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OF

UPADHYAYA SANGHA KARYA PRAVEENA

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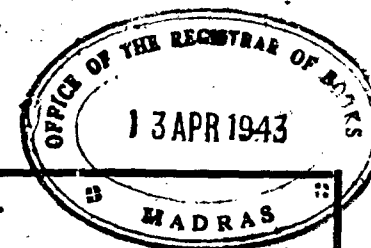
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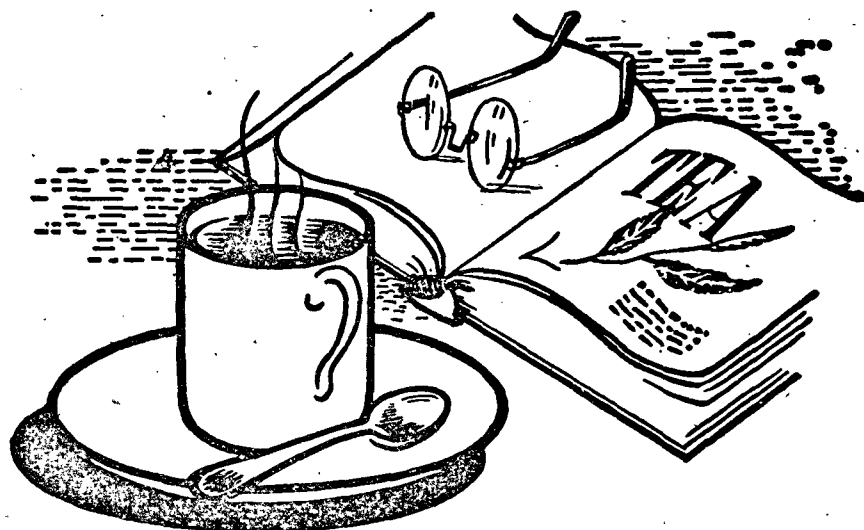
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THE SOUTH INDIAN TEACHER

Vol. XVI

March, 1943

No. 3

MESSAGES

Rajah Sir ANNAMALAI CHETTIAR of Chettinad,
Madras.

Rao Bahadur Professor S. K. Yegnanarayana Iyer is well-known throughout Southern India as a great scholar and eminent educationist. He has devoted the best part of his life in the service of the youth of the country inspiring them, by precept and example, to high ideals of service. A silent and sincere worker, work was really worship with him. The teaching profession especially owes him a deep debt of gratitude for his efforts to secure it better conditions of service. In offering him my heartiest felicitations on his attaining his 61st birthday, I wish him many more years of health and happiness.

Sir P. S. SIVASWAMY IYER, K.C.S.I., C.I.E.

Visveswarapuram, Bangalore City.

Thanks for the kind invitation to the Shashtiabdapurthi of S. K. Yegnanarayana Iyer. I offer my cordial felicitations on the auspicious event and hope that he will be long spared in health and vigour to his family and friends. I have always entertained a high regard not merely for his scholarship and attainments but also for his truly religious spirit, his modesty and sincerity and for his desire to serve the country in the field of the co-operative movement and otherwise. Please convey my best wishes and regards to him.

Kulapathy Sri P. A. SUBRAMANYA IYER,

Vasudevapuram, Triplicane.

I am most happy to be able to take part in this function to do honour to our esteemed friend. He is a gentleman all compact of the noble idealism, earnestness of purpose and great vigour of body and mind. It is my firm conviction that but for his single-minded devotion to the cause of the S.I.T.U. that organisation would not have attained that level

of effectiveness which it has reached to day. I most heartily pray that he may be spared for long long years to do his bit for Education. May Sri Rama bless you all!

Sri K. A. NILAKANTA SASTRIGAL,
Madras University.

The teachers of South India are honouring themselves by doing honour to Rao Bahadur S. K. Yegnanarayana Iyer on the auspicious occasion of his sixty-first birthday. His untiring and selfless services to the cause of education and of teachers are very wellknown, and I have much pleasure in joining the South India Teachers' Union in wishing many more years of health, happiness and public service.

Sri K. S. VAKIL, *Kolhapur.*

So far as I know, few persons engaged in the work of education in this country have laboured so silently, assiduously, and so long as Rao Bahadur S. K. Yegnanarayana Iyer. He has devoted himself wholeheartedly not only to the cause of educational advance but also to the movement for the improvement of the service conditions of teachers, realising as few have as yet done, that it is the teachers on whom depends the success of all our efforts for the advance and improvement of education. On this happy occasion of his Shashtiabdapurthi I pray to God Almighty that he may be blessed with many more years of such useful and fruitful educational activity.

Mrs. Alice M. BARNES,
London Mission, Coimbatore.

It was through the Madras International Fellowship that I became acquainted with Mr. Yegnanarayana Iyer, nearly twenty years ago. During our association with him in this Fellowship my husband and I learnt to regard him with affection and deep respect. For some years now, our paths have deviated, but looking back to the days when we met him frequently in Madras, I realise that his friendship has meant a real and permanent enrichment of our lives. I am glad to be allowed to join with his many friends in our common profession in congratulating him on the years that are past, and wishing him much joy in the years that are to come.

Rao Sahab Sri V. P. ADISESHIAH, M.A., L.T.,
(Retired) Principal, Vellore.

