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No. 5

The South Indian Teacher

MAY 1946

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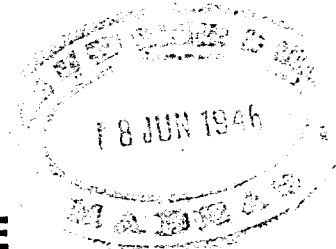
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THE SOUTH INDIAN TEACHER

Vol. XIX

MAY 1946

No. 5

The XXXVI Madras Provincial Educational Conference, Bellary
15th, 16th & 17th May, 1946.

Venue of the Conference:—Municipal High School, Bellary.

President-elect:	Mr. M. S. Ekambara Rau, B.A., L.T., Headmaster, Ganpat High School, Mangalore.
Chairman, Reception Committee:	Mr. K. S. Vedantham, B.A., L.T., Headmaster, Municipal High School, Bellary.
Secretaries of the Reception Committee:	Mr. B. Gururaja Rao, B.A., L.T., Board High School, Yemmiganur.
Treasurer:	Mr. G. V. Venkataraman, B.A., L.T.
	Rev. F. H. Brown, M.A., Headmaster, Wardlaw High School, Bellary.

PROGRAMME

1946
Wednesday, 15th May
5 p.m.

Opening of the Educational Conference and the Exhibition by
Rao Sahib Rajiah D. Paul, Collector, Bellary.
Subjects Committee meeting.

9-30 p.m.
Thursday, 16th May
8 to 10 a.m.

Resolutions and discussions on "Universal Free Compulsory Education and Teacher Training and Teacher Supply."

10 to 11 a.m.
4-30 to 5-30 p.m.
5-30 to 8 p.m.

S. I. T. U. General Body Meeting.
S. I. T. U. Protection Fund General Body Meeting.
Public Lecture.
Resolutions.

Discussion on "Agency in relation to salary scheme, subsidy, control and grant-in-aid." Educational Broadcast.

Friday, 17th May
8 to 11 a.m.

Resolutions.
Discussion on "Secondary Education with special reference to diversified courses. Physical and Health education."
Concluding session of the Conference.
Excursion to Humpi.

Urgent meetings of the Executive Board and the Working Committee of the S. I. T. U. if necessary, will be held during the days of the Conference.

Tm 21, N30
N46-19.5

XXXVI PROVINCIAL EDUCATIONAL CONFERENCE.

OPENING ADDRESS

By RAO SAHEB R. D. PAUL, M.A.,
Collector of Bellary.

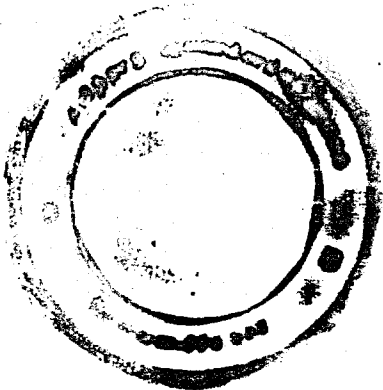
Gentlemen,

I am fully conscious of the unique honour you have done me by asking me to open the 36th Educational Conference of this Province. I am aware that this honour is due more to the adventitious circumstances of my happening to be the Collector of this district at this time than to my personal qualifications for participating in any but a minor capacity in a conference of this kind. I know, as well as you do, that I have no claim to make any valid or authoritative pronouncements on matters educational. Whatever I say to-day is purely in the capacity of a lay-man and subject to the further limitations of my being an official. It will be as absurd for me, as it will be for you to expect me to do so, to discuss the general educational problems of the day; or to attempt to find solutions for the several burning questions which are exercising the minds of the educationists. Every parent must not only take every opportunity given to him to say whether or not he is satisfied with the education which he himself got (or failed to get); but must also by virtue of being a citizen take a living interest in the educational systems in force in this country. A person situated like myself has to deal with finished, and unfinished products of our present educational institutions, in some capacity or other; and has therefore ample opportunities to judge the working of these institutions from the outside and on the basis of their achievements. I do not want, nor do I expect, my views to be accepted. I only want to be believed when I say that in whatever remark I may make, there is no malice behind it or criticisms of any individual or set of individuals either official or otherwise. You will agree that I have a right to criticise or appreciate the education which my children are getting and for which I pay. But at the same time, I must remember that as a citizen and as but one of a large body of citizens, I cannot demand that my opinion alone should prevail. All educational systems must be based on policies and cannot be expected to cater to individual idiosyncrasies.

Let me say at the very outset that, judged by such results and achievements, and viewing the products of our educational institutions who come before me every day of my life in various capacities, all is not well in our educational system. It has already been said by several persons more competent than I am to speak on the matter, and from several other platforms than this, that there appears to be something seriously



SRI M. S. EKAMBARA RAU,
President Elect



wrong with the education that is being imparted to our children in our schools and colleges at the present time.

I hope I will not be misunderstood when I say that the state which the Educational system of this province has reached at present appears to be the direct result of changes which are being made far too often. No clearly defined conception of the issues involved is apparent in the medley of changes and so-called reforms that have been taking place in the domain of education almost continuously since the beginning of this century in this province. No one can deny that in several aspects there has been an advance of some kind, more schools, more colleges, more universities, a more serious attempt to enforce compulsory education and such other good things. But the educational system itself appears to me to have been mishandled in all its stages--the Elementary, Secondary and Collegiate. A clear enunciation of what each of these educational stages is intended to achieve is what is needed before we examine or try to modify the existing system. If it is always borne in mind that each of these three different stages is expected to achieve a certain definite result, many mistakes can be avoided.

It is obvious that elementary education, which must be imparted to and must be taken by every single individual in the nation, when he or she is a child, is not intended to do any thing more than giving such rudiments of learning as will be of strictly practical, but very limited utility. It is intended to help him to live a comparatively self-sufficient life or a certain physical and intellectual status under certain well-defined and very limited circumstances, as, for example, in a village, Elementary education is not ordinarily intended to produce officials, legislators, lawyers, doctors, or leaders in trade and commerce. But inasmuch as a certain proportion of those persons passing through elementary schools must necessarily pass on to a higher stage, (namely that of secondary education) the learning that is imparted in elementary schools must partly at least prepare the person for that higher education. Therefore, the curricula of studies in Elementary schools must bear a close relationship to the further stages of those studies as they will be taken up in secondary schools; and the stage to which an elementary school will take the individual must be one from which he can naturally pass on to the lowest step in the next stage. There is also the fact that, as already indicated, certain walks of life can and will absorb persons who have had merely an elementary education.

Secondary schools are intended to prepare the youths passing through them, firstly for earning their livelihood but not necessarily without further training; and secondly, to enable a certain proportion of them to go up to still higher education in colleges and in a University. Because of this natural bifurcation of purposes, and the fact that some of the persons passing through High School will enter life straight from the High School or with but a little more special or technical training, and others will be going up to the University, the curricula of studies in High Schools have to be a little more all-pervasive, a little

more broad-based than those in Elementary Schools need be. But merely because of this, it is unnecessary to divide all secondary schools into two different types of institutions and call upon the parent to decide whether his boy or girl is to seek employment soon after he or she leaves the High School and if so of what kind; or whether he or she will go to a college. The main purpose of secondary education is to produce a type of person who will be able to hold his own in the battle of life, if called upon to do so at the end of it, a type of person who would have learnt to exercise his or her intellect without adventitious help, a type of person who will be receptive to new ideas, and a type of person who, if he persists in further study, can become a learned and cultured person.

