the view of the Basic Education Committee on this point. They believed that the scheme of education they had elaborated was sound in itself and even if it was not "self-supporting in any sense it should be accepted as a matter of sound educational policy and as an urgent measure of national reconstruction. It is fortunate, however, that this good education will also cover the major portion of its running expenses." Many people have understood these remarks in many ways, but even the most imaginative have not accused us of believing that the 7-year children of the first grade will be able to make the school self-supporting and if they fail, the school must go!

According to the communique itself basic education "taken as a whole" must be self-supporting. And the Government have in their great haste taken the experience gained by a few months of work in the first grade only as sufficient to pass judgment on the scheme "taken as a whole."

The worst that they could prove was that the tentative estimates of probable production given in the Basic National Education Report have not been corroborated by their 15 schools. But even this has not been proved. One need not swear by the estimates given in the Report but in this case they have proved to be remarkably true. The estimates are worked out expressly on the basis of 288 working days and 3 hours and 20 minutes of work a day. On this basis the first grade's production during the first 144 days will be Re. 1-0-6 per boy and in the second 144 days another Rs. 2-8-8. If the number of working hours and days is reduced or if the work is not regular, the output would as everyone acquainted with the processes of the attainment of skill knows, decrease more than in proportion. Now, the Orissa schools worked for only 154 days and the time given to spinning was half of the suggested time every day. Their work was badly dislocated by floods, yet their production has been worth 8 annas per boy, as the communique admits, almost just as much as could have been wished on the basis of the scheme's estimates.

NO TIME FOR GROWTH

The reference to the Madras Government who did not begin any experiments in basic education does not impress me. Yes, the Madras Government did not begin the experiment, but the Orissa Government did, and has not been able to see it through and wishes to back out of it on flimsy grounds. As to the hope that the Government of Orissa will be able to ascertain the value and practicability of the new system from the experience of others I can only say that those who depend on others for their experience do so at their own risk and peril. Education is not a thing you can copy over-night. It grows and it takes time to grow. But not just eight months!

[It is noteworthy that a non-official committee has been formed to continue the basic schools, without any help from Government.]

PLEA FOR INCREASING THE GOVERNMENT'S CONTRIBUTION TO PROVIDENT FUND FOR TEACHERS IN NON-PENSIONABLE SERVICE

By

T. P. SRINIVASAVARADAN

The Local Government as a result of a good deal of persistent representation by teachers in private institutions were kind enough to introduce a provident fund scheme for them in 1912. Till 1923, the managements of institutions had the privilege of depositing their contributions together with the teachers' contributions in recognised banks. The Government were then paying their contribution at the end of each year. It was only in 1923 that the Government enforced the managements to deposit the teachers' contributions with theirs in the post-office savings bank. Since then all contributions have been deposited in the post office savings bank and the Government's contribution has taken the form of a single lump payment at the time the teacher-subscriber retires or for other accepted reasons withdraws his deposits, equivalent to one-third of the amount standing at his credit.

It will be interesting to know how the rate of interest on savings bank deposits has varied since 1912.

From 1912 to 31st October 1933	..	3%
From 1st November 1933 to 30th June 1936	..	2½%
From 1st July 1936 to 30th June 1938	..	2%
From 1st December 1938	..	1½%

The above figures are taken from the booklet "The Post-office as a banker" (Reprinted from the Indian Finance Eastern Group, November 1940) by Sir Gurunath Bewoor, Director-General of Posts and Telegraphs. In that booklet it is stated that during the period 1912 to 1933 the rates offered by commercial banks were much higher. It is a well-known fact that the rates offered by even sound commercial banks are always higher than those offered by the post-office on savings bank deposits from time to time, the difference at least being 1%. If the Government had allowed the practice of depositing in commercial banks, the amount at the credit of a teacher-subscriber after twenty-five years would have been considerably higher than what he actually gets now. It must be recognised by the Government that the teachers stood to lose by this arrangement and the Government to gain.

The teacher-subscriber's deposits are fairly long-term deposits extending from 20 to 30 years in a majority of cases. He cannot withdraw his deposits from the savings bank as an ordinary depositor does. Withdrawals are permitted only on the death or complete retirement of the teacher-subscriber and for other satisfactory reasons approved by the District Educational Officer. The principle that long-term deposits should offer a higher rate of interest is not only recognised by commercial banks, but also by the Government of India as is seen from the rates of interest offered on the post office five-year cash certificates from time to time and these are always higher than those offered on deposits in the savings bank. Changes in interest rates on cash certificates have occurred as follows:

From 1917	..	5¼%	Compound Interest.
From 2nd April 1923	..	6%	"
From 1st April 1926	..	5¼%	"
From 1st July 1927	..	5½%	"
From 1st August 1929	..	5¼%	"
From 16th September 1930	..	6%	"

Since 1930 there has been a continuous decrease in the rate of interest offered on cash certificates and the present rate which was introduced on 1st July 1936 works out to 2½ per cent. (The above figures are taken from the same booklet). If on a deposit for five years the government are prepared to offer a higher rate of interest, it stands to reason that for longer periods, say 15 to 20 years, the rate of interest should be higher. Our deposits are utilised by the Government of India which borrow in the open market at 3%. None of the loans borrowed by them carry a lower rate of interest than 3%. That was why the South India Teachers' Union submitted a memorandum some four years back to the Director of Public Instruction to represent to the Government of India that our deposits under the provident scheme should be treated as special deposits and the Government should allow a higher rate of interest than what is allowed to ordinary depositors. It is understood that though a representation was made, the Government of India turned down this proposal on administrative grounds. At present the teacher-subscriber's deposits in the savings bank carry only 1½% interest, whereas the contributions to Government provident fund by Government servants carry 4% compound interest and the deposits of teachers employed in local boards and municipalities carry 3½% compound interest. They were once carrying 4½% and 4% compound interest respectively. If a teacher subscriber deposits in the savings bank every month Rs. 10, being his contribution and that of the management, then at the end of 25 years the amount to his credit will be, if the rates of interest are 1½%, 3%, 4% and 4½%; Rs. 3,636-10-5, Rs. 4,545-8-8, Rs. 5,100-10-10, Rs. 5,474-6-0 respectively. (Please see the table on page 141). As the rate of interest on deposits in the savings bank is only 1½%, the Government's contribution is only Rs. 1,212-3-5. The teacher-subscriber will then get with Government's contribution Rs. 4,848-13-10 which is higher than the amount he would get if 3% interest had been allowed without Government's contribution by Rs. 303-5-2 and which is less than Rs. 5,100-10-0 which the teacher-subscriber would get without government's contribution if 4% interest were allowed. We can safely assume that the government's contribution is only Rs. 303-5-2 which is not 33 1/3% of the amount at the credit of the subscriber but only about 8.2% as their borrowing rate in the open market is not less than 3% and which rate in fairness they should have allowed on our deposits.

The teachers are not unaware of the advantages of depositing their contributions with those of the management in the post office savings bank. The security behind the savings bank is that of the Government of India who are responsible for the payment of interest and capital, the post office merely acting as the agent. For the reasons that the present rate of interest is very low and is not likely to rise above 3% even under favourable conditions, that the deposits of a teacher-subscriber are long term ones, that every pie spent on education is national asset, that this is the only old-age provision for teachers in aided institutions, and that there is a surplus now, the local government should sympathetically consider the representation made by the South India Teachers' Union that the Government's contribution should be increased from one-third to one-half. By so doing the additional expenditure which the Government may have to incur will lie between Rs. 20,000 and Rs. 30,000, a sum which is very small for the Government, but will go a great way to help the teacher-subscribers.