I have known Sri S. K. Y. for more than two decades. His activities have been many sided. He has not been a prominent and useful figure in the educational sphere only. I can recall his lively interest in

the promotion of co-operative ideals and of International Fellowship. The S. I. T. U. owes him a great debt of gratitude for the contribution he made and guidance which was given to it with the result that it has become an increasingly useful and influential educational hierarchy if I am allowed to call it so. Sri Yegnanarayana Iyer played no mean part in shaping it along with other enthusiasts. May he live long and exert his beneficial influence for years to come.

Sri D. P. KHATTRY, B.A., L.T.,
Secretary, All India Federation of Educational Associations.

I consider it a privilege to be called upon to contribute a message of appreciation for inclusion in the commemoration volume of the South Indian Teacher on the occasion of the Shastiabdapurthi of Upadhyaya Sangha Karya Paveena Rao Bahadur Sri S. K. Yegnanarayana Iyer. Prof. Iyer's is a unique personality in the world of the teaching profession. He has rendered sterling service to education in many capacities and has intimate knowledge of every thing that concerns the welfare of the teacher. His powers of organisation, infinite patience and remarkable tact have secured for him the friendship and the co-operation not only of distinguished educationists but also of the rank and file among educational workers. A university teacher of unusual versatility and accomplishment, he laboured incessantly and well in the cause of secondary and primary education. At All-India Educational Conferences he always distinguished himself and fitted every part to perfection. As a Vice-President of the Council, as the Secretary of a section or as the President of a sectional Conference he gave a freshness and vitality both to his own work and to the work of those who came into contact with him. On behalf of the All-India Federation of Educational Associations I congratulate him on this auspicious occasion and pray that he be spared long to serve as a beacon light to his successors and collaborators.

Sri M. N. KAGBHAT,
Secretary, Federation of Recognised Educational Institutions, C. P. & Berar, Nagpur.

It is with deep interest that we of the Central Provinces watch the activities of the eminent educationist of the South, Rao Bahadur S. K. Y. Iyer. I pray to God that the Rao Bahadur be spared for many more years to continue noble work in the cause of Education. I also wish your journal to go from strength to strength and do useful work in the sphere of education.

Sir T. VIJAYARAGHAVACHARYA,

Udaipur.

I have great pleasure in recording my tribute of respect to Rao Bahadur S. K. Yegnanarayana Iyer on the occasion of his sixty-first birthday. He has rendered valuable services to the cause of education in South India. Even after his retirement he has been engaged in very useful work in connection with the co-operative movement. Mr. Yegnanarayana Iyer has set an excellent example to men of his profession of the way in which they can serve the public.

Sri AMARANATHA JHA,

University of Allahabad.

I am very pleased to learn that the 61st birthday of Professor S. K. Yagnanarayana Iyer is being suitably celebrated. I have had the privilege of knowing him in connection with the All-India Federation of Educational Associations and am full of admiration and respect for the solid but unostentatious work that he has done through a long course of years in the cause of education. I wish we had more self-less educationists of his type in our midst. I wish him many more years of life and useful activity.

Miss A. B. VANDOREN

My acquaintance with Rao Bahadur S. K. Yegnanarayana Iyer, goes back two decades to the years 1922—23. when I was a member of the Madras International Fellowship—at that time something of a radical experiment in social relationship. In Mr. Yegnanarayana I found a fine exponent of the fellowship that could cut across lines of race, community, and religion. Personally, I learned much from him. I found in him a balanced mind, a calm and unbiased judgment which I admired. As an educator, he must have brought to his students the same spirit which he showed in discussion groups and week end retreats. To the teachers over whose deliberations he presided, I believe he gave a similar inspiration. Now as he celebrates this special anniversary, I hope that he will accept the good wishes of an old friend and fellow-worker in the cause of education.

POST-WAR EDUCATION

By

SRI M. S. SABHESAN, M.A.

President, The South India Teachers' Union

School speech days and convocation addresses leave us in no doubt about the wide dissatisfaction with the present system of education. It will be a mistake to infer from this that our public men are keen on the overhauling of the educational system. The criticism that we hear constantly on the platform is merely academic and it is rarely implemented by suitable action. It is unfortunate that very few care to think about the aims of education. Many still continue to regard education in schools and colleges solely as a means for securing a passport for government service. When any reform is being attempted the vocal critics of the present system of education do not hesitate to advocate the reversion to the old much condemned matriculation. There is a general disinclination on the part of leaders to appreciate the changing conditions and face the realities of the situation.

All over the world there is discussion going on about the lines on which post-war education should be remodelled. The question that is asked everywhere is what the objectives of modern education should be. It may be difficult to state categorically the aims of education; but it is clear that the public expects our schools and colleges to train their pupils to become able-bodied, healthy, intelligent, well-behaved and self-reliant individuals. "Educate the whole man" is not a slogan but a sincere ideal entertained by eminent thinkers. It is essential therefore, that our leaders and teachers should understand aright the implications of this ideal. This ideal is a call to us to take a comprehensive view of the education of every school-going pupil. We should not shut our eyes to his responsibilities in the future as a member of the family, a citizen, a bread winner and an individual personality. All these aspects have to be given due recognition in any scheme of education and throughout all stages, even though emphasis should necessarily and naturally vary according to age.