University education, which must necessarily be confined to a select few, has, as its main object and purpose, something far different in character and scope than this. The chief aim of all University education must be to produce gentlemen, men of character and culture, men who have had their minds trained and developed by a severe process of intellectual discipline to be capable of higher intellectual efforts when called upon to make them. A second but equally important purpose of all University education is to prepare men and women for leadership, the leadership that comes from superiority of knowledge, culture, and character, the leadership which comes of having been subject for a long period to equally severe moral discipline partly self-imposed and partly imposed by authority. University training is not intended merely to help a man to get into a profession. All the learned professions demand further training and a higher type of specialised knowledge than is or can be given in our colleges. There are very few men who will be able to get into any worthwhile walk of life by the mere fact of having been to a college; and yet there is a prevalent mis-conception that the main purpose of a college education is to help a man or a woman to earn his or her living or to get employment. This misconception is due to yet another mistake by which a University degree is prescribed as a qualification for entrance to certain walks of life. On the other hand, as I conceive it, the mere fact that a man has passed through a University, for as limited a period as four years, and has obtained the right to call himself a Bachelor of Arts or of Science, can give him no claim to any post or any position in life. The years that he spent at college were not intended to enable him to make a living, but were intended to make him a gentleman, a man of character and of culture. With that basic and modicum of culture and learning which he has acquired at college, he is expected to be able to use his other talents for his own benefit and for the benefit of those about him. It is this capacity to use his other talents that gives him a right to ask for employment suited to his status as a gentleman and as a cultured man but this capacity is one which has to be demonstrated and proved. In most cases a period of apprenticeship of some sort, or further intellectual, technical or administrative training, will be absolutely necessary before the person can be trusted with any kind of responsibility. This capacity

can partly be tested by a special test or competitive examination, and partly by actual practical work. Hence the insistence of tests and examinations of specially devised kinds as a preliminary to recruitment of men to different types of work.

It seems to me that if some such distinction of purpose as I have attempted to make had been or is kept up in our educational methods and in our educational institutions, many of the mistakes that, in my opinion, have been and are being committed in our educational system would have been and can be avoided. What is usually forgotten is that the solution for unemployment among educational persons is not the changing of the educational system. The solution lies in changing the whole life of the country, and the whole social fabric. The so called educated man of the present day, if he finds himself unemployed, is in that predicament not because of any fault in the system of education he has undergone but because, as society is at present constituted, there are no avenues of employment open to such a person as he. In my opinion such a person has no right to demand any employment at all and if he is in such a position as he cannot undergo further training or learn something more, it was a mistake for him to have gone to a University or to have taken a degree which is merely a symbol of the cultural training that he has had and is not a proof of any special qualification.

It is admitted on all hands that the system of education now in vogue needs drastic modification and I understand that such drastic modification is also in contemplation. But, as I say, it is very necessary to remember what each stage of education and what each type of educational institution is intended to achieve, before we begin to think of reforms or changes.

I do not feel myself called upon to make my comments on all the diversified topics which you are planning to discuss at this conference. Some of them are of purely parochial interest, and some others technical. I must however take the opportunity to concur with the opinion which all of you doubtless hold that the conditions of your work, as teachers in private and public schools, are not all that can be desired; and that in spite of the fact that as a body, the teachers of the youth of a nation, have an all-important place in the life of the nation, this is not practically recognised or acted upon. Much lip sympathy is no doubt given, but hardly any management or any public body, attempts to do justice to them or to pay them salaries commensurate with their responsibilities. At the same time I am unable to conceive of a time when you will be changed beyond recognition either in status or in finance.

Let me, gentlemen, wish the conference every success. Please try and be practical and please try to come to definite and constructive conclusions which will be of use to those who have the difficult responsibility of tackling educational problems at the present time, either as managers of institutions or as members of academic bodies, or as legislators, or as administrative authorities.

WELCOME ADDRESS

By SRI K. S. VEDANTHAM, B.A., L.T.,
Headmaster, Municipal High School, Bellary.
Chairman, Reception Committee.

Sisters and Brothers,

On behalf of the Reception Committee of this, the 36th Madras Provincial Educational Conference, I extend to you a very hearty welcome to the precincts of this ancient Kingdom of Vijayanagar—where ruled the illustrious Sri Krishna Deva Raya. This is the land hallowed by his name—the land in whose court flourished the famous Ashtadiggajas of old—where culture, refinement and fabulous wealth had their abode. Such of you as would join the proposed excursion to the Humpi ruins would be able to imagine the glory that was, looking at the glory that is, even after the vandalism of the enemies of Vijayanagar and the mild yet slow and inscrutable ravages of the weather over six centuries and more. The Bellary, where we have met in this Conference, is midway between the Darwaja (Daroji) the Gateway of and the Virapura (Virapur—the abode of the warrior heroes of Vijayanagar. This, therefore, is a historic meeting place.

Friends, this ancient place of enlightenment, owes an apology to the Educationists of the province for this belated invitation to hold the Conference here. I am constrained to submit to you that the very detached position of our place has been responsible for this delay. The fact that the assembly at Calicut willingly altered the venue originally fixed for Madura and decided to accept our invitation shows how deeply you love us and much more these our hallowed surroundings—famous not only as the ancient seat of Vijayanagar but also as the Kishkindha of the Ramayana Age. We have nearby the Rishyamukh, the Hemakuta—the Pampasarovara, the Kodandaramakshetra and the still Jagrath Viru paksheswara Temple. I welcome you all to breathe this sanctified air.

Ladies and Gentlemen, this Conference is being held at a very critical time in the history of our country—a time when the whole world is anxiously waiting to see an independent India take its rightful place in the comity of nations. The wonder is that this independence is being won not with the might of the sword but with the weapon of Non-violence and Truth of our dear Mahatma.

At such a time as this—when the new power won by the country has to be stabilised—the one reform and the foremost reform needed is that of its Educational policy. Even before the War-clouds had completely dispersed and the gentle hand of peace showed itself on the

horizon the wise men of our country were anxiously formulating the new trends in Education, chief among which is the introduction of the diversified courses of study. An important factor to be settled by the Free India to be is that of a common language for all State purposes. The problem of a common script for the several Indian languages is also engaging the thoughts of people—both these problems, I submit, deserve proper consideration at the hands of the educationists assembled here.

The problem of universal compulsory free Elementary Education and Teacher Conscription chalked out by the National Planning Committee are engaging the attention of our newly formed popular Governments. Talking as a teacher to teachers I am anxious to see that we in India take a lesson from Ceylon and render all grades of Education—Elementary, Secondary and Collegiate—free to all.

I am anxious that all grades of Educational Institutions should be State-managed. This alone would be a panacea for the many ills from which the members of the teaching profession are suffering. Then the differences in the pay, prospects and status of teachers now obtaining would disappear. The State could so adjust its several heads of expenditure as to be able to fix for the members of the profession—a profession whose services are essential at all times, in peace and in war—emoluments commensurate with its proverbial dignity. Then would the teachers be able to shed their 'inferiority complex' and take their rightful place as the foremost among the respectful servants of the country—for it is only the true servant that deserves the respect of the community and of the nation.

Friends, the members of the Reception Committee request you to partake of the few amenities which they have arranged for you in this, at present, famine-stricken area and in these times of rationing and prohibitive cost of materials. We are only offering you a 'Tulasi Dala' with true love and I am sure you will enjoy our hospitality with equal dignity and love.

May the Paramapurusha bless our Conference!

Om Santihi, Santihi, Santihi.

PRESIDENTIAL ADDRESS

By SRI M. S. EKAMBARA RAU, B. A., L. T.

Fellow-workers and friends,

Words fail to express my surprise and embarrassment at having been called upon by the South India Teachers' Union and its affiliated Associations to occupy this great place of responsibility and honour. When I call to my mind the galaxy of past presidents—great educationists, distinguished public workers and enlightened leaders of thought—who have shed lustre on this exalted position, I shudder for the prestige of our great Union. But I would console myself by deeming the choice to have a purely symbolic character. Like the honour done to the memory of the Unknown Soldier, you have honoured the noble fraternity of teachers by singling out even a non-entity in it for the presidentship. I realise too that the honour is meant for the district from which I hail. South Kanara has been very late in linking itself with the Union, but I am proud to say that our District Guild has been doing steady solid work, thanks to the silent, untiring and devoted zeal of its members, who are drawn from all ranks of the profession. Educationally our district is in the front ranks, and feel justly proud of one of her eminent sons who is now placed at the helm of Education in the province. So I feel it an honoured privilege to convey to you the warm comradely greetings of my compatriots. With the generous indulgence and co-operation of you all, I hope to do my best to hold aloft the banner of the S. I. T. U. under which we are assembled today.