The following table gives how interest is calculated and also the amount at the credit of a subscriber who deposits every month Rs. 10, in any number of years.

Years.	Rate of interest 3%.					Amount at the credit of the subscriber if the rate of interest is				
	Interest for the Opening Balance.		Amount deposited during the year.		Interest for the amount deposited.	Amount at credit at the end of the year.		1½%		
	Rs.	A. P.	Rs.	A. P.	Rs. A. P.	Rs.	A. P.	Rs.	A. P.	Rs. A. P.
1	0	0	0	0	1 15 2	121 15 2	2	120 15 7	122 9 7	122 14 9
2	121 15 2	3 10 4	120 0 0	0	1 15 2	247 8 8	8	243 12 1	250 1 6	250 7 7
3	247 8 8	7 6 8	120 0 0	0	1 15 2	376 14 6	6	368 6 1	380 11 1	384 10 7
4	376 14 6	11 4 9	120 0 0	0	1 15 2	510 2 5	5	494 14 0	518 8 3	524 11 4
5	510 2 5	15 4 9	120 0 0	0	1 15 2	674 6 4	4	623 4 3	661 13 6	671 0 10
...	...	...	...	...	...	...	...	...	...	...
10	1238 12 10	37 2 6	120 0 0	0	1 15 2	1397 14 6	6	1294 11 2	1469 3 4	1508 10 9
15	2147 2 7	64 6 6	120 0 0	0	1 15 2	2333 8 3	3	2018 0 1	2451 8 3	2552 8 2
20	3136 8 9	94 1 4	120 0 0	0	1 15 2	3352 9 3	3	2797 3 6	3646 10 2	3853 5 3
25	4294 12 1	128 13 5	120 0 0	0	1 15 2	4545 8 8	8	3636 10 5	5100 10 10	5474 6 0

GLEANINGS

THE RANGE OF ABILITY IN SCHOOL CLASSES.

P. E. Vernon, in the course of an article on this subject in the Scottish Educational Journal concludes as follows:—

"In an average 10 years old class, the range of C. A. is $1\frac{1}{4}$ years for boys, $2\frac{1}{4}$ years for girls. The range of general ability (M.A.) is $5\frac{1}{2}$ years for both sexes. In reading and probably in spelling, it is $5\frac{1}{2}$ years for boys and $4\frac{1}{2}$ years for girls; in arithmetic it is $4\frac{1}{2}$ years for boys and $3\frac{1}{2}$ years for girls. Many classes will contain one or two individuals who fall outside even these wide limits. Some classes (especially younger ones) are less spread out than this, but others (especially older ones) show a still greater range. Clearly the primary school teacher who tries to bring all members of his or her class to a common level of achievement has an absolutely impossible task. Indeed, the fact that the average range of English achievement is but little smaller than the range of general intelligence proves that he has failed to level up children whose innate capacities differ so widely. At first sight it would seem that he has been more successful with girls than with boys, owing to the greater docility of the former. But their smaller range of ability may be due merely to their larger range of C.A.

The present system not only imposes a great burden upon the teacher, but is harmful to the outstandingly dull and bright pupils. The former tend to become acutely conscious of their inferiority, and so, in spite of all the pressure, often accomplish less than they would in classes of their own ability level. But it is the bright pupils who suffer most, since they have so little stimulus to work up to their true capacity. The elite of the coming generation are neglected for the sake of an anachronistic ideal of bringing all children up to a certain standard level. I have not the space to discuss remedies here. Certainly it would not be wise to grade children solely on the basis of their ability without reference to C.A. since then the range of C. A., in any one class would rise from about 2 years to 6 or 7 years. But in any large school it should be possible to compromise by a "three-track" plan, or by some system of sectioning, which would ensure that the range of ability and age should not be unduly large in any one class.

APPROPRIATION AND APPRECIATION FOR THE PUBLIC SCHOOLS

Mr. Walter G. O'Donnell, writes as follows in *The American Teacher* for January 1941:—

THE FUTURE of Public Education is tied up with the public purse strings. Tighten those strings and the public school faces financial suffocation, choked off from its source of support; loosen them to provide the necessary public appropriations for education and it will be possible to maintain the high standard of popular education required for the effective operation of modern productive processes and domestic social control.

People deprived of the advantages of education are inefficient in war as well as in peace. It is a narrow view of national defence that overlooks the vital place of public education in our total defence. When the ship of state throws

over all its educational institutions as ballast it will not be long in sinking, for our cargo of education is not a dead weight but the dynamo of increased energy that makes possible the preservation and progress of the State.

The public school is not different from other institutions, private as well as public, which require the good will of community for their support. The schools have no lien on public revenue. To survive, they must press their claims with a continuous programme of public relations designed to instill in the public mind an intelligent appreciation of the values of public education. Public appreciation is the only guarantee of public appropriations. Further more, there is a duty on the part of educational administrators to render an intelligible accounting of their stewardship. The people who pay the bills have a right to know how their money is being spent and what social dividends are declared on their investment in public education.

Every day is a day of reckoning for the public school system that recognizes this responsibility. This is no more than is required from other institutions supported by public funds in a democracy. Mass education, equality of educational opportunity and universal training for citizenship and useful vocations will receive active support in a democracy only to the extent that the people understand and appreciate the educational services rendered. It is unreasonable to expect a person to be an enthusiastic supporter of the public school when he is deprived of the information, understanding and personal contact that are required to engender a sense of appreciation for any institution.

The public is entitled to a knowledge of the objectives, aims, procedure, methods, accomplishments, needs, values, costs and problems of the public school. This task of interpreting the public school to the people of the community is actually an educational function which only teachers and educational administrators can suitably perform in a dignified professional way. Any desperate resort to narrow commercial publicity devices or propagandist technique is liable to do more harm than good, for the people look for dignity, stability—and education—in their schools.

It is for educators to show, in an educational way, that education yields a return in social value, cultural enrichment, and economic efficiency far beyond its cost on the tax duplicate. The public is deserving of this accounting, and, until the schools embark upon a deliberate programme of continuous interpretation, substantial support for public school tax levies and bond issues can hardly be expected.

Thus the problem of public finance for the public school comes to reside in the hands of educators themselves. It is their problem. Its solution depends much upon the acceptance of individual responsibility by teachers acting through agencies of collective action. Like all problems, it comes back to the individual. The teacher is the trustee of the most important enterprise of civilization and the representative of the educational foundations of democracy. In a deeply personal way, it is his professional duty to generate, at every opportunity, increased public appreciation of education in order to insure adequate public appropriations for the public school."

FROM OUR ASSOCIATIONS

THE ANANTAPUR DISTRICT TEACHER'S GUILD TENTH ANNUAL
CONFERENCE HELD AT PENUKONDA

The above Conference was opened by Mr. K. M. Rajagopalan, M.A., I.C.S., Sub-Collector, Penukonda on 15-3-1941 at 2 p.m. in the Board High School. 28 Delegates representing six out of seven affiliated associations were present.