The objectives of education can materialise only when a suitable policy of education, broad-based on equality of opportunity, is adopted by the government. The far-reaching nature of the objective directly raises the question as to who should bear the responsibility for public education. Modern education has several points of contact with other spheres of activity. A long range view is needed and there is no-body other than the government that can be entrusted with the responsibility for public education. Our present system has not borne good fruit because of the

policy of drift. The government no doubt exercises a good deal of control but it has yet to admit its responsibility. A perusal of educational administration reports reveals the attitude of the government in general. The government is usually content with an expression of its willingness to do its bit if other agencies take the initiative and come forward with adequate finances. What will happen if other agencies be unable to bear the burden does not seem to worry the government. Our public men will be doing a real service if they should make known to the government what their educational objective is. They should go one step further and urge the government to accept direct responsibility for public education. No educational system can, under the stress of the present day, bear any fruit unless the state is prepared to admit its responsibility and plan accordingly. This does not mean that the state should not seek the co-operation and support of private individuals and committees wherever possible.

One important implication of the state responsibility for public education is the *financing* of education. Very important educational reforms have been held over year after year under the plea of want of funds. It has always been a period of lean years in this province so far as education is concerned. While the government has been pleading financial stringency and expressing its inability to aid the managing agencies liberally, it is calling upon those bodies to find funds for each and every item of educational activity. The government is not unaware of the inadequate and slender resources of the managing bodies. It is not prepared to give the necessary help when the managing agencies are unable to find the necessary resources themselves. The party that suffers as a result of the present system of state-aided education is the school-going child. Compare the cost of education of a pupil in an aided school with that of a similar pupil in a government school. The difference is remarkable and this difference must necessarily mean curtailment and even denial of facilities for sound education. Curiously enough, the pupil in an aided school is paying a higher fee rate even though the educational facilities therein are far from satisfactory. The question really is whether it is desirable or advisable under any circumstance, to let the education of children suffer. In the province of Madras the present system of state-aided education has been given a good trial for a long time and progress in some directions has been made. But everyone knows that there is considerable room for improvement in aided schools since many of them lead a precarious existence depending upon fee income. The present war has clearly exposed the weak points in the present educational policy. But for the timely help which the Director of Public Instruction has been able to secure from the government for aided schools, many of the schools in the coastal areas and hundreds of teachers in aided elementary schools will have to pass through very critical times. They have to face a dark future. The time has therefore come for a study of the problem of the financing of education and for drastically revising the principles on which aid should be given

to educational institutions. The question of agency in respect of elementary schools has to be considered very seriously in the light of our experience in the past.

The teaching *personnel* in the province of Madras compares very favourably with that in other provinces in respect of qualifications; but it is lamentable that the conditions of service of teachers in aided schools still continue to be unsatisfactory. Low salaries, irregularity in payment, lack of provision for increment and insecurity of tenure of service continue to be the glaring defects in many aided schools. The conditions of service in schools under local bodies are equally unsatisfactory. In view of the responsible work which teachers are expected to do in future, it is necessary that the conditions of service should be liberally improved and special training and study facilities should be provided. In any scheme of reorganisation therefore, special attention should be paid to the personnel, the conditions of service and the better equipment of teachers.

Post-war education is undoubtedly a very important question. It will be too big and complex for any single administrator. Educational reconstruction involves readjustment in various directions and good understanding among several groups. A change in outlook is also essential. The government must be in a position to get the best advice in respect of educational questions that will arise from time to time. The experience of teachers, and teachers' organisations, of universities, and of managers must be pooled up and sound decisions should be reached. A very good case can be easily made out for the appointment of an Advisory Board of Education. Its work will be to consider all educational problems and to make recommendations to the government. It will also be its duty to reorganise the training institutions and to provide adequate facilities for educational research. The different aspects of education referred to in the February issue of the "South Indian Teacher" require careful consideration by competent persons. It will indeed be a very good thing if the opinions of teachers, public men, managers and administrators on the several aspects referred to above be embodied in the form of a report and brought up for discussion in the ensuing provincial educational conference. It is the duty of the S. I. T. U. to give a lead to the public and to stimulate its interest in post-war education. This will be an effective demonstration of our appreciation of the services of Sri S.K. Yegnanarayana Iyer, whose sixty-first birthday we are glad to celebrate.

Sri RENGANATHIER, Nagercoil. (By telegram).

Hearty congratulations—Shashtiabdapurthi—varied activities as Professor—President Teachers' Union—Organiser Co-operative Societies—Social worker—Government recognition conferring Rao Bahadur indicate—high character merit—Pray sound health—long life—prosperity—uninterrupted happiness.

EDUCATION AS A SOCIAL CENTRE

BY

Diwan Bahadur K. S. RAMASWAMI SASTRI, B.A., B.L.

Industrialism has put the rich and the poor wider apart than ever before. In the agricultural countries, the rich participated in the life of the poor. But now the West End palaces and the East End slums are severely apart, and both are spiritually ruined—the one by luxury and the other by poverty. The schools and colleges and the universities of to-day are the products of the new industrialism. But within the spirit of Man there is the divine up surge of unity and sympathy. It is there that we must seek the causes of the modern passion for educational reform and of the University Extension Movement and of its inevitable outcome the University Settlement.