Educational Planning.

Convention requires some sort of an opening address from the President. Without presuming to claim any special merit of originality, I will place before you a few disjointed thoughts on some of the major educational problems that confront us today. Most of them may be weak repetitions of what has been already said by experienced leaders of educational thought. Reconstruction plans and schemes are the order of the day everywhere. The more elaborate they are in design and picturesque in description, the greater the respect and admiration they command. An imposing array of facts and figures, the latter running into astronomical proportions, is their high water mark. We are dazzled, overwhelmed and confused by the gigantic pictures. But are we inspired by them? Are we certain that the soul of our search and endeavour will not be overlooked and obscured in the midst of all these vast schemes? In his poignantly beautiful little story of "The Parrot's Training," Rabindranath Tagore tells us how the King arranged with his ministers and court savants for giving a good training to his pet parrot. In due time, pundits and scholars got together and prepared pile on pile of books, architects put up an elaborate building for housing the weighty tomes and other requisites. An artistic golden cage was also got ready for the parrot's comfort and safety. Sometime after this training of the parrot had gone on, the King came down from his palace to see the results of it all and was mightily impressed by the various arrangements that were shown to him. When he was about to leave, some simpleton whispered into his ear that he had omitted to see the parrot. Realising this he sent for the

parrot, but when it was brought, life was extinct in the poor bird, which had been fed only on the leaves in the books.

Guidance from Master minds.

It is far from my intention to deny the need and the value of planning. But it is essential that we should know what we are planning for and make sure that we keep steadily before us the ends in view. Equally important, if not more so, are the means we propose to adopt in reaching our ends. In the words of a great modern thinker—"The means employed inevitably determine the nature of the result achieved; whereas, however good the end aimed at may be, its goodness is powerless to counteract the effects of the bad means we use to reach it."

We have, at the present moment, emerged from a most ghastly experience that threatened the very existence of the human race. The War has ended, but we are no nearer the eagerly looked for Peace. It seems almost a cruel destiny for humanity that the averting of a vast physical tragedy should throw it into the throes of a worse moral tragedy of chaos and helplessness. It is all the more ironical because the present age is claimed to be one of Science and Reason. But the War itself is a glaring example of the loss of that precious faculty of man, whereby Science is prostituted to the creation of destructive instruments. As Madame Montessori has observed—"We live morally in a state of degeneracy in a dark and stuffy world. The prevailing chaos of our ethics is merely one aspect of psychical degeneracy, the other aspect being the loss of reason. It is this loss of reason, this spreading and increasing madness, that characterises our time". What then is the remedy? The answer has, of course, been given by all the Great Teachers who from time to time, have appeared amidst humanity and by precept, and even more by their noble examples, have pointed the way to Life Eternal. But I will content myself with the words of less hallowed personalities who are familiar to the Educational World.

The great Swiss educational pioneer Pestalozzi—the second centenary of whose birth falls this year—has observed: "For a continent in a state of intellectual, moral and political degeneration, there is no salvation save by education—by the education of humanity and the formation of men". This may sound ironical in view of the actual happenings in Europe after so many decades of educational progress. But the wise teacher is clear as to the methods to be adopted—"Man as the creation of God has his place in the immutable process of Nature and hence must be educated in accordance with the fundamental laws of natural development. Even Education can do nothing but lend a hand to Nature. The supreme goal of all education is the power to help and educate itself. Nobody can help the human being unless he can help himself."

The fundamental ideas have been demonstrated to hold true even in the earliest stages of human growth, viz. Childhood, by that educational seer from whom I quoted a little while ago. Madame Montessori declares—"The idea that education can help is not a right one. No doubt we would like to give to the young people all the best we have but we cannot with our efforts create a man. That is the task of the child himself, and it is the most important side of the whole educational question." The least we are asked to do is to see that we do not overshadow the child's free and natural self-activity by our adult standards and judgments. We should stand aside even as the King who wanted to do some good turn to

the philosopher in the tub had to step aside because he obstructed the sun's light from falling into the recesses of the philosopher's humble abode. We are no doubt familiar with the basic idea of Rabindranath Tagore's school at Shantiniketan, that it is only in an atmosphere of freedom and harmony can the child grow to its fullest stature and at the same time play its part as a unit of society. We are singularly blessed in having in our midst the great Apostle of Peace whose contribution to the educational thought of the day has been unique. The idea of purposeful self-activity through the medium of social crafts underlies the famous Wardha Scheme of Basic Education. Its key note is Truth and Non-Violence, and its aim is the making of a practical, self-reliant and useful citizen of the land.

Intelligent Rejections.

If, then, our object is to reconstruct education and to educate a whole people for Peace, we shall have to start with an intelligent rejection of some or most of those features which militate against Peace. In the first place, our schools and colleges should become centres of live interest and activity on the part of the pupils. At present they are the passive victims of the adult teacher's standards of what is good and useful for them to do and to learn. While no doubt there is a refreshing improvement in the general attitude towards very young children, much of the beneficial results of this early training is nullified in the later stages. This is largely because of the relatively greater tractability of the pupils who become more and more amenable to extraneous motives like a pass in examinations or the social obloquy that is associated with failure. The result is that much of what is learnt is dissociated from the living truth of experience.

The absence of opportunities for self-experience is the second cardinal drawback in our institutions. We seem to pin our faith far too much on the inculcation of theoretical knowledge, but fail to realise that most of our problems of discipline in schools and colleges are the direct fruit of the lack of the healthy and unconscious control of living experience. This is not to say that our young people should be given opportunities of indiscriminately taking part in the affairs of the adults. The experience must be not of the grown-up adult but their own, not even imitations of adult methods and devices but creations out of their own felt needs. The strikes and demonstrations on the part of school and university students which have become frequent features of academic life illustrate my point. Elders and leaders are never weary of exhorting the youth on the imperative need of keeping out of party politics, saying that the youth's concern is a calm and dispassionate study of political theories and trends of thought. But we know that such studies are far from satisfying. The fact of the matter is that in trying merely to imitate the experience not one's own, there will always be an artificiality and an exaggeration. But this should not discount the value of right experience. "An experience, a very humble experience," says John Dewey, "is capable of generating and carrying an amount of theory; but the theory apart from experience cannot be definitely grasped even as a theory." The true value of experience is that it implies thought. The acquiring of knowledge is secondary and incidental to the act of inquiring. We make the mistake that what is called 'original research' is the prerogative of scientists and advanced students only. But all true thinking is research. So if our aim in schools is to arouse and develop the ability to think and not merely acquire words, the right approach to the study of subjects

should be as unscholastic as possible. But we may well bemoan with Dewey that 'the physical equipment and arrangements of the average school-room are hostile to the existence of real situations of experience.'

In these circumstances it is hardly surprising that to give the finishing touch to our wooden formalism in teaching we have an elaborate system of formal examinations which seem to be the bulwark of our educational scheme. The evil of examinations as we have them now is not merely that they fail to test what they purport to assess. The deleterious effect on the physical health of pupils is well-known. They have besides an insidious warping effect on the mental and moral nature of the examinees and no less of the examiners. One baneful aspect of these examinations is the element of competition ingrained in them. It is the spirit of competition which is at the root of most of the evils of present-day civilisation. It is one of the prime causes of war. And yet it is this very spirit that is used as the means for stimulating effort on the part of our pupils. The appeal is made to individual vanity and glory as a motive both in work and in play.

Play Way.

Now, play is being recognised as a valuable instrument for effective education. Sports and games claim increasing attention in schools. There can be no two opinions on the social and moral value of sport if rightly used. We are familiar with the virtues that it can develop endurance, courage, fairplay, team-spirit, subordination of personal interests to those of the group and so on. But we are more often made sadly aware of the evils that in practice vitiate the sports activities organised by Inter-School and Collegiate Tournaments. These seem to encourage and breed more of personal vanity and group vanity, a greedy desire for victory at all costs, and hatred of rivals. In our own country, in addition to these they feed the fire of communal differences and rivalries. As Aldous Huxley observes—"Sports can be either a preparation for war, or in some measure, a substitute for war, a trainer either of potential war-mongers or of potential peace-lovers—an educative influence forming either militarists or men who will be ready and able to apply the principles of pacifism in every activity of life."