Mr. Rajagopalan denounced the tendency in this country to glory too much on the achievements of the past and the slowness in modern progress in which the west is outstandingly leading.

Mr. S. Krishnaswami, B.A., L.T., the District Educational Officer, presided over the Conference. In his Presidential remarks he stressed on the importance of teachers' guilds and appealed to teachers to put down undesirable signs of growth in educational institutions, and also to take part in the rural reconstruction of the country.

After the reading of the annual report by the Secretary, Mr. P. R. Krishnaswami, M.A., Lecturer, C. D. College, Anantapur, addressed the delegates on the 'Need for High Professional Standards for Teachers'. He warned them against forces and conditions which tend to bring about in their minds early contentment and self-complacency, and advised them to try to keep themselves aloft in the eyes of the public by conforming their ideals and conduct to high standards of virtue and equipment. His speech was enlivened by interesting anecdotes and pointed humour.

The Conference then passed a number of resolutions of which the important ones were those requiring training of pupils in schools in the practice of citizenship, introduction of a biased course of military training in the high school stage, expansion of facilities for Girls' education in the district up to the high school stage, the introduction of a large number of cheap vocational courses in the high schools in order to divert a large number of pupils from the University course, and appealing to the S.S.L.C., Board to have the S.S.L.C. examinations in every high school.

The next conference was invited to Anantapur.

The delegates and the distinguished guests were treated to a hearty lunch and a sumptuous dinner in the night by the Penukonda Board High School Teachers' Association.

The following office bearers were then elected for the year 1941-42.

President	:	Mr. S. Vaideeswara Aiyar, B.A., L.T., Tadpatri.
Vice-President	:	Mr. T. S. Rajagopala Aiyar, B.A., L.T., Anantapur
Secretary	:	Mr. C. Ranganatha Aiyengar, M.A., L.T., Gooty.
Joint-Secretary	:	Mr. V. Ramanathan, B.A., L.T., Anantapur.
Auditor	:	Mr. P. Raghavendrachar, B.A., L.T., Penukonda.
Other members	:	Mr. C. V. Narayana, B.A., B.Ed., Dharmavaram.
	:	Mr. V. Ramaswami, B.A., B.Ed., Hindupur.

C. Ranganatha Aiyengar is elected as Guild representative on the Executive Board of the S.I.T.U.

Resolutions passed at the Conference.

1. This Conference prays for the speedy termination of the War, with success to the allied arms.
2. This Conference places on record its deep sense of sorrow at the untimely demise of Messrs. C. N. Venkata Rao and K. Puttayya, both members of the Guild.
3. This Conference recommends the organization of school activities in such a manner as to give fullest scope for practising the principles of citizenship.
4. This Conference feels that training which will enable pupils to take up military training later on be given in the High school stage.
5. This Conference reiterates the resolution passed at the last year's conference held at Tadpatri that, consistent with the financial resources of the Government at the present moment, reforms be introduced in the organisation of Secondary Education, so as to divert a large number of pupils from the University Course and enable them to take to technical courses of study by encouraging the opening of cheap vocational courses in the High Schools and establishing technological schools in certain important centres in the Province.
6. This Conference realises that facilities for education of girls in this district are very inadequate and urges on the authorities to open more Girls' High Schools in the district, and to provide scholarships and fee concessions liberally to attract girls to these institutions.
7. This Conference recommends to the S.S.L.C. Board to hold the S.S.L.C. examinations in each High School centre.
8. This Conference enters its emphatic protest against the order of the District Board requiring teachers in the District Board service to take casual leave for absence from headquarters even on Saturdays, and urges the cancellation of the order immediately.
9. This Conference urges on the attention of the Government the need for provincialising the service of head masters of Secondary Schools in Local Boards and Municipalities.
10. (a) This Conference welcomes with pleasure the Government order requiring the appointment of qualified pandits in Higher Elementary Schools and urges upon the execution of the order compulsorily.
(b) This Conference pleads for the abolition of the difference in the scale of salaries between the Oriental Titled pandits and exempted pandits and recommends the same pay that is the pay of the titled pandits for all.
(c) This Conference pleads for the revisions of the scale of salaries of pandits from 45-2/2-75 to 45-3/2-75.
(d) This Conference appeals to the S.S.L.C. Board to appoint pandits as Assistant Examiners once in every ten years as in the case of other subjects.

TEACHERS' ASSOCIATION, N. M. HIGH SCHOOL, TIRUPATTUR

I. The Teachers' Association of the N. M. Board High School, Tirupattur, unanimously resolves to request that in view of the war conditions prevailing in

the country and the consequent rise in the prices of food stuffs, the District Board may be pleased to sanction a war time dearness allowance to its employees, as is being done by the Government, the Railways and some of the Local Boards. This Association reiterates the resolution of the Provincial Conference of the Local Board Employees held at Tinnevely in December 40, wherein a similar resolution requesting the Government to permit the Local Bodies to grant such war time allowances to their employees has been passed.

II. This Association learns with deep concern the proposal of a cut in the salaries of teachers at a time when war-time dearness allowances are being sanctioned by many local bodies. So it humbly begs to represent that though, owing to financial difficulties, war-time allowances may not be possible, no cut may be contemplated in the salaries of teachers.

ISLAMIAH HIGH SCHOOL, MELVISHARAM.

Excursion to Cape Comorin

An extensive educational tour covering a distance of over 1500 miles was undertaken by a party of students and teachers of the above school from the 14th to the 25th of February '41. This is its fourth annual excursion.

On the forward journey, they visited Chidambaram, Nagapatam, Nagore, Tanjore, Trichy, Madura, Courtallam, Trivandrum, and Cape Comorin. On the return journey they visited Quilon, Alleppey, Cochin, Eraculam, and Ooty. Rajasevapraveena Khan Bahadur Abdul Karim Saheb, the Inspector-General of Police, Trivandrum, was of great help to the party when they were touring in the Travancore State. He provided the party with guides at all important towns in the state who took them round and explained things.

The journey from Alleppy to Eraculam was made in the backwaters in a steam launch specially chartered for the party. Part of the journey was made in moonlight, and part in day-light. This enabled the party to appreciate better the picturesque scenery of the famous Malabar coast, bedecked as it is, with palm groves, spicey shrubs, and mountain ranges.

The station staff of the S.I.Ry. were very helpful to the party throughout the journey.

With the conclusion of this tour, the Excursion Club of the School, claims to have toured the entire length and breadth of South India, including the Mysore State. It has seen all important cities, temples, mosques, mousoleums, factories, and other objects of historical and architectural importance. It proposes to direct its steps towards north in the coming years; and the state of Hyderabad will receive its first attention next year.

BOARD HIGH SCHOOL, ARNI.

At a meeting of the Masters' Association, Board High School, Arni, the following resolution was passed:—

"This Association places on record its profound feeling of sorrow at the sudden demise of Mr. S. Minakasisundaram Aiyar, a former Headmaster of the school and President of the Association."

SIVAGANGA.

The Anniversary of the Elementary Teachers' Association, Sivaganga, was celebrated on Saturday, the 22nd instant, under the Presidency of Sri. M. R. Subramania Iyer, B.A., L.T., District Educational Officer, Ramnad. There was an Exhibition of Arts and Crafts arranged by Sri. V. Krishna Iyengar, B.A., L.T., Deputy Inspector of Schools, Sivaganga. At the public meeting which was largely attended by teachers and local gentry, Sri. J. Rangasamy Iyer, delivered a lecture on "Present day Elementary Education." The new policy of the Government and the strenuous efforts of the Department to carry it out, were made clear.