These movements must naturally appeal to the youth, because till the youthful enthusiasms are warped by age, the youth would naturally stand up for liberty and equality and fraternity. Children do not know differences of colour or race or rank or fortune. Youth knows these but is eager to level them down. The adults will make a grudging concession of legal and political equality but will stand up for social inequality. Old persons will try to find out arguments against even legal and political equality! Love and renunciation and service appeal especially to the young unhardened human hearts.

The aim of the University Extension Movement is the missionary passion of sharing knowledge with the illiterate. The aim of the University Settlement Movement is the missionary passion of sharing the life of the poor without any superiority complex or sense of condescension. Its aim is not merely the extension of education. It begins there and extends to the amusements and the family life and the social and economic and political and artistic and spiritual life of the area in a spirit of equality and fraternity and of sympathy and service. Sir John Gorst says well: "There is the latent interest and the latent power in the masses; there is the latent knowledge and the latent ability in the men and women of culture. Make friends and associates of the two parties, and the problems which are insoluble to each alone become determinable by the two combined."

At the University Settlement in Glasgow, a poor man's lawyer sits weekly to give advice gratis and to urge the poor man's just claim in courts. In other places labour is properly organised by the Settlements. These guide also the local Cooperative Societies and especially Cooperative Stores and improve the civic life. Quite recently there was a Cleanliness Campaign in Madras. But it was only an one-day wonder. University

Settlements can start "Clean City Leagues" and can do continuous good work in the direction of Sanitation. They can run clubs where all can mix freely and on equal terms. They can organise societies for sport and recreation and entertainments and dinners and *bhajan*s. They can bring in the personal human touch which no Annadana Samajam can ever do. They can do more for Prohibition than mere prohibition legislation. They can teach thrift and sociability. All this work has to be done in rural India as well as in urban India. Will this be ever done at all? I made a modest *debut* in the Madras University Senate in this direction but failed. But let us all try again and yet again.

The greatest mistake that we make today in the field of education is to fit in an unchanging education to a changing world. Hart says well: "The essence of the tragedy today is the spectacle of changeless men and women and changeless teachers sitting serene in a troubled world, learning nothing themselves and teaching children their own ignorance." Without good democracy there can be no good citizenship, without good citizenship there can be no good life, without the good life there can be no proper human existence. It is equally true that without good education there cannot be a good democracy. What we see in India today is an education which is not a social centre, and which has not been devised to fit into the life of the society and push it to higher destinies and higher level of excellence. We see in India today the pitiable sight of a large area of crass illiteracy and a small area of literate denationalisation. And even such education as we have is neither national nor practical and is literary and costly and unrelated to life. We mug up *words*—especially English *words* and our knowledge of facts and values is but little. After the last world war, England effected a new synthesis of the classics and the national literature and of the sciences and the humanities. We did nothing of that kind in India. One wonders whether that such a desirable consummation will happen during the post-war reconstruction after the present world war is over.

When the new world is reconstructed hereafter as an abiding home of new values in life, we are sure to see Democracy purgated and expanded and heightened and perfected. To-day the ideal of empire—which is due to the acknowledged or unacknowledged egoism of the strong and selfish nations—clashes with the ideal of free national democracies. The tall talk of western statesman about bigger groups as compared with mere national units is but self-delusion or camouflage. What the world really needs is an armed League of unarmed free national democracies. Once we have such a League all the old predatory nations will be on a footing of equality with the so-called weaker nations and will soon be on their best behaviour. The old unarmed League of armed nations was found to fail and deservedly failed.

But inside each nation also the present exclusive preoccupation with political democracy will vanish everywhere. The present attempt to

rest political democracy on the economic and social inequality is like the famous attempt to make an egg stand on end. It needed a Columbus to knock off the sharp point of the egg and make the egg stand on a broader base. Economic Democracy is the cry everywhere, because every man wants freedom and security in his economic life. The nation must guarantee work to every man under proper conditions of labour and must secure to him a minimum living wage in the shape of a fair fraction of profits while securing to the capitalist only a fair percentage of interest in respect of the contributed Capital. Social Democracy is equally important because every one should have equal opportunities of self-expression and no one should have any special privileges. Equality must be the goal but there would be all sorts of inequalities due to age, wealth, position, education etc. It is there that fraternity must step in and raise the under-privileged to the level of perfect equality. Under no conditions can the inequalities of age or sex be obliterated. But fraternity in a spirit of love pulls up those who are below to the level of those who are above. Self-respect should not be injured but should not become egoism. The sense of brotherhood must equalise without destroying the affection of each to the other and the devotion of those below to those who are above. The majority Community can become adjusted to the Minority Communities only by a proper combination of liberty and equality and fraternity. The majority should not tyrannise over the minorities. Nor should the minorities singly or in combination growl and snarl so as to terrorise the majority.