Scouting.

The truth of the matter is that while our games and sports undoubtedly emphasise the need for outdoor activity, the sort of activity selected and organised has little relation to the world of Nature around us. This drawback is supplied in a particularly full and happy manner by the game of Scouting. To my mind Scouting is a unique contribution to modern educational thought. Its pivotal principles are the natural interest and self-activity of the growing boy or girl, and play is the means by which they are stimulated and exercised. Scouting is a game of adventure, where the young people are made to feel that they are on a thrilling voyage of discovery. The spirit of the pioneer and the researcher inspires and guides their numerous activities, which combine and co-ordinate in an easy and natural fashion the development of physical health, mental alertness and all round character. Formal instruction is reduced to the minimum. Mainly through self-observation, personal initiative and resourcefulness, the boy or girl is led on to a deep and lively understanding of the facts and phenomena of life. Outdoor activity is the foundation of good scouting, and camp life is its outstanding aspect. Life in camp

not only builds up a healthy and hardy physique, but brings the growing boy into close contact with the primitive and fundamental, and thus ensures a sense of harmony and peace that are at the heart of the universe. There can be no better corrective to the superficialities and frivolities of modern civilisation with its mechanical and artificial habits of life. Unlike our usual classification into classes or grades, supposed to consist of children of equal capacities, a Scout unit is composed of children at different stages of growth but homogeneous enough to belong to one of the natural psychological stages. Such grouping is a reflection of the natural grouping in the family, particularly in the smaller groups known as patrols. This facilitates harmonious team-work, and gives opportunities to the older children for leadership and service. The Scoutmaster is more an elder-brother, guiding the youngsters by sharing with them the joys and adventures of eager minds and hearts. The so-called tests in scouting are the steps by which the young minds are guided to acquire by actual experience and practice the knowledge and the capacity to make themselves useful to themselves and the society at large. Scouting is definitely an educational movement, and is non-political, non-military and non-denominational. It aims at promoting the ideals of peace, justice and unity. It is a pity that this precious game of scouting has not found full favour with our educational institutions. It is yet in the category of "extra-curricular" activities, while its principles are such as to form the bedrock of education. True enough, Scouting originated in the brain of a Britisher, who was also a Soldier. But a few years' working of his ideas convinced him of the senseless futility of war as an instrument for the settlement of differences among nations and countries. Not being based on the system of education in any particular country, Scouting lends itself to adaptation. It is my earnest hope that this valuable movement will find a more abiding place than hitherto in times to come, and the spirit of Scouting will leaven the new era of education which we hope to see shortly.

The two Types of Education.

The contrast between the two types of Education—education for freedom and responsibility, and that for bullying and subordination, is strikingly brought out by the following extracts from the swift changing decrees and manifestoes of Soviet Russia, which is often times held up as a model of practical Utopia. In the decrees published shortly after Lenin's seizure of power, the following phrases may be read—

'Utilization of a system of marks for estimating the knowledge and conduct of the pupil is abolished Distribution of medals and insignia is abolished The old form of discipline which corrupts the entire life of the school and the untrammelled development of the personality of the child, cannot be maintained in the schools of labour. The progress of labour itself develops this internal discipline without which collective and rational work is unimaginable All punishment in schools is forbidden . . . All examinations are abolished . . . The wearing of school uniform is abolished.'

But the 1935 Decree on Academic Reform issued by the Stalin Government contains these orders:—'Instruct a commission . . . to elaborate a draft of a ruling for every type of school. The ruling must have a categorical and absolutely obligatory character for pupils as well as for teachers. This ruling must be the fundamental document . . . which strictly establishes the regime of studies and the basis for order in the school . . . Underlying the ruling, on the conduct of pupils is to be placed

a strict and conscientious application of discipline In the personal record there will be entered for the entire duration of his studies the marks of the pupil for every quarter, his prizes and his punishments A special apparatus of Communist Youth organisers is to be installed for the surveillance of the pupil inside and outside of school. They are to watch over the morality and the state of mind of the pupils.'

The trend of modern U. S. S. R. is a significant commentary on the striking change of aim and methods. Whether it should be the model to be copied by others for ensuring a peaceful world for the future or not, it is not necessary to discuss at length.

The Sargent Plan.

Let me turn from these rather rambling thoughts to some of the plans and proposals before the country today. It is unnecessary for me to do more than refer to the document of the Central Advisory Board, popularly known as the Sargent Plan. The S. I. T. U. has discussed it in all its aspects both at Conferences and in Special Committees, and by resolutions has urged on the authorities a speedy implementing of the recommendations made in the Plan. The idea of an eight-year period of compulsion seemed to trouble some minds including those of our 'care taker' administrators here in our province, as not feasible from the point of view of the prevailing social and economic conditions. Mr. F. G. Pearce of Gwalior whose knowledge of Indian conditions is as long as it is intimate and sympathetic, in a recent issue of '*Teaching*' offers an attractive suggestion to meet the objections on both sides, viz., to shift the 8 year period to the ages of 3 to 11 from the proposed 6 to 14 and the adoption of the Montessori Method. The latter part of the suggestion correctly emphasises the general need for right methods, and makes the problem of the duration and ages for compulsion a matter of secondary importance. The proof of any pudding, however, is in the eating of it. All that we should wish and press for is that we may get a 'move-on,' and we shall know by practical experience whether either of the proposals is feasible or not.

Religious Education.

I may be permitted to refer to the complaint that there is no provision in Sargent's Plan for what is termed 'religious education.' The objection has been met by the fact that a Special Committee is at work on this thorny matter. But both the criticism and the promised solution fail to take note of the fact that what is presented is but a plan, a framework. The plan of a house, however full and complete in details, cannot give us the picture of the home which it will become only when the future occupants go into it and create the necessary atmosphere by their living presence and activity. Now, religion is of the order of this intangible and indefinable, but all-pervasive principle which finds expression in the healthy, natural growth and joyous activity of all those for whose benefit the plan is formulated. Education is pre-eminently a spiritual process, as I have attempted to emphasise at the very start. The supposed antithesis between secular and religious education is false. Even the so-called secular subjects pursued in the spirit of eager and active learning become instruments of a deep spiritual meaning to life's activities.

A False Alarm.

The cry of 'Religion in Danger' is heard every time that a striking or far-reaching change is proposed in the existing order of things. Not

unoften it is the fear of the apparent harm or danger to vested interests in which the human mind and spirit is wont to seek comfort and security. It is no doubt true that revolutionary changes imposed by methods of violence will stultify themselves. But reforms based on rational considerations and the progressive well-being of the largest number cannot be stemmed because of fancied violence to the susceptibilities of a group. It is, therefore, difficult to appreciate the opposition so strenuously being put up by the Christian community, to the progressive measures which the Travancore Government has decided to adopt for the spreading and strengthening of Elementary education in the State. The contribution of Christian missions to the cause of education in our country has been unique. They have brought to it a spirit of exemplary devotion and self-sacrificing service. They have, above all, awakened the masses of people to the futility and harmfulness of empty traditions and of narrow distinctions which at one time kept us all down. So it would be nothing short of suicidal at this juncture, when the nation as a whole is pulsating with a new life and a new hope, that in the sphere of education which is the one true binding factor, exclusiveness and separatism should be demanded in the hallowed name of religion. For true religion binds and not separates, and such a sacred unifying force can never be in danger.

Vocational Courses—Conditions of success.