The members staged *Ramdass*.

TINNEVELLY DISTRICT TEACHERS' GUILD

The Half Yearly Conference of the Tinnevely District Teachers' Guild was held at Tiruchendur on Saturday the 1st February 1941. Mr. M. D. Thomas, B.A., L.T., Headmaster, St. John's College High School, Palamcottah, presided. In the course of his Presidential Address, he observed:—

The S.S.L.C. Scheme is to be commended so far as it incorporates in it the national ideals of the Wardha Scheme. The preponderance of vocational education in the new scheme is the most welcome aspect of it. As such, it has risen above the endless criticism that the scheme of Indian education was quite alien to Indian soil, background, tradition and need. Further, its attempt to keep out of the University incapable and inefficient boys is laudable. Financial ruin has been the result in many families, by poor parents, or those of insufficient means, being forced to send their boys for College education by which alone they hoped to better their conditions and status. Most of these aspirants had not the least intellectual equipment for attaining the end, and proved a tremendous drain on the family resources. Since the Government has not yet defined its policy with day-light clearness as to its patronage to the School Finals under the new scheme, I foresee for a few years at least, quite a mad rush to the University Entrance or Matriculation classes. In the long run, when the parents and boys have seen the comparative advantages and privileges of the School Final Certificate, things may come round to the desirable course.

It is too early yet to discuss the difficulties and burdens bearing upon the working of the new scheme, as we have not received the scheme in its final fullness. Can the same high school run both the schemes? If not, how should the various High Schools of one particular locality or zone mutually co-ordinate, without any unhealthy rivalry between them that defeats the very object and ideal of education? Can one school undertake many vocational subjects, and if so, will the cost of equipment be within the financial means of the institution? What should be the number of the staff, their allotment of work, their qualifications? All these cannot yet be envisaged as the details of the scheme have not been furnished by the Government.

In these days when distances are fast fading, and equatorial and polar diameters of the earth are rapidly dwindling in dimensions by modern scientific marvels, tours to distant and foreign places becomes less and less costly and more and more feasible. The railway companies are offering very liberal concession and facilities for individual and collective tours. Outside Pandinad, schools have begun to avail themselves of these offers and arrange extensive and distant

tours for students, teachers, periodically. When the whole of India is travelling for the birth of one united nation, and when modern history and geography and science are accosted and studied and familiarised first hand in the places associated with the same, these educational tours are imperatively necessary. The South India Teachers' Union has here a most fruitful field of adventure.

The following resolutions were passed unanimously:—

Elementary Teachers' Grievances:—

"This conference requests the Director of Public Instruction to treat all Teachers' Associations meeting days as regular working days in view of the hardships caused both to the pupils and masters by the recent Government order raising the number of working days for Elementary Schools from 200 to 220."

"To cancel the G. O. forbidding Elementary School Teachers from standing as candidates in local board elections as it amounts to a deprivation of their citizen rights and casts a slur on them in view of the said restriction having been already removed in the case of High School Teachers and College lecturers."

"To make no cut this year at least in the grants for Elementary Schools as recommended by the Deputy Inspectors of Schools."

This Conference requests the Tinnevely District Board to give to the Board Elementary School Teachers all the increments that are due to them without further postponement.

This conference requests the Government to fix a separate scale of pay to the L. T. Teachers serving in the Board and Municipal Elementary Schools.

This Conference requests the Government to pass orders insisting District Boards to give preference to the permanent and qualified teachers of the Elementary Schools when filling up vacancies in the Secondary Schools.

Resolutions relating to High Schools:—

"This Conference has considered the Government Order regarding the retirement of teachers at 55 and its recent Amendment that College teachers may continue in service till 60, and resolves that in view of the fact that High School Teachers in aided institutions are paid on a much lower scale than those in Government Service and also that the service of the former is non-pensionable, the Government of Madras be requested to extend the concession granted to college lecturers to the High School Teachers also."

"In view of the several difficulties caused to S.S.L.C. pupils studying in schools located in rural parts who are forced to go to distant places to write the S.S.L.C. Examination, this Conference requests the Government to put an end to this evil practice and conduct examinations in their own centres as of old."

Resolutions relating to the Madras Text-Book Committee:—

"This Conference is of opinion that the new rules regarding registration of publishers will hit the small publishers, especially the teacher-publishers very hard, and by shutting out the publication of valuable book adversely affect the progress of education in this presidency and it therefore calls upon the Government not to give effect to these new rules."

Resolution about Adult Education:—

"This Conference appeals to the managements of the high and higher Elementary Schools and teacher managers to start adult education centres and apply for recognition and aid both to the Government and taluk-education committees."

TRICHINOPOLY DISTRICT TEACHERS' GUILD

The closing function of the English Course held under the auspices of the Trichy District Guild and conducted by Prof. A. Rama Ayyar, M.A., was held on 23-3-1941 in the E. R. High School, Trichinopoly, under the presidency of Mr. G. L. Lobo, Divisional Inspector of Schools, Madras, South.

After tea, Prof. A. Rama Ayyar delivered the last lecture of the series. He wound up by saying that simplicity was the keynote of modern English and he exhorted teachers to give a sound grounding in the mother tongue. He opined that English should be introduced only in the secondary stage and recommended a number of books for the use of teachers.

Sri. M. G. Venkataraman, Secretary of the Guild then read the report of the English Course which had lasted for 6 months every Saturday, 20 institutions and 51 teachers having participated in the Course on pronunciation, spelling, reading, punctuation, idioms, prosody and rhetoric.

Sri. A. R. Seshasayee, on behalf of the teachers taking the course, read an address to Prof. A. Rama Ayyar and presented a beautiful silver casket.

After Prof. A. Rama Ayyar's reply to the address, Mr. Lobo made his concluding speech.

He commended the constructive work done by the Guild and by Prof. Rama Ayyar, especially, to fill in the gap in the equipment of the teacher under the present Educational system which they all knew had defects.

Proceeding he adverted to the state of English teaching in schools and spoke on the need for concentration on speech and writing. He then described three types of students studying English, those who belonged to the old type who knew grammar; those who knew no grammar but knew speech; and the tragic S.S.L.C. student who knew grammar but knew no English.

To improve English, he agreed with the lecturer that basic ideas had to be worked out and that simple, colloquial Tamil or the mother tongue ought to be taught early. He wished to add that conversation and free composition ought to centre round the simple sentence.

He suggested the formation of subject committees in secondary schools with senior teachers as departmental heads for improving all teaching.

Concluding, he referred to the picture of Sri. S. T. Ramanuja Ayyangar about the other side of Elementary Education in Madras and explained the Department was doing its best and with the help of friends like Mr. Ramanuja Ayyangar they hoped to do better.

Sri. S. T. Ramanuja Ayyangar proposed a vote of thanks.

from the Chief Commercial Superintendent, South Indian Railway, Trichinopoly.

NEWS AND NOTES

SOUTH INDIAN RAILWAY, CO., LTD.