Thus all the reforms that have been wrought till now and about which there has been so much self-worship and drumbeat of praise have been only remedies dealing with the grave and acute symptoms of the disease and not at all dealing with the real causes of the ailment. All the resolutions have sought to change the environment which was changed by the selfishness and greed and lust of mankind. Well does Sri Krishna say in the Gita: "Three are the gates of hell viz., lust and hate and greed. Give them up. Finding these gates of darkness, a man does what is good and attains the supreme attainment." The real source of all real and lasting betterment is not a better environment in the hands of a bad man but a better type of man creating a better world. Such good and true men will not come from the Sun or the Moon or Venus or Mars or Jupiter but must be created on this very earth. The changeability of the mind for better or for worse is the real cause of the greatness and the smallness of man. Of course if you change a few persons but do not try to change the environment also so as to be a home fit for such better men and women, our effort may be wasted like a river losing itself in desert sands. But without such better men and women, there will be no such river at all. Without a new technique of education, the rainfall that will and can and must create such a river cannot be.

Judged by such tests the new move of the Madras Government for bifurcating the secondary education courses into pre-university and

technical courses at the end of the Fourth form is bound to be a dismal failure. It is not informed by national feeling or wise knowledge. It began with a flourish of trumpets about the inauguration of diversified technological and artistic courses which would absorb special aptitudes for industry and commerce and the useful arts and the fine arts, leaving the cream of the youth alone who have special literary aptitudes to go in for the advanced professional courses provided by the universities. Even then the teaching profession wanted that there should be an open door for letting pupils who wanted to change from the one to the other to do so till the end of the school final course. The Government now propose to bang and lock that door, and have reduced the diversified technological and artistic courses into mere Typewriting and Shorthand and Book-keeping and asks the High Schools to make a final choice. Its eye seems to be to man the Government desks with a more docile set of quill-drivers than is the case to-day. But even there the boys who have had general knowledge and indifferent special knowledge will fail in competition with those who complete the S.S.L.C. Course in the literary schools, unless these are vigorously kept out. The result will be that the quality of work even in the Government Offices will decline while we have an increasing army of two types of unemployed persons in the case of the present unitary type.

Thus Indian education presents the sad spectacle of an unchanging education, a lopsided education, a denationalising education in a changing world. Shall we have wisdom enough to have a changing education to fit us to a changing world—to make education a truly social centre?

*Messages: Sri A. S. VENKATRAMAN B.A., L.T.,
President, Chittoor District Teachers' Guild.*

It has been the unique privilege of Sri S. K. Yegnarayana Aiyar to lead the South India Teachers' Union through its infancy and adolescence. If to-day, the S. I. T. U. the premier organisation of teachers in India and its official organ, *The South Indian Teacher* are a power to reckon with, it is in no small measure due to his captainship.

'S. K. Y.' is a house-hold name, and the teaching fraternity will cherish with affection and reverence his great services to the Union. On behalf of the Chittoor District Teachers' Guild and on my own behalf, I offer him hearty felicitations and good wishes. May he live a hundred long years and may those years be full of peace and happiness.

*Sri R. DEVANESAN,
President, North Arcot District Teachers' Guild.*

I am sure the whole teaching profession in South India is thrilled with joy at its Kanya Praveena Sri S. K. Yegnanarayana Iyer, M.A., attaining the Shashtiabdupurthi and offers its prayer to the Almighty to spare him for many more years for its guidance and lead. A sound roganiser of the team and a masterly batsman, I wish him a century.

THE PRIMARY SCHOOL IN POST-WAR EDUCATION

By

SRI M. S. SUNDARESWARAN, M.A., L.T.

The titanic struggle which has been raging for nearly four years is unprecedented alike in its devastation and methods. It has enveloped the entire world and involved almost all the nations thereof. The loss of life and property is immeasurable. The peoples who are engaged in it are devoting their undivided attention and energy to it so that they may fight it to a successful issue in the shortest time possible. Other things pale into insignificance before the prime necessity of war and war emergency. Yet, the world over we see representatives of nations proclaiming now and then the aims for which they are fighting and the social order they wish to see established the world over; the moment the war is over. Hitler's New Order, President Roosevelt's Atlantic Charter, Britain's Beveridge Plan and things like these indicate clearly an anxiety on the part of the peoples of the world to see that the inequalities and injustices seen in social and international life are removed so that war may for ever be made unnecessary and impossible. We in our country are in the fight too, though not in the thick of it. We too have been speaking of a future order styling it differently as Independence, Dominion Status, etc. While people in other countries have been framing plans not only for a New Order of Society but are at the same time seriously thinking of so reorganising their educational systems that they may subserve the ends they have in view, we in India have been woefully indifferent in this regard. Our energies are wasted and frittered away in minor internal squabbles which unfortunately threaten to eclipse even the major question of social and political emancipation. We are perhaps labouring under the delusion that once we secure the kind of political freedom that we cherish, other things will follow in their natural course. To show the unwisdom of this view I can do no better than quote what Mahatma Gandhi himself has said on the question: "To say this kind of education can only be given after we have attained our independence would, I am afraid, be like putting the cart before the horse. The advent of independence would be incredibly hastened if we could educate millions of our people through an intelligent exercise of their respective vocations like this, and teach them that they live for the common good of all." The present is therefore the most opportune moment for framing plans for the education of postwar India. Nations more advanced than we in education are busying themselves in the regard. Can we who are far far backward in everything afford to sit with folded arms and waste the opportunities now given to us? If we so remain idle now, we shall not have the time to think of reorganising education in a fitting manner

or the incentive to introduce it and work it successfully after the war closes. We shall then have to lament that we have let another good opportunity slip out of our hands. Let not therefore the word 'late' be written on our efforts in this matter.