One important and far-reaching measure of reform in our Secondary education is the proposed provision for Vocational Courses. This is certainly a very welcome and salutary change for which there has been a unanimous demand for several years. It is unfortunate that the War was made a convenient excuse for putting the proposals on the shelf. In other countries the stress of War has stimulated reform. But here the new proposals are still somewhat nebulous. One or two matters deserve our close attention. The manner of dividing pupils between the Vocational and Academic Courses is not defined, though the idea of an examination at the close of the IV Form is wisely discounted. There is some loose talk of Vocational Guidance but this cannot take us far. It will be necessary to base the classification on a close and systematic observation of the pupils from their early years, of their aptitudes and talents as brought out by their expression in a free environment generously provided with ample scope for living experience.

A second point to be carefully considered is how far it would conduce to the success and popularity of the new courses if offered side by side with the academic course in the same High School. Our present High Schools cannot be said to provide a favourable atmosphere, and the necessary equipment of human and other material. So it would be advisable to hold them in separate schools which should enjoy an equal, if not greater, fostering care and attention on the part of the authorities.

The introduction of Vocational courses will necessitate drastic changes in the form and content of the syllabuses in the so-called academic subjects. Protagonists of cultural values in education, according to the present standards, may deplore the loss. But true culture is not a matter of abstract theory, but the relating of our knowledge to the human and social affairs constitutes its basis. So the pupil of the Vocational Course will be not only a mechanic, business manager or agriculturist, but one who also understands the ways in which industries and occupations and machinery have affected or are likely to affect the lives of men and women. This would make his training truly liberal. It is needless to point out that these Vocational Courses should, whenever desired, lead the

trainees on to corresponding advanced professional courses and to avenues of research offered by the University.

The Incubus of a Foreign Language.

One feature of our education which acts as a crushing dead-weight is the disproportionate and faulty emphasis given to the study of languages and pure verbal expression. The evil is aggravated by the artificial importance given to the study of a foreign language like English in the early years. This is done in the illusory hope that thereby it may serve its purpose as a medium of instruction in later years. The harm implied in this blind-folded instruction is vividly described in these terms by Dr. John Matthai in the course of his recent Convocation address at the Allahabad University.—“No genuine interest in the substance of knowledge can be created while so disproportionate a demand is made on the faculties of the young in acquiring the medium through which knowledge is imparted. Knowledge is a continual source of interest and power. But the path that leads to it is straight, narrow and hard, which is not easier to tread if we try to walk by the dim and unfamiliar light provided by a language that is not ours.” Ironically enough in our Province at least, the loudest complaint is heard of the rapid deterioration in the standard of English. And the remedy suggested is more and yet more of English—of a sort which attempts to outdo the standard of English children in their own schools! It is very much like feeding a patient whose low vitality is the result of faulty feeding, on more and yet more of the indigestible stuff. Not only has this incubus of a foreign medium got to be removed, but the study of languages themselves has to be made more practical and utilitarian and less absurdly literary and ornamental. There can be no two opinions about the need and importance of the study of English as a Second Language. The wisdom of a system of controlled vocabulary as a first step in the teaching of language is now widely recognised. We should do well to try one such in preference to the aimlessly ambitious methods in vogue, whereby much precious time is wasted. The need for the adoption of some such system will become imperative for the success of the proposed Vocational Courses, if due place is to be found for the proper learning of the academic or general subjects as well.

The Role of the Teacher

Whatever be the courses of studies or changes in curricula and schemes of education, the role of the teacher is an indispensable and vital factor. The importance of the proper recruitment and training of teachers for a long-range and nation-wide education as envisaged in the Sargent Plan is obvious. Viewed from the standpoint of numbers the problem seems stupendous. It is an irony of human destiny that while under great stress of an impending physical calamity like War, people are prepared out of fear to throw all their resources into the struggle, they are far less worried over the slow but sure disaster of their lack of education and enlightenment. The war on ignorance can be successfully carried on—and in a far more beneficial and humanitarian manner—by the same determined boldness as ensures the winning of ordinary wars.

The need for the improvement of the conditions of service of teachers is now recognised by one and all. Only the other day we had the encouraging assurance from the Head of the Province that the teachers' emoluments would be adequately fixed in a manner consistent with the dignity and importance of their great national service. Wel-

come as this is, it ill behoves us teachers to value our self-respect and the nobility of our work in terms of our emoluments. By lowering ourselves in our own estimation, we only invite the amused scorn of our fellowmen. While the members of the profession should have the assurance of a decent living, it is far from our 'dharm a' to join in the general race for worldly advancement. One hears of mass strikes on the part of teachers, the wearing of distress badges and all the various devices of industrial trade unionism. By having recourse to these we are certainly not advancing either the cause of education or our own self-respect. No less unworthy are the time-honoured ways in which many a teacher is forced by circumstances to eke out his livelihood. Of these what is known as 'private tuition' is one of the most insidious. While improvement in conditions of service will to an appreciable extent mitigate the evils, the true solution rests in the hands of the teachers themselves. It is the realisation of the urgency and the importance of the mission to which we are called, and the faith that by its fulfilment we are building a new order of society founded on justice and peace. The story is told of two stone-cutters and their attitude to the work in which they were engaged. When accosted by a stranger about the work they were doing, one of them replied in a doleful manner that he was but a poor miserable hewer of stone. But the other, who was as poor and miserable looking as his brother, found it in him to say with zest and joy, "I am building a temple!" Stories and parables like these are the stock in trade of our work in the class-room with the children, but so long as our own lives fail to express the truth we wish to convey, our words will sound hollow. No amount of self-deception on our part will protect us from the shrewd, searching and intuitive assessment by the children themselves.

Teachers' Training and Efficiency.

The problem of securing trained and duly qualified teachers is at present acute, and will demand attention when the new schemes and proposals will be taken up in full earnest. The suggestion for the opening of more training institutions is certainly an obvious solution of the problem. But here again the question is viewed predominantly from the point of view of numbers. The latest idea of short intensive courses of training is again based on getting the required numbers in as short a time as possible. But this savours too much of the factory and the hot-house, not to speak of the latest experience of training of war recruits. We take it for granted that the products of these training institutions will be like the finished mass products of a factory with the hall-mark of training duly stamped on them. This is indeed too sadly the case already, with the result that the large majority of our trained teachers are content with their diplomas and certificates as mere pass-ports for employment. If true Education is one of experience, then the only true training for teachers is what they get in the course of their work as teachers in their relations with their pupils. Every school in this sense becomes a centre for training and should be so recognised. It is of course highly essential that it should have the conditions favourable for being a fit and worthy centre. This would be possible only if it is under the direction of a capable person with sufficient faith in and enthusiasm for his work as a mission. It is an unfortunate feature of a mechanical administration that in the appointment of heads of schools seniority of service is the most powerful factor. If special training were necessary for teachers, it would be most profitably given to the future heads and directors of schools,

each of whom in his turn would be responsible for the training of the members of the staff of his institution and be invested with the authority to issue to them qualifying certificates. Why should there be any apprehension that these certificates would intrinsically be of any inferior value to those now being given by the Training Schools?

One of the gravest drawbacks in the temper of the teaching profession is the early fossilisation among the members. This is, of course, due in a large measure to the stereotyped manner of formal instruction in our schools and the absence of spontaneous activity. Also, the principle of specialisation is overdone, with the result that the mental horizon of teachers is narrow and uninspiring. The usual remedy of Refresher Courses is at best like the playing of a fan inside a poorly ventilated room. So it would be necessary to give facilities to teachers to get out of their narrow ruts from time to time and switch on their minds to the study of subjects even different from the ones they are normally called upon to handle. Aldous Huxley would even go further for he thinks "that the onset of petrification might be delayed if teachers were given periodically, not merely sabbatical, but also non-sabbatical years—during which they would have to work at some job entirely unconnected with the academic world."

Keep Aglow the Fire of Inner Life.