The following educational institutions organized excursions on this Railway during January and February 1941:—

1. *Government Training School for Women, Erode.*—51 members went on excursion to Cochin between 8 and 12-1-41.
2. *Chengalva Raya Naicker's Technical and Industrial Institute, Madras.*—32 Members went on excursion to Metur Dam, Erode, Coimbatore, Trichur and Ootacamund between 12 and 15-1-41.
3. *Arya Kanya Maha Vidyalaya.*—52 members of the Arya Kanya Maha Vidyalaya, Baroda, made an extensive tour of South India visiting Rameswaram, Madura, Trivandrum, Cochin, Coimbatore and Trichinopoly in January 1941.
4. *Board High School, Quilandy.*—49 members went on excursion to Cochin between 24 and 28-1-41.
5. *Govindu Naicker's Secondary School, Madras.*—A large party of 265 members went on excursion to Thirukkalkunram where they held their Annual Camp between 7 and 9-2-41. Several members of the party also visited Mahabalipuram. The road transport was arranged by the Railway.
6. *C.M.S. High School, Srivilliputhur.*—118 members went on excursion between 7 and 9-2-41.
7. *Nadar Town High School, Virudhunagar.*—53 students and teachers visited Dhanushkodi and Rameswaram between 7 and 9-2-41.
8. *Little Flowers' High School, Kumbakonam.*—155 members went on excursion to Trichinopoly and Srirangam on 8-2-41.
9. *Government Victoria College, Palghat.*—86 members visited Metur Dam on 8-2-41.
10. *The Agricultural College, Coimbatore.*—44 members went on excursion to Ootacamund on 7-2-41.
11. *Union High School, Coimbatore.*—82 members went on excursion to Ootacamund on 22-2-41.
12. *Jeevakarunyam School, Chittoor.*—95 members went on an extensive tour of South India, between 9 and 25-2-41 visiting Chidambaram, Kumbakonam, Tanjore, Palni, Madura, Rameswaram, Trichinopoly and Tiruvannamalai.

One Day Excursions to Mahabalipuram.—As a facility to students and others in Madras, going on short excursions, One-Day Excursions to Mahabalipuram off Chingleput Railway Station have been introduced. Inclusive fares have been quoted for the entire trip by rail, and road and catering at Chingleput. Several educational institutions in Madras have availed of this facility. Particulars and literature can be obtained

S.S.L.C. ENGLISH TEXTS

Sri. S. Subramania Iyer, M.A., L.T., Assistant, P. S. High School, Mylapore, writes in the course of a letter:

May I invite your attention to the need for a little more care and attention in the editing and in the correction of proofs of the S.S.L.C. selections in English. The selections this year abound in printers' errors.

I wish that the S.S.L.C. Board could see its way to publish in their English Text Books as they do in their text books for Sanskrit, Tamil and Telugu, etc., a few hints that would help the teachers and the pupils alike to explain the punctuation-marks wherever doubtful, and also to get at the correct meaning of some of the expressions that occur in the text, and which look ambiguous to the casual reader at first sight.

I wish and pray also that the S. S. L. C. Board could kindly realise how indispensable it is to add, by way of preface, an introduction to each of the extracts like those from Goldsmith's "She stoops to conquer" and Dicken's "A tale of two Cities" to enable the pupils to appreciate the character of Marlow, Hardcastle, Hastings or Sydney Carton, for the matter of that.

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THE S. I. T. U. PROTECTION FUND

OBITUARY

We regret to have to announce the death of Mr. R. Srinivasa Rao, Headmaster, Board Boys' School, Sattia-Koilpatty, at the age of 49, with Register No. 645 in the Fund. His nominee will be paid the Benefit amount of Rs. 306-4-0 on receipt of the claim papers in order.

520, High Road,
Triplicane,
Dated 26-3-41.

V. SRINIVASAN,
Hony. Secretary.

THE SOUTH INDIA TEACHERS' UNION

520, High Road, Triplicane, Madras, 21-3-1941.

NOTICE TO MEMBERS

1. On a representation made to the Executive Board of the South India Teachers' Union to extend the period of registration of delegates, the Board resolved to extend the period to 15th APRIL 1941. Affiliated associations are requested to send the names of their delegates along with the delegation fee of annas eight per delegate on or before that date to: THE SECRETARY, THE SOUTH INDIA TEACHERS' UNION, 520, High Road, Triplicane, Madras.

2. In the February issue of the SOUTH INDIAN TEACHER the amendments to the rules of the South India Teachers' Union as finally approved by the Board are given. These amendments will be placed before the General Body which meets on 16th May at Rishi Valley for its consideration and approval. Delegates intending to move amendments to the amendments of the Board as finally given in the light of the opinion received from the Guilds are requested to give notice of their amendments on or before 30th April 1941, to the HON. SECRETARY, THE SOUTH INDIA TEACHERS' UNION, 520, High Road, Triplicane, Madras.

3. The Executive Board at its last meeting held on 15th March has resolved to place the following further amendment to the rules of the Union for consideration and approval of the General Body.

For

5. Office-bearers etc. (Para 2). The Executive Board shall, in addition to the Ex-officio members, consist of one representative for each district in the Madras presidency, to be elected annually by the concerned District Guild;

Read

The Executive Board shall, in addition to the ex-officio members consist of one representative for each district in the Madras presidency, to be elected annually by the concerned District Teachers' Guild and one representative from each permanently affiliated provincial association to be elected annually by the concerned provincial association.

T. P. SRINIVASAVARADAN,
Hony. Secretary.

EXECUTIVE BOARD

Extracts from the Proceedings of the meeting of the Executive Board of the SOUTH INDIA TEACHERS' UNION held on 15th March 1941, in the Office of the Union.

Members present: Sri M. S. Sabhesan (President), Sri T. P. Srinivasavaradan, Sri S. T. Ramanuja Ayyangar, Sri V. Bhuvaramurthi Rao, Sri S. Natarajan, Sri N. Kalyanarama Iyer, Sri K. S. Chengalroya Iyer, Sri P. L. Ramanatha Rao and Mr. C. Ellisha.

I. The meeting resolved to place on record its deep sense of sorrow at the premature death of Sir Shah Sulaiman, Federal Judge, who presided over the All India Educational Conference at Udaipur in December 1940.

II. Read letters from Sri S. Ramachandra Iyer, Sri K. N. Pasupathi, Sri K. P. Varid, Sri C. Ranganatha Iyengar, Sri M. S. Kotiswaran, Sri M. Seshacharlu, and Sri R. Ramakrishnan expressing their inability to attend.