Having stressed the need for a reorganisation of education to suit the changed conditions of life that will obtain in our country, let us now consider the place of The Primary School in The New Order. In any organisation of education the primary school will be the first to come and receive attention and the other stages and grades of education will follow it. In our unfortunate country where the reversal of the natural order has been the rule rather than the exception, things happened otherwise. The primary school was the last to appear in educational organisation. First came the Universities and Colleges, next came the High Schools and last of all appeared the Primary Schools. Indian primary education has therefore been suffering from all the handicaps and defects which such an organisation will be naturally subjected to—inadequate attention, insufficient finances, dominance of higher education and the like. Any reconstruction which may come must, while giving due recognition and importance to education in general, give a prominent place to primary education and emphasise the necessity of making it universal. Only then will progress and development be possible in any sphere of life.

In the present organisation of education the position of the primary school is very dubious and precarious. We have primary schools which give a sort of education for 5 years and then send the children away into the world; we have then the Secondary Schools which overlap the stage of primary education and propose to give an extended education of a superior character: lastly we have the colleges giving higher university education. These have not been planned with an eye to the needs of the country and the nation, and do not prepare young men and women for callings or offices which exist in society. The inferiority attaching to the primary school by running two sets of schools, the primary and the secondary, must go. All children are entitled to receive general education of the best kind in good and efficient schools, and the State must ensure this to them. Having received such education, such, as show promise and can profit by a higher course of education may go to institutions of a higher grade where extended education of a general or professional character may be given. The organisation of educational institutions in the future must be primary schools, high schools, colleges and technical schools.

The next thing to be considered is the objective of the primary school. The objective now pursued is literacy. The literacy aim is too narrow an end for a citizen of the modern world and that even educationally literacy is more a by-product than an end, is a thing which needs no great elaboration. The future primary school must aim at training intelligent and well-informed citizens who will fill their place in society with credit and

contribute their best to the community. A person who has merely learned to read and write in a five years' course will be a misfit in the New Order. Hence the training of intelligent and well informed citizens who possess a knowledge of the world and modern conditions of life and who will further discharge their duties as citizens of a democratic state must be the objective of the new primary school.

Having stressed the need for widening the objective of primary education, we have next to see whether the period of 5 years which is all that obtains largely under existing conditions will suffice. No great arguments are needed to show that it is inadequate. The period of training should be extended to 7 or 8 years at least. This will, besides affording the opportunity for giving the children a widened and broader education, enable the community to provide for the intelligent care and development of the children during the period when they most need such help and guidance.

The next question of importance is the provision of primary education for all children of school age. In spite of all that has been done during the past one hundred years and more, primary education has not been made universal; nay, it has not touched even the fringe of the community. No wonder it is then that generation after generation grows and lives in ignorance and darkness with little to hope or aspire for on this side of the earth. It is not on such material that we can hope to build a safe and stable democratic state; it is not again the material which will help the rapid development of the country and the nation in many important spheres of activity. The ignorance of the masses has again and again been pointedly referred to as the stumbling block to all progress and improvement. The first problem which any future government must seriously consider is the banishment of this colossal ignorance. How else can we hope to achieve this than by seeing to it that the children when they are young, are educated and trained properly. Even after a century of educational administration, educational authorities inform us that compulsory and universal education must remain a counsel of perfection for many many years to come and that for the present we must be satisfied with the embellishments that are being given to the decreasing number of primary schools in the form of well proportioned classes, increasing enrolment, etc. It is time that we realised the danger that is lurking in this policy of waiting and devise measures for spreading primary education of the improved kind in the nooks and corners of the country and bringing within its fold every boy and girl of school age.

A calm and dispassionate consideration will show that this endeavour is but an attempt to remove an age-long inequality and injustice. We have for an unconscionably long time been giving education only to the classes and neglecting the claims of the masses in this regard. And yet, it is the masses that have been bearing the brunt of educational expenditure. What justice is there in robbing Peter for paying Paul

And yet, the present arrangement is nothing else than that. We make the masses pay for education and yet deny them the benefits of education. This arrangement cannot be continued any longer without serious loss and danger to the country. Whatever the difficulties, and these may be many, primary education must be brought within the reach of the masses, and all children without distinction must be brought within its fold by introducing, if necessary, compulsion here and now. The problem can no longer be shirked by the State or the privileged classes. That is the least that they can do, and should do too, if they are to be true and just to themselves and their unfortunate brethren. Any government that fights shy of the problem even after the establishment of the New Political and Social Order will hardly be worth keeping on at the helm.

There now remains the question of what kind of education to give in our future primary schools. Notwithstanding anything that may be said to the contrary, our primary schools are at present nothing but places where children learn to spell and read, where they learn a little ciphering, and where they learn some ill-digested matter termed general knowledge. Any committee of educational experts which may sit to devise a sound and satisfactory system of education will be able to suggest improvements in order to make schools places where children live well and by so living prepare themselves for the life they will have to live later. The school community will be a miniature Indian community where the young live by engaging themselves in activities and occupations characteristic of their age and while so living grow and develop physically, mentally and spiritually, and also acquire desirable modes of behaviour. Knowledge, skill and ability will be acquired by them in living such lives, and they will as a result turn out to be intelligent and well informed citizens imbued with a high sense of patriotism, a patriotism which will not be narrow but will be liberal in the sense that it will not militate against a keen desire to live well in a spirit of brotherhood with the other nations of the world.