The S. I. T. U. has to its credit a long and useful record of service in the cause of educational advancement. It has also been a vigilant guardian of the true and larger interests of the profession. Times have been hard, and may turn out to be harder. The Peace for which the world has been longing may appear to be a mirage. But it would be a betrayal of our great and sacred trust if we at this moment faltered or kept back. For our work is primarily the laying of the foundations of the Temple of Peace. In the noble and inspiring words of Madame Montessori—"The teacher must consecrate himself to the formation of a better humanity." Very significantly the High Priestess of the Child places this responsibility on the women who can be both Mother and Teacher). As were the Vestals, to whom it had been given to keep pure and clean from ashes the sacred fire that others had lit, so must be the teacher to whose care has been consigned the flame of inner life in all its purity. If this flame is neglected, it will be extinguished and no one will be able to light it again." For this the teacher must have within himself or herself a fire of faith and enthusiasm—the 'Undying Fire' of H. G. Wells's School-master who believed in his vocation. Sister and Brother Teachers, let us courageously and yet joyously join in the noble task of laying the Foundation of the Temple of Peace and let us do so in the spirit of the humble squirrel in the Ramayana which helped in the completion and stabilisation of the bridge put across the ocean for the forces of light to cross over and dispel those of darkness.

RESOLUTIONS FOR THE SUBJECTS COMMITTEE

1. This Conference is of opinion that piecemeal reform in respect of service conditions of teachers in aided elementary schools is not desirable and it urges upon the Government that the following proposals contained in the memorandum dated 15th November 1945 submitted in this connection to the Government by the South India Teachers' Union be given effect to immediately:

- (1) Complete parity of conditions of service in schools under all agencies,
- (2) Minimum scales of salaries
- (3) Benefit of Provident Fund to all teachers irrespective of salaries,
- (4) Reduction in school hours and the number of working days to 200,
- (5) Sick leave and allowances,
- (6) Provision of extra teachers under certain circumstances and
- (7) Removal of the ban in regard to elections.

2. While adhering to the view expressed in the resolution adopted at the last Provincial Educational Conference held in May, 1944, at Calicut, namely that the recommendations of the Madras Post-war Committee in regard to education are inadequate, disappointing and unsatisfactory, this Conference urges the Government to bring into operation without any further delay the programme of universal compulsory and free elementary education and to issue from time to time in the Dravidian languages publicity leaflets explaining fully the details of the scheme and the programme, the kind of co-operation expected from the public and the teaching profession and the measures adopted by the Government for the regular supply of trained teachers.

3. This Conference is of opinion (a) that the supply of an adequate number of trained teachers year after year is essential for the success of the educational plan and it views with great concern the growing tendency on the part of competent young men and women to avoid training schools and

colleges owing to the unattractive and deplorable conditions of service in schools, (b) that the Government should improve the status and conditions of service of teachers in schools as recommended by the Central Advisory Board of Education, and (c) that the training institutions should be reorganised on lines calculated to make the teachers conversant with modern ideas and ideals of education.

4. (a) This Conference expresses its great disappointment with the view of noninterference with the autonomy of managements of aided institutions, formulated by the Government in respect of salaries and allowances of teachers in those institutions and is of opinion that such a policy is highly detrimental to the efficiency of aided schools.

(b) This Conference regrets that in spite of the help promised by the Government, many managements should plead inability to pay dearness allowance and therefore appeals to the Government to direct the managements to pay their employees dearness allowance at Government rates from July 1944 and to meet this entire deficit incurred on account of the expenditure, if and where necessary, from provincial funds as an emergency measure.

5. This Conference is of opinion (a) that the Central Advisory Board of Education and the Madras Postwar Committee have not given the question of managing agency the consideration it deserves.

(b) That a comprehensive planned programme of education involving expenditure of crores of rupees can be successfully carried out without interruption only when the state happens to be the agency assuming direct responsibility for public education including the maintenance and administration of schools at least during the planning period.

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(c) That the question of agency be considered primarily from the standpoint of the important educational and social principle of equality of opportunity and that a quasi-public or private agency may as a special case and for special reasons be permitted to maintain schools only when the Government is thoroughly satisfied that the concerned body applying for permission consists of public spirited persons interested in education, that it commands adequate resources and that the pupils and teachers in the school managed by this body will not in any way be handicapped, and

(d) That the organisation and maintenance of technical institutions in suitable localities will be possible under state agency which alone will avoid overlapping and facilitate co-operation between technical institutions and industries.

6. This Conference recommends to the Government that the children of teachers be granted fee concession in secondary schools as long as they continue to make satisfactory progress.

7. This Conference recommends to the Government that a declaration of the rights and duties of the teacher be prepared in consultation with the South India Teachers' Union and incorporated in the Madras Educational Rules.

8. In view of the recent decision of the High Court of Judicature, Madras, that termination of the service of a teacher is valid by satisfying the provision of three months' notice in the existing contract, this Conference brings to the notice of the Government the feeling of alarm among teachers in aided schools and urges once again the Government to enforce the introduction in the contract of a provision that the termination of services should always be on the previous approval of the Director of Public Instruction and for grave reasons, such as, incompetence, gross insubordination, serious ill-health and offences involving moral turpitude.

9. (a) This Conference reiterates its view that the appointment of a Provincial Advisory Board of Education is necessary and desirable especially when several problems of education will be coming up for consideration during the planning period and that this Board should consist of the representatives of the Government, the South Indian Universities, the Managements and the South India Teachers' Union.

(b) This Conference further recommends that the Director of Public Instruction should be made the Secretary to the Government, to facilitate speedy consideration of educational questions and that the Hon'ble Minister for Education and the Director of Public Instruction be the President and the Secretary respectively of the Board of Education.

(c) With a view to making inspection efficient and effective, this Conference urges upon Government the need to reorganise the inspectorate and in this connection requests Government to give effect to the proposals contained in the memorandum submitted on 11th August 1945 by the S. I. T. U. on the subject, viz., the appointment of experienced Headmasters and Senior Masters to the Inspectorate.

10. This Conference requests the Executive of the S. I. T. U. to examine the advantages of registering the S. I. T. U. as a Trade Union and to report at an early date.

11. (a) This Conference is of the opinion that the embargo on school buildings should be lifted.

(b) This Conference is of opinion that suitable school buildings play an important roll in making education effective and calls upon Government to appoint a competent committee to make suitable recommendations regarding plan of school buildings with playground, museum, library, school-kitchen, health rooms, etc., and on its recommendations to draw up and give effect to a scheme of school buildings.

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THE SOUTH INDIA TEACHERS' UNION

Proceedings of the Combined Meeting of the Executive Board and the Working Committee of the S. I. T. U. held at 11 a.m. on Saturday the 6th of April 1946 in the office of the Union.

Chairman : Mr. M. S. Sabhesan (President)

Members present : Mr. S. F. Selvam (Malabar), Mr. S. Srinivasan (North Arcot), Rao Bahadur S. K. Yeguanarayana Iyer (Ex-officio), Mr. P. L. Ramanatha Rao (Chittoor), Mr. S. S. Narayanaswamy Iyer (Trichy), Mr. K. S. Chengalroya Iyer (Salem), Mr. G. Sundaram Iyer (Madras), Mr. C. A. Samuel (Joint Secretary), Mr. S. Natarajan (Journal Secretary), Mr. V. Bhuvaramurthi Rao (Secretary, Protection Fund) and Mr. T. P. Srinivasavaradan (Hony. Secretary).

All members standing, the following resolutions were passed :

"The Board places on record its deep sense of sorrow at the demise of the late Mr. D. P. Khattry, the Hony. Secretary of the All-India Federation of Educational Associations and condoles with the members of the family in their bereavement."

1. Letters from Mr. S. Venkataramanan of Coimbatore and Mr. C. Ranganatha Iyenger of Anantapur regretting their inability to attend were read.

2. Minutes of the last meeting read and recorded.

3. The Hony. Secretary then made the following statement :

(i) A memorandum seeking clarification on deficit and surplus schools was submitted and the government in reply clarified the point.

(ii) A memorandum on the grievances of elementary school teachers was submitted to the government.

(iii) The attention of the Inspector of Local Bodies was drawn to the attitude taken by the Commissioner of the Cannanore Municipality towards the Teachers' Association, Municipal High School, Cannanore and to the inordinate delay in the disbursement of salaries to the Elementary School teachers in Board schools.