III. The minutes of the last meeting read and recorded.

IV. The Secretary then made a statement; arising out of his statement, the Board passed the following resolutions:—

1. Resolved to approach the Associations through the Guilds, wherever the Guilds are working, to get information regarding date of birth, academic qualifications etc., of the members of the Associations.
2. Resolved that temporary affiliation granted to the Pandits' Union be withdrawn, as no information regarding strength and affiliation fee were received by 31st December 1940.
3. Resolved that the Tinnevely Guild be allowed to pay the current year's affiliation fee before 31st December 1941.
Resolved to inform the Guild that as the privileges of Guilds and members belonging to the Guilds are controlled by the rules of the Union, the Board regrets its inability to show any concession in the matter of privileges.
4. While appreciating the difficulties in the collection of subscription from the affiliated associations of the South Arcot Guild, the Board regrets its inability to show any concession to South Arcot Guild in view of the rules of the Union and to treat it separately from other Guilds.
5. Resolved to grant affiliation to Teachers' Associations of Board High School, Duggirala and Board High School, Kavali, after the receipt of the current year's affiliation fee in full.
6. Resolved that in view of the revival of the Bellary Guild, such of the Teachers' Associations of secondary schools as have been directly affiliated to the Union be addressed to affiliate themselves to the Guild.
7. Resolved to amend the rules of the Union suitably so as to have one representation for each permanently affiliated provincial Association on the Executive Board of the South India Teachers' Union.
8. Resolved to defer consideration of sending an official delegate to the All India Educational Conference to be held at Jammu in September, 1941.
9. Resolved to subscribe to *Indian Journal of Education* and to purchase a copy of the report of the proceedings of the All India Educational Conference held at Lucknow in 1939.
10. Resolved to authorise the Secretary of the Union to address the Secretary, Education Department, to supply the Union with copies of Government orders and Departmental proceedings relating to Education.

V. The Treasurer gave statements of accounts of the Union, the South Indian Teacher and Balar Kalvi.

VI. The Journal Secretary made a statement about the increase in cost of production of the journals owing to war.

VII. Sri V. Soundararajan has been elected as auditor.

VIII. The Secretary then presented the following Agenda for the General Body meeting to be held at the time of the Educational Conference:—

1. Presentation of the Annual Report. (2) Adoption of the same. (3) Election of office-bearers. (4) Election of the members of the Vigilance Committee. (5) Amendments to the rules of the Union. (6) Any other urgent business with the permission of the President.

Amendments to Rules:

Sri S. T. Ramanuja Ayyangar wished to have the position clarified regarding the amendments referred back to the guilds for their opinion and the amendments as finally recommended by the Board.

The amendments recommended by the Board modified in the light of opinions received from the District Guilds will be taken up for consideration at the General Body meeting which will be held at the time of the Conference at Rishi Valley.

Amendments to the above amendments may be moved and the last day for sending amendments to the above amendments is 30th April 1941.

Amendments given notice of by Sri. S. T. Ramanuja Ayyangar:

The Board resolved not to move those amendments as coming from the Board.

IX. Model bye-laws framed by Sri C. Ranganatha Iyengar.

The Board's Decision

- (i) Resolved to defer consideration of the model bye-laws framed by Sri C. Ranganatha Iyengar.
- (ii) Resolved that a sub-committee consisting of Sri C. Ranganatha Iyengar, Sri S. T. Ramanuja Iyengar, Sri S. Natarajan, Sri K. S. Chengalroya Iyer, and Sri T. P. Srinivasavaradan (convener) be appointed to study all relevant papers and indicate some broad lines on which bye-laws may be drawn up and to prepare model bye-laws. The Board further resolved that when the model bye-laws are prepared copies may be sent to District Teachers' Guilds for opinion.

X. Resolution given notice of by Sri V. Srinivasan to request the Director of Public Instruction to modify the age rule so as to continue in service a teacher who completes his fifty-fifth year in the middle of a school year, till the end of a school year.

The Board's Decision

Resolved to authorise the Union Secretary to make representations to the Director on the desirability of granting extension to the end of the school year to those who complete their 55th year in the middle of the year.

XI. The Executive Board resolved to authorise the Working Committee to prepare the Annual Report.

XII. On a representation to the Executive Board to extend the period of registration of delegates, the Board resolved that the period of registration of delegates be extended to 15th April 1940.

T. P. SRINIVASAVARADAN,
Hony. Secretary.

WORKING COMMITTEE

Extracts from the Proceedings of the Working Committee held on 15th March 1941 at 3-30 p.m. in the Office of the Union:

Members present:

Sri M. S. Sabhesan, (*President*), Sri T. P. Srinivasavaradan, Sri S. T. Ramanuja Iyengar, Sri S. Natarajan, Sri N. Kalyanarama Iyer and Sri K. S. Chengalroya Iyyar.

I. Minutes of the last meeting read and recorded.

II. Consideration of resolutions to be brought up at the Conference.

The Secretary made a statement that in response to the circular issued, only seven associations have sent resolutions either to be reiterated or moved at the Conference.

The Working Committee resolved to bring up the following resolutions passed last year and published in the June issue of THE SOUTH INDIAN TEACHER for reiteration this year:

- | | |
|---------------|--|
| Resolution 4 | .. EDUCATION POLICY. |
| Resolution 5 | .. PROVINCIAL ADVISORY BOARD OF EDUCATION. |
| Resolution 6 | .. PROVIDENT FUND |
| Resolution 8 | .. GRANT-IN-AID. |
| Resolution 16 | .. FREE & COMPULSORY EDUCATION. |
| Resolution 17 | .. ADULT EDUCATION. |

The Working Committee further resolved to have symposia on the following subjects, one on each day during the Conference:

- (i) Difficulties in the introduction of mother-tongue as the medium of instruction and how to overcome them.
- (ii) Elementary education and Education Panchayat.
- (iii) Service conditions of teachers.

The following resolutions sent by Teachers' Association Board High School, Iosur, have been included in the agenda for the Conference:

1. That oriental title-holders should be given the scale of 45-3/2-75, as the maximum of the present scale could be reached only after 30 years of service.
2. Resolved to request the government to permit District Boards and Municipalities to provide for the grant of fee concessions to the children of teachers employed under them.

3. Director of Public Instruction's proceedings; Re: qualification of teachers to teach non-language subjects through the mother-tongue medium.

The Union feels strongly that instead of managements and inspecting officers deciding upon the teaching qualification of a teacher, a uniform policy may be adopted by requesting principals of Training Colleges to certify in the Training certificate regarding the candidate's proficiency to teach in the mother-tongue.

4. *Programme for the Provincial Educational Conference:* The President and the Secretary of the Union were authorised to draw up the programme in consultation with the Reception Committee. Desire was expressed by some members that the General Body meeting should be held on the second day.

5. Sri V. Jayarama Iyer's letter pointing out the tendency of Local Bodies and Municipalities to take away the personal allowance granted on the plea of retrenchment was considered.

The Working Committee resolved to take up the consideration of this question at the time of the Conference.

T. P. SRINIVASAVARADAN,
Hony. Secretary.

NOTICE

A General Body Meeting of the South India Teachers' Union will be held on Friday, the 16th May at 9-30 A.M. in the Conference Hall at Rishi Valley. The following will be the order of business.

1. Consideration of the Annual Report.
2. Election of office-bearers.
3. Election of members to the Vigilance Committee.
4. Consideration of the amendments to the rules of the Union.
5. Any other urgent business with the permission of the President.

520, High Road,
Triplicane, Madras,
31st March, 1941.

T. P. SRINIVASAVARADAN,
Secretary,
S. T. RAMANUJA AYYANGAR,
Joint-Secretary.

CONFERENCES

THE THIRD SOUTH INDIAN ADULT EDUCATION CONFERENCE, COIMBATORE.