Is all this going to be a mere dream or are the representatives of the people going to wake up now and here and see to it that they make it a reality? Let the course of events answer.

REV. D. THAMBUSWAMI, M.A., L.T., B.D.,

Madras Teachers Guild.

On behalf of the teaching fraternity, let me congratulate Rao Bahadur S. K. Yegnanarayana Iyer on this memorable year of his life and greet him "Well done, Thou, good and faithful servant." The years ahead of us are likely to be very hard days but we are very glad that there are veterans such as Mr. S. K. Yegnanarayana Iyer among our ranks who could steer through with courage and confidence and to whom we could look for guidance and inspiration. We pray for his health, strength and many more years of fruitful service among us.

EDUCATION OF THE ADULT IN THE POST-WAR WORLD

By

Rev. H. A. POPLEY, *London Mission, Erode.*

I am very glad to have this opportunity of making a contribution to commemorate the Shashtiabdapurthi of my old friend Upadhyaya Sangha Karya Praveena Rao Bahadur Sri S. K. Yegnanarayana Iyer who has done so much for education and for the teachers in the Presidency. In this commemoration volume I have been asked to write an article upon the above subject and gladly do so out of respect for my old friend.

First of all we must have some idea of the kind of post-war world that we want as well as the kind of post-war world that we are likely to get. We all remember the slogan of the last war—looking towards a world fit for heroes to live in. Unfortunately for many reasons things did not quite turn out that way. Some people think that the same thing will happen again after World War No. 2. I think all the indications point to quite a different result, and we may look forward to a post-war world in which individual and collective freedoms will find their rightful place. The four freedoms proclaimed by President Roosevelt are certain to be realised in great measure and society will be organised for the benefit of the common man, rather than of the man of property. It is therefore with such a picture of the post-war world in mind that I approach this subject.

Such a picture of the post-war world means that men and women must be educated for freedom and for self-government. While the leaders of a nation will have a great deal to do with the general policies and details of administration in such a world it is the adult youth that will determine the principles and aims that will give power and persistence to their policies. Hitler could never have carried out his aggressive policy of domination unless he had been certain of the enthusiastic backing of adult youth. It was the Nazi Education of this section of the population which gave him power to carry out his policy, often against the wishes of many of the intellectual leaders of Germany. Recent books on Germany make it clear that middle class and intellectual Germany has never been enthusiastically pro-Hitler, but they were afraid of the thousands of fanatical youths who were ready to do everything that Hitler commanded. This is the result of a carefully planned policy of adult education.

The Workers' Educational Association in England under the leadership of Albert Mansbridge has made it possible for young people in England to understand the meaning of ordered freedom and to develop the

moderate Labour policy which has made England one of the true democratic states. This is still more clearly seen in the Scandinavian countries where adult education and the growth of the true democratic spirit have gone hand in hand. I suggest therefore that the education of the young adult is the most important aspect of adult education. This does not mean that the older adult should be neglected but I think most people will agree that for the post-war world, apart from the children whose proper education is the most important of all, the next most important age group is that of the young adult between the ages of 16 and 25. These are the people who will ultimately decide the kind of post-war world that we get.

Further, it is much easier to get this group into adult education centres than it is to get the older men and women. Many of them are eager to learn today and some of them have probably been at school for a few years and may be partly literate. They are interested in people and events and are not so absorbed in family affairs as to make it difficult for them to find time and energy for this work. Those of them who have had a smattering of education are usually eager for more, especially if it is given in such a fashion as to win their interest.

The field of adult education is so large that it is not possible to cover the whole and some selection must be made. There has been a great deal of haphazard adult educational work which has been largely wasted for want of careful selection and proper guidance. Old men and young children are often seen together in one night school. While sentimentally this may have some value for propaganda purposes, it has very little practical bearing on the solution of the problem of adult education as a whole. Our resources are limited both in personal and in funds and I would therefore urge that all Adult Education organisations should concentrate their work upon the young adult and make definite efforts to get as many of them as possible into Adult Education classes.

If there is agreement concerning the field of work we must next decide upon the aim and content of such education. Mere literacy can never be an adequate aim for adult education, though in a country like India with such a high proportion of illiteracy, it must be part of the total aim. Absorption in literacy work has been one of the causes of the failure of many of our adult educational schemes hitherto. Once some measure of literacy has been achieved the enthusiasm and interest both of teachers and taught have waned and the class fades away. The aim of adult education, having in view this field of adult youth, has been defined as "the development of liberally educated citizens in a free democracy." The setting of the whole plan is "a free democracy" and the aim is the development of the body, mind and soul of the young citizens of that democracy. This means much more than literacy and indeed literacy alone hardly touches the fringe of the problem. Literacy is merely a tool to be used and a great deal depends upon the use to which it is put.

The growing complexity of Society has increased the size of the problems with which governments have to deal and so made it more difficult for the citizens of a democracy to understand the work of government and to influence its policies. Says a recent article by G. D. H. Cole, "This fact lies at the very root of the failure of parliamentary democracy. Its weakness has been that it has presented to the ordinary man problems much too remote from his knowledge and experience for him to solve rationally. As he must solve them somehow, he solves them irrationally This explains the ease with which parliamentary democracy has been swept aside by dictatorship in one country after another." If this is the case in countries which had years of experience of parliamentary democracy, the difficulties in a land like India, where there is no living experience of parliamentary democracy, will be seen to be immense. These difficulties can only be solved by a country-wide programme of adult education among youth.