(iv) Correspondents and Heads of Schools were circularised on the question of Dearness Allowance.

4. *The XXI All-India Educational Conference, Madras* :—The audited statement of Receipts and Expenditure was recorded by the Board.

5. Letter from the masters of the Rajah's High School, Venkatagiri, sending a copy of their petition to the Correspondent and stating that they would go on strike from the 11th April 1946, if their scales of salaries were not raised and dearness allowance not given at government rates.

The Executive Board was unanimously of opinion that the teachers should not resort to strike till the Union decided upon a common policy. It authorised the Secretary to get full details from that institution.

6. Mr. V. Bhuvaramurthi Rao was also appointed as one of the internal auditors.

7. Amendment to rule 5 given notice of by the Madura District Teachers' Guild last year.

The amendment is: "Delete the words 'The President' from 'The President, the Secretary and the Treasurer shall be persons resident at the headquarters.....' in paragraph 1 of rule 5 of the Union rules."

The following Guilds have expressed their opinion on the amendment: 1. The Madras Teachers' Guild, 2. Ramnad, 3. Tanjore, 4. Anantapur, 5. North Arcot, 6. Chittoor, 7. Trichy 8. Coimbatore and 9. South Kanara.

The first seven are against the amendment and the last two are for.

The Board was unanimously of opinion that the *status quo* should be maintained in the interests of the Union.

The Board authorised the Secretary to bring this to the notice of the Madura District Teachers' Guild and ask the Secretary to give notice of the amendment, if the Guild desired to move it again this year at the General Body meeting to be held at Bellary on the 16th May 1946.

8. The Board considered the resolutions sent up by the affiliated associations to be placed before the Conference. It was decided that the Madras Members of the Working Committee should draft the resolutions to be placed before the Conference.

9. A sub-committee consisting of Messrs. M. S. Sabhesan, G. Sundaram Iyer and T. P. Srinivasavaradan (convener) with powers to co-opt was constituted to redraft the resolution given notice of by Mr. G. Sundaram Iyer.

10. *Memorial to Mr. S. T. Ramanuja Iyengar*: Resolved to contribute Rs. 100 from the S. I. T. Union to the Memorial Fund started by the Trichinopoly District Teachers' Guild.

Resolved to co-operate with the Trichinopoly District Teachers Guild in its efforts to raise a memorial fund.

11. *High tension in the profession*:—Resolved that the Board do take into consideration the high tension consequent on the extremely unsatisfactory conditions of service and take such steps as may be necessary to invite the attention of the public and the government to the need for very early action.

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THE XXXVII ANNUAL REPORT—1945-1946

The Executive Board of the South India Teachers' Union has great pleasure in presenting the 37th Annual Report of the Union for the period 1st April 1945 to 31st March 1946.

The Union regrets the passing away of S. T. Ramanuja Iyengar. In his death the Teaching profession has lost a great fighter. He was for many years a member of the Executive Board and the Working Committee. It is no exaggeration to say that he dedicated his life to the service of the teaching profession. Steps are being taken to perpetuate his memory.

Strength.—There were 18 District Teachers' Guilds affiliated to the Union at the beginning of the year. There was no addition during the year.

The number of affiliated Teachers' Associations at the beginning of the year was nine. Of these three are in arrear. Four Associations were affiliated during the year.

Office Bearers.—At the annual meeting of the General Body held at Calicut on the 11th May 1945, Mr. M. S. Sabhesan, M.A., was elected President, Mr. T. P. Srinivasavaradan, B.A., L.T., Secretary, Mr. C. A. Samuel, B.A., L.T., Joint Secretary, and Mr. S. D. Purushothaman, Treasurer. Mr. S. Natarajan was elected Journal Secretary by the Working Committee. Messrs. S. T. Ramanuja Iyengar (Convener), L. R. Chandrasekhara Iyer, V. Ramunni, E. N. Subramanyam, and Janab Abdul Khudus Sahib Bahadur were elected members of the Vigilance Committee.

On the resignation of Mr. S. D. Purushothaman in August 1945, Mr. V. Arunajatai, M.A., L.T., was appointed Treasurer in accordance with the rules.

At the last meeting of the General Body, two important changes were made in the rules. By one of these, ex-Presidents of the Union were made ex-officio members of the Executive Board and of the Working Committee,

and by the other, rule 9 was so altered that the delegation fee collected for the Conference should go to the Union in full and that the visitors' fee prescribed by the Reception Committee should go to the Reception Committee and that the Union should arrange for the publication of the proceedings of the Conference and distributing them to the Affiliated Associations and District Guilds.

The Executive Board and the Working Committee.—The Board and the Working Committee met three times during the year, viz., on the 9th May, 7th July and 10th November 1945. Among the important items of business transacted, besides routine, were:—(1) Fixing the 11th August 1945 to be observed as 'Dearness Allowance Day,' throughout the province, (2) Representation to the Government and to the managements of aided institutions, in regard to Dearness Allowance, (3) Education Week celebrations, (4) Revision of scales of salaries, (5) Representation to the Government on the grievances of elementary school teachers and (6) Formation of the Reception Committee of the XXI All India Educational Conference.

Provincial Educational Conference.—The 35th session of the Madras Provincial Educational Conference was held at Calicut on the 10th, 11th and 12th May, 1945 under the distinguished presidentship of Rao Bahadur Dr. B. V. Narayanaswamy Naidu, M.A., B. Com., Ph. D., Bar-at-law, Principal, Pachaiyappas College, Madras. The thanks of the Union are due to the Malabar District Teachers' Guild for the excellent arrangements it had made for the Conference. This Conference discussed the important question of Agency and came to the conclusion that the Primary and Secondary education should be the responsibility of the State.

Propaganda.—During the year under report useful propaganda work was

done. The Hon'y. Secretary of the Union presided over the Conferences of the Coimbatore Teachers' Guild, of the Kasaragad Taluk Elementary School Teachers and of the All-Malabar Pupil Teachers. The Journal Secretary presided over the Conference of the Malabar District Teachers' Guild. The Hon'y. Secretary of the S. I. T. U. Protection Fund attended the Conferences of the Coimbatore District Teachers' Guild and of the Salem District Teachers' Guild.

Education Week.—The 15th South Indian Education Week was celebrated throughout the province from the 22nd October to the 28th October 1945. The central theme for the week was "The Madras Scheme—A study in detail."

All-India Educational Conference. XXI All-India Educational Conference was held in the Pachaiyappa's College, Madras, from the 27th to the 30th December 1945. Sachivothama Dr. Sir C. P. Rameswamy Iyer, K.C.S.I., K.C.I.E., Dewan of Travancore, presided over the Conference. The Educational Exhibition was opened by Dr. S. R. U. Savor, M.A., D.Sc., I.E.S., Director of Public Instruction, Madras, and was presided over by the Worshipful Mayor of Madras.

Dr. Sir A. Lakshmanaswami Mudaliar, M.D., D.Sc., F.R.C.O.G., F.A.C.S., Vice-Chancellor of the Madras University, was the Chairman of the Reception Committee.

The Union is grateful to Dr. Sir A. L. Mudaliar for the able guidance he gave to the Union in the conduct of the Conference.

Work of the Union.—Soon after the last Conference, the resolutions passed were communicated with a brief memorandum to the authorities concerned. On the subject of dearness allowance, besides submitting a memorandum to the government, the Executive Board issued directions to the Teachers' Associations to observe the 11th August 1945 as "Dearness Allowance Day", to hold meetings and pass resolutions on Dearness Allowance and to send copies

of those resolutions to the authorities. This was done by all the affiliated associations and copies of the resolutions passed were communicated to the Director of Public Instruction and to the Advisor to the Government of Madras. The Union submitted another memorandum to the government pointing out the advantages of recruiting to the Inspectorate capable teachers employed in High Schools and the need for re-organising our training institutions on modern lines staffing them with teachers of experience.

Yet another memorandum submitted on the 15th November 1945 to the government embodying the major grievances of elementary school teachers. The government's attention was drawn to the inordinate delay in the disbursement of salaries to elementary school teachers by some of the District Boards.