In the course of an appeal, the Secretary of the Reception Committee of the Third South Indian Adult Education Conference, Coimbatore, writes:—

The Adult Education movement is a comprehensive one and embraces a variety of methods suited to local conditions. The question of method can be determined only by the special requirements of people for whom the educational effort is made; it cannot therefore be the same thing in all places and for all times. The South Indian Adult Education Association which was brought into existence two years ago, under the auspices of which the Third Conference is proposed to be held at Coimbatore on 15, 16 and 17th April, 1941, has concerned itself till now with the propagation of the essential ideology of Adult Education. As more and more Conferences are held and more opportunities are afforded for the exchange of ideas based on varied experience, the Adult Education movement will take final shape in this country. Considerable pioneering work has got to be done. We appeal to the general public and to the leading educationists thereof to evince a deeper interest in the movement and help to keep it going.

Let us appeal to all Educational Institutions and Private Agencies, District Boards, Municipal Councils, etc., to co-operate effectively with the Conference. We trust that all such bodies would send one or more representatives to attend the Conference and to assist in drawing up a full-fledged and practical programme of mass Adult Education which will help in liquidating mass-illiteracy in our Province.

We also appeal to all educationists and leaders of public opinion to extend their moral and material support to us in this great task and thus make the Conference a great success.

The Reception Committee has fixed the following fees:—Patron, Rs. 25; Institution Member Rs. 10; Donor Rs. 5; Reception Committee Member Rs. 3; and Delegate Re. 1.

All further communications may be addressed to the Secretary, Third South Indian Adult Education Conference, Gopal Bagh, Avanashi Road, Coimbatore.

ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATION, CAWNPORE.

The 17th All-India Educational Conference will be held during Dasehra Holidays in September 1941; and in order that its work may not be delayed, the Constitution provides that suggestions should be invited from Constituent Associations, Individual Members, Members of the Federation Council, the Reception Committee as well as from educationists in general, on the following:—

- (a) Topics of Discussions for General Sessions and Sectional Conferences;
- (b) Subjects on which papers should be invited for General Sessions and Sectional Conferences together with names and addresses of educationists who specialise in those subjects;
- (c) Resolutions for consideration at General Sessions, Sectional Conferences and Annual Council Meeting;
- (d) Changes in the Constitution of the Federation, if considered desirable.

The following Sectional Conferences have been decided upon:—

- (1) Childhood and Home Education; (2) Primary and Rural Education;
- (3) Secondary Education; (4) University Education; (5) Vocational Education;
- (6) Adult Education; (7) Health and Physical Education; (8) Moral and Religious Education; (9) Teacher Training; (10) New Education including Research and Experiment; (11) Examinations; (12) Internationalism and Peace; and (13) Women's Education.

The undersigned will be obliged if constituent associations, individual members, members of the Federation Council, the Reception Committee and educationists in general would kindly send suggestions to him regarding each of these matters for the General Session and for each of the Sectional Conferences separately. All such suggestions should reach the Head Quarters by the 31st March 1941 at the latest to enable the undersigned to place them before the Executive and Council Meetings for final selection.

RISHI VALLEY INVITES YOU!

XXXII PROVINCIAL EDUCATIONAL CONFERENCE

Mr. E. N. Subrahmaniam, Publicity Officer, writes:—

At the General Body Meeting of the Reception Committee of the 32nd Provincial Educational Conference held in the Board High School, Chittoor, on March, 8 with Mr. J. Daniel, President of the Guild in the Chair, the following Office-Bearers were elected:—

Chairman of the Reception Committee	Rao Sahib C. Venkataramana Iyer, Advocate, Chittoor.
General Secretary	G. V. Subba Rao, Principal, The School, Rishi Valley.
Joint-Secretaries	Messrs. P. L. Ramanatha Rao, D. Purushotham, B. Rajagopalan, K. J. Sarma, S. Srinivasan, and H. Sundar Rao.

The Principal of the Theosophical College, the Director of the Oriental Institute, Tirupati, the President of the Guild and heads of all High Schools in the Districts were elected Vice-Chairmen and heads of all Middle Schools in the district, Secretaries and Presidents of Teachers' Associations, with power to co-opt were elected members of the Executive Committee.

It was resolved that an Educational Exhibition be held at the time of the Conference relating to the teaching methods and appliances, including particularly the Montessori method. Schools and institutions in the Presidency desiring to participate in the Exhibition are requested to communicate with Mr. J. Daniel, Headmaster, Board High School, Chittoor, on or before April 10.

A Refresher Course in Montessori Method for the benefit of the elementary teachers in the Chittoor District has also been arranged. It will commence on 2nd May and will last for two weeks. It is expected that in addition to the teachers deputed by the District Board, the Chittoor and Tirupati Municipalities and Managements of Aided Schools in the district will depute a large number of elementary school teachers. The charges including boarding and lodging and materials, have been fixed as low as Rs. 10 in order to enable a large number to take the course.

The programme of the Conference and details regarding boarding and lodging and conveyance facilities will be published in the daily press and in the *South Indian Teacher*, in May. Meanwhile information can be had from Mr. G. V. Subba Rao, Principal, The School Rishi Valley, Chittoor District.

Rishi Valley has the advantage of a very cool climate in May and ample facilities for a quiet and restful holiday. It is expected that teachers all over the Presidency will make it a point to attend the Conference.

Our Latest Book of Rare Merit

THE CORONATION HIGH SCHOOL ENGLISH GRAMMAR & COMPOSITION

Edited by

W. G. EAGLETON, M.A., (Cantab.)
Professor of English, University of Mysore.

Pages 462 + VI

Price Rs. 1—14—0

This book is specially designed to serve as a text-book on Grammar in the High Schools, and has been carefully prepared in consultation with teachers of long experience in the teaching of English in Secondary Schools, and is brought up to date by reference to the latest books on the subject. The syllabuses of the S. S. L. C. and other public examinations, and the type of question papers set in them year by year, have been carefully studied, and the book has been planned to meet the real need of pupils sitting for those examinations. Though the book is intended for higher forms, the elementary portions of Grammar have not been ignored, but passed in review.

One special feature of the book is that it has throughout kept in mind the needs of the Indian student learning a foreign language, and has warned him, whenever occasions arise, against mistakes to which he is peculiarly liable. Predominance is given to practical grammar, and definitions, classifications, and grammatical terminology have been treated only so far as may be necessary for practical purposes.

The exercises coming at the close of every chapter afford ample practice and, if worked through, will ensure a thorough understanding of the principles explained in it. They will, it is trusted, serve as a good guide for teachers who have to put their pupils through some necessary grammatical drill. The examples are chosen from literature, and from modern English so as to acquaint the pupils with established usages as English is spoken and written at the present day. Though the book is expressly intended for pupils in High Schools taking public examinations, it will, we hope, serve others too as a handy book of reference in cases of doubt and difficulty.

The book is priced low and will be found very cheap for its size, get-up and utility.

B. G. PAUL & CO.—PUBLISHERS—MADRAS

THE CORONATION ENGLISH READERS

Edited by J. C. ROLLO, M.A.,

Principal, Maharaja's College, Mysore.

Primer, Parts 1 & 2: As. 6. Book I: As. 6.
Book II: As. 8. Book III: As. 10.
Book IV: As. 12.

There are many Readers in the field but we feel that this set is in refreshing contrast with almost all of them.—*South Indian Teacher*.

All the Readers reveal great care and up-to-dateness of teaching methods.—*Indian Educator*.

The lessons are so chosen that, while they widen the Readers' vocabulary, they also will add to their general knowledge. The exercises explain the grammatical principles and enable to acquire the habit of correct writing.