We are thankful to the government for enhancing the dearness allowance from Rs. 8 to Rs. 16 in the case of elementary school teachers in aided institutions although effect was given only from the 1st February 1946. In the case of aided secondary and other schools only partial justice has been done. The Union's request that the expenditure on the item on dearness allowance should be treated as a special one and should be met by an emergency grant has not been accepted. The government having merely ordered that the expenditure would be taken as an approved expenditure for purposes of grant. This has not helped a great number of teachers. The Union has again pointed out that unless the government come forward to make good the loss on this item, many aided managements may not grant dearness allowance at government rates. On enquiries made by the Union it has been found that only about 40 aided institutions are giving D.A. at government rates while many managements plead inability to pay. The Union is still pressing the government to reconsider its decision.

To our representation made some years back, suggesting certain changes in the Provident Fund rules, the

THE SOUTH INDIAN TEACHER

THE SOUTH INDIAN TEACHER
Statement of Receipts and Charges
for the year 1st April 1945 to 31st March 1946

RECEIPTS	Rs. a. p.	CHARGES	Rs. a. p.
Opening Balance:		Journal printing	... 440 4 0
Indian Bank	1,104 13 6	Salary	... 150 0 0
Cash on hand	84 13 0	Postage	... 166 12 6
Stamps	20 5 9	Contingencies and Stationery	... 33 13 9
	1,210 0 3	Conveyance charges	... 40 4 0
Subscriptions	... 1,450 11 0	Conveyance allowance to	
Advertisements	... 1,026 12 0	Journal Secretary	... 84 0 0
Sale of Publications	... 458 6 0	Bank Commission	... 2 9 0
Interest from Bank	... 25 14 11	Advertisement commission	... 58 0 0
Cost of paper realised from		Honorarium to Journal Secretary	100 0 0
Balar Kalvi and other		Loan repaid:	
accounts	... 240 7 0	Principal	250 0 0
		Interest	24 11 0
			274 11 0
		Paper purchased	... 448 9 3
		Subscription to the Educational	
		Press Association of America	... 17 10 0
		Mis. Printing Charges	... 92 12 0
		Closing Balance:	
		Indian Bank	
		Cur. a/c.	161 4 0
		Indian Bank	
		S. B. a/c.	2,123 14 5
		Cash	201 15 0
		Stamps	9 12 3
			2,496 13 8
Total ...	4,412 3 2	Total ...	4,412 3 2

BALAR KALVI

Statement of Receipts and Charges for the year
1st April 1945 to 31st March 1946.

RECEIPTS.	Rs. A. P.	Rs. A. P.	CHARGES.	Rs. A. P.	Rs. A. P.
Opening Balance:—			Journal Printing	166 14 0	
Indo-Comm.			Salary	156 0 0	
Bank	... 886 15 5		Postage	150 4 9	
Cash on hand	... 14 1 3		Contingencies and Stationery	1 0 6	
Stamps	... 15 1 9		Conveyance charges	25 4 9	
	916 2 5		Bank Commission	2 6 0	
Subscriptions	... 1,081 12 0		Advertisement Commission	18 0 0	
Advertisements	... 353 0 0		Honorarium to Journal Secretary	75 0 0	
Sale of publications	... 12 0 0		Bonus to Clerk	34 0 0	
Interest from Bank	... 24 14 2		Paper purchased	173 8 0	
Typewriter hire			Closing Balance:—		
charges from All-			Indo-Commercial Bank		
India Educational			S. B. a/c.	1,720 1 7	
Conference	... 150 0 0		Cash on hand	8 6 0	
			Stamps	6 15 0	
				1,735 6 7	
Total ...	2,537 12 7		Total ...	2,537 12 7	

ACCOUNTS

The 15th South Indian Education Week Account 1945-1946.

RECEIPTS.	Rs. A. P.	CHARGES.	Rs. A. P.
Donations	... 70 0 0	Postage	... 89 1 9
Orders for Hand books	... 84 1 0	Less recovery	... 5 4 0
		Less transferred to	
		Union a/c.	... 0 6 6
			33 9 3
		Clerical allowance	10 0 0
		Contingencies and Stationery and	
		Printing	67 4 6
		Balance with the Union account	43 3 3
	154 1 0	Total ...	154 1 0

SILVER JUBILEE FUND ACCOUNT

As on the 31st March 1946.

Balance as on the 31st March 1945	...	Rs. A. P.
Add Interest	...	2,010 4 6
	...	31 8 0
Total	...	2,041 12 6

Details.

Fixed Deposits with the Madras Teachers' Guild Co-operative			
Society Ltd.	...	...	1,150 0 0
National Savings Certificates	...	...	800 0 0
With the Union	...	...	91 12 6
Total	...	...	2,041 12 6

Defence Fund.

F. D. with the Madras Teachers' Guild Co-operative Society, Ltd.	...	100 0 0
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Examined and found correct.

MADRAS,
30th April 1946.V. SOUNDARARAJAN, B.A., G.D.A., R.A.,
Registered Accountant,T. P. SRINIVASAVARADAN,
Secretary.V. ARUNAJATAI,
Treasurer.

Teachers and the Legislature :

We are unable to understand why of all classes of public servants, teachers alone should be prohibited from standing for election to any of the legislative bodies in this province. They are not permitted to seek election even to local panchayats. Teachers in the past whenever they had the opportunity to serve in any such body had distinguished themselves by their devotion and zeal in the work. They have really a very good record in the field of co-operation and other social services. We appeal to the government to remove this disability at an early date so as to enable teachers of talents to render their share of service to the country. Apart from the special contribution to education which representatives of the teaching profession could make, they may be expected to offer valuable advice in all such matters as would affect the rising generation. They can take quite an unbiased attitude on very many general questions. A perusal of the names of the members of the two legislative chambers will clearly show how that it is representative of every profession except Teaching. The ministry has now before it a splendid opportunity to set right this defect. It can recommend to His Excellency the nomination of two or three representatives of the organised teaching profession.—The South India Teachers' Union,—in this province to the legislative council. We earnestly hope that His Excellency will use his powers of nomination to do justice to the only profession that is now unrepresented.

S. S. L. C. Text Books :

From an announcement that appeared recently in the Press we understand that S. S. L. C. Text Books would be sold through Headmasters of recognised high schools or at the office of the Registrar between 11 a.m. and 4 p.m. on working days. We are told that they would not be sold to or supplied through booksellers. This may be with a view to preventing the books being sold at a higher price than the marked one. But we wonder if the university authorities had considered other means of achieving the result. The experi-

ence of the school authorities and even of casual buyers last year point to the undesirability of such a practice. Books ordered for early in June were not supplied till late in July, and that too after many reminders. Many had to repeat their calls to the university office to get their copies, every visit costing them a good bit, not to speak of the difficulties of reaching the university offices which are not easily accessible.

If the vexatious annoyance of last year should be avoided then the sales department of the university must be thoroughly re-organised and it should be located in a place more easily accessible. The publication of the Andhra University, at least those relating to the S.S.L.C. must be made available at this centre. We hope university authorities would not be unmindful of the difficulties of their customers and would do everything in their power to remove the disabilities such as those we have pointed above. We would further urge that the university should take steps to make the books available on the 1st of June.

Still Postponed :

During the year the Department of Education circularised instructions regarding the introduction of vocational subjects in our schools with a view to providing bifurcated courses of studies at the secondary school stage. Schools were asked to specify the courses they would provide and give an estimate of the expenses involved. We pointed out last year that the provision of vocational courses was a matter of careful planning. The Provincial Conference held at Calicut expressed such an opinion. But the Department went on its own way. School authorities were given no indication of the financial help they would be getting from the Government. Nor were they given time to consider what courses would best serve their community. No wonder that Government find themselves unable to introduce the scheme in the coming academic year. Though the delay is regrettable, we hope the authorities will make use of the time thus gained to effectively plan and prepare for the introduction of the much needed reform at least in the next academic year.

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