THE CORONATION ENGLISH SELECTIONS

Edited by J. F. THADDAEUS, B.A., L.T.,

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...Graduation of difficulty and variety of subject-matter are their characteristics which deserve particular mention. The editor has aimed at providing varied fare, from different times and climes..... Every lesson is preceded by a short biographical note about the author and succeeded by notes and exercises. Another feature of the books is the exercises in Grammar arranged progressively, designed to give the pupils practical grounding in the essential principles of grammar.—*The Hindu*.

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Edited by

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Late Director of Public Instruction, Madras

AND

Dr. JAMES H. COUSINS,

Lately Principal, Theosophical College, Madanapalle.

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...In this series, ability to read English and ability to speak and write English are both regarded as of equal importance, and the lessons have been framed accordingly.—*South Indian Teacher's Journal*.

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...The treatment is totally inductive. The volume of exercises for practice steadily increases as the pupils progress from class to class. The exercises are marked by variety and ease of comprehension by the young.....Part II of each of the books is devoted to composition. Picture composition is prominent in all the books.—*The Hindu*.

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Edited by J. F. THADDAEUS, B.A., L.T. As. 14.

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XXXII PROVINCIAL EDUCATIONAL CONFERENCE

RESOLUTIONS

The following resolutions will be taken up for consideration at the XXXII Provincial Educational Conference to be held at Rishi Valley in May 1941:

I. *Educational Policy*: This Conference appeals to the public to urge upon the Government the necessity for the immediate reconsideration of its policy in regard to the management of Elementary and Secondary Schools and for the formulation of a new educational policy suited to the modern requirements of Education in this Presidency.

II. *Provincial Advisory Board Education*: This Conference requests the Government to create a Provincial Advisory Board of Education consisting of the representatives of the Government, the Universities, the managements and the South India Teachers' Union to advise on matters educational and professional.

III. *Provident Fund*: (a) This Conference requests the Provincial Government to increase the rate of contribution by the Government to the Provident Fund of Teachers in aided schools from 1/3 to 1/2 of the amount to the credit of the subscriber at the time of closure of his account.

(b) This Conference requests the Government to permit teachers in aided schools to pay insurance premia from out of their Provident Fund Deposit.

IV. *Grant-in-Aid*: This Conference is of opinion that the managers of aided schools should press upon the Government the necessity for the revision of the grant-in-aid code so as to improve the equipment and conditions of service in schools and also to ensure security of tenure of teachers.

V. *Free and Compulsory*: This Conference reiterates that the amended Madras Elementary Education Act of 1937 be further amended with a view to introducing universal, free and compulsory education.

VI. *Adult Education*: This Conference requests the Government to provide adequate facilities for the education of the illiterate adults and appeals to the educated public and to the District Guilds to start organisations for the removal of adult illiteracy.

VII. That oriental title-holders should be given the scale 45—5/2—75, as the maximum of the present scale could be reached only after thirty years of service.

VIII. Resolved to request the Government to permit District Boards and Municipalities to provide for the grant of fee concessions to the Children of teachers employed under them.

N.B.—Delegates wishing to move amendments to the above Resolutions should give notice of their amendments on or before the 1st May 1941.

T. P. SRINIVASAVARADAN,
Hon'y. Secretary.

S. T. RAMANUJA AYYANGAR,
Joint Secretary.

EDITORIAL

A Welcome change:

The war budget of the Madras Government holds out a ray of hope for the large number of teachers in aided elementary schools. The Union has been complaining that the position of teachers in aided elementary schools has been becoming worse owing to the adoption year after year of pro-rata cuts all on a sudden in March. There has been considerable dissatisfaction among teachers and the attention of the Government has been drawn to this sad state of affairs. The Director of Public Instruction is aware of the serious hardship that this practice of the Government has been causing to teachers in aided schools. The Union should congratulate him on the successful efforts he has made in prevailing upon the Government to provide in this war budget a sum of about 10 lakhs so that there may be no need for resorting to pro-rata cuts. We have every hope that the Director of Public Instruction will issue instructions to his officers and see that teachers in aided schools are able to reap the full benefit of this good provision in the budget. The Departmental officers visiting elementary schools were feeling sorry that it was not possible for them to give the necessary help to aided schools. These officers will be glad that they are now in a position to encourage efficient elementary schools by generous help. We have no doubt this step of the Government will be welcomed by the teaching profession in general and by teachers in aided elementary schools in particular. The Union is grateful to the Government for this kind provision in the budget. We are glad to learn that a sum of Rs. 8 lakhs is provided in the supplementary estimate for 1940-41 for aided elementary schools.

The Contract:

In our last issue we published a number of articles touching on the security of tenure of service of teachers. The deplorable conditions of service in aided high schools are well-known and the feeling of insecurity may perhaps be closely connected with the inadequate resources which these schools are able to command. In addition to the generous financial help which the government should be willing to offer, it is also necessary in the interests of efficient working of high schools that the conditions of service should not be allowed to unduly vary from school to school and from place to place. The Union has been urging upon the attention of the Government the necessity for incorporating suitable provisions in the contract which will, on the one hand, safeguard the interests of teachers and on the other remove chances of friction between the teacher and the management. The

Director of Public Instruction, has, we understand, been considering the lines on which the existing contract can be modified. The deputation of the S. I. T. U. which waited upon the Director of Public Instruction brought to the notice of the department certain essential points for inclusion in the contract. One important point urged by the deputation of the Union is the provision for minimum scales of salaries for teachers of all grades. It is understood that the Director of Public Instruction is anxious to place the conditions of service of teachers in aided schools on a sound footing. Naturally the question which may have to be considered in this connection will be the scales of salaries. For very obvious reasons the Union has deemed it proper to suggest in its memorandum that the minimum scales to be officially prescribed for the several grades of teachers in aided schools may for the time being be the same as those sanctioned by the Government for teachers in schools under local bodies. We however, feel that the Director of Public Instruction should make it clear to the managements that the scales to be prescribed are *minimum* scales and that the department would deprecate very strongly any reduction in the existing scale which may happen to be better than the minimum scale. It will be a great hardship if the management be permitted to use this occasion for any reduction in the existing scale. Closely connected with the scales of salaries is the very serious question of cut and stoppage of increments. The Union is very anxious that cuts and stoppages of increments should not be permitted without the previous consent of the Director of Public Instruction. In urging these points the Union wants it to be distinctly understood that public education is not a matter purely for the management or for the teaching profession. The Government representing the public and contributing substantially towards public education is, in the opinion of the Union, equally interested in the progress of higher education and should therefore have power to regulate the conditions of service. May we also appeal to the Director of Public Instruction to revise the grant-in-aid code so as to enable aided high schools to receive a larger amount as grant-in-aid. As things stand many of the managers find it very difficult to keep the high schools going. Under no circumstances can high schools be expected to be maintained on fee income. If any management should attempt to do so it will be at the risk of efficiency. We therefore are clearly of opinion that the revision of the grant-in-aid code should be undertaken as early as possible. We should also appeal to the managers to consider seriously the problem of the financing of higher education and press upon the attention of the Government the necessity for a liberal revision of the grant-in-aid code. A memorandum from the managers setting forth their present position will go a great way towards inducing the Government to reconsider its policy in respect of state-aided education.

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