Such a programme involves leadership, knowledge and finance. With the right kind of disinterested and intelligent leadership, and with a steadiness of purpose and effort among local and national groups, it may be expected that the State will come forward with financial and expert help. It is not to be wondered at that in the present circumstances, with the unintelligent haphazard programme that is called adult education in most parts of South India, the Government should not feel called upon to fritter away its slender resources upon such efforts. We need more leaders of the type of Upadhyaya Rao Bahadur Sri S. K. Yegnanarayana Iyer, who do not regard the Adult Education Movement as a path to political power and who are quite content to work in obscurity so long as the programme goes forward, and who are not deterred by obstacles and difficulties from continuing their efforts.

There is no space to go into the content of such education in detail. It must be so wide as to embrace all the interests of youth both inside and outside the village. It must help to relate them both to their own village life and to the larger life of the nation and of the world. It must, like all education, be education of both body and mind, hand and eye. While helping them to master the tools of knowledge in literacy and simple mathematics, it must also enable them to understand some of the problems of science, industry and economics. These schools of adult education for youth will have to develop as village universities and must be linked together in a provincial federation, like the Folk High Schools of Denmark. All this can be done if a dozen highminded men inspired by true religion and a wide humanism get together and work together in the spirit of the Christian leaders in Denmark. Our friend, who is commemorated by this volume, is such a one and we must look forward to many others like him. Adult Education, like all other similar movements, depends not upon finance or governments but upon men.

THE TRAINING OF TEACHERS

By

Miss. K. N. BROOKWAY.

I feel honoured to be asked to contribute to this special number of the South Indian Teacher. I became acquainted with Rao Bahadur Sri S. K. Yegnanarayana Iyer, to whom this number is dedicated, twenty years ago, and he is one who has helped me to appreciate the noble heritage of India.

A teachers' training course should give each teacher a sense of belonging to a great profession. It should be as if those students of the training college who went before are saying to those who follow after. 'Of the great fellowship you're free.' It is good if students of different grades (graduates, secondary, elementary) are trained together, and if they share a pride in belonging to one foundation. In India, as in England, the teaching profession is harmed by the traditional barriers set up between teachers of different grades. Teachers of each grade should be interested in the remuneration and status of all teachers, so that we may pay more than lip service to the conviction that the most essential service rendered by teachers in India is that given by teachers in elementary, especially in village, schools.

One business of the training college is to teach the technique of teaching, the 'knack' of classroom methods. We often hear that 'teachers are born, not made,' and it cannot be denied that certain men and women have great natural gifts for teaching, which others lack. But experience makes me feel that this statement is much exaggerated. There is a lot in the 'making' of a teacher. Under sympathetic guidance and with plenty of directed practice, nearly all students in training can learn to be at ease in the classroom and to 'deliver the goods.' Our experience at St. Christopher's Training College points to the advantage of very much directed teaching. We are glad that now both in the L. T. and T. S. L. C. courses more directed practice teaching is required than was formerly the case, as we are convinced that this should make for naturalness in the classroom. If, on the other hand, teachers settle down into unhappy awkward ways of teaching, the chances are that they will never do or be their best, and this will mean that not only they, but also their pupils, will be the losers.

An even more important function of the training college is to help each student to acquire an educational philosophy of his or her own. It is much more difficult to teach students to achieve this than to help them to acquire classroom techniques. Every training college lecturer should go into the classroom at the beginning of the year with this thought explicit or implicit in his teaching. 'You come here to change your way of looking at things.' The teacher in training must learn to look at things through

The growing complexity of Society has increased the size of the problems with which governments have to deal and so made it more difficult for the citizens of a democracy to understand the work of government and to influence its policies. Says a recent article by G. D. H. Cole, "This fact lies at the very root of the failure of parliamentary democracy. Its weakness has been that it has presented to the ordinary man problems much too remote from his knowledge and experience for him to solve rationally. As he must solve them somehow, he solves them irrationally This explains the ease with which parliamentary democracy has been swept aside by dictatorship in one country after another." If this is the case in countries which had years of experience of parliamentary democracy, the difficulties in a land like India, where there is no living experience of parliamentary democracy, will be seen to be immense. These difficulties can only be solved by a country-wide programme of adult education among youth.

Such a programme involves leadership, knowledge and finance. With the right kind of disinterested and intelligent leadership, and with a steadiness of purpose and effort among local and national groups, it may be expected that the State will come forward with financial and expert help. It is not to be wondered at that in the present circumstances, with the unintelligent haphazard programme that is called adult education in most parts of South India, the Government should not feel called upon to fritter away its slender resources upon such efforts. We need more leaders of the type of Upadhyaya Rao Bahadur Sri S. K. Yegnanarayana Iyer, who do not regard the Adult Education Movement as a path to political power and who are quite content to work in obscurity so long as the programme goes forward, and who are not deterred by obstacles and difficulties from continuing their efforts.

There is no space to go into the content of such education in detail. It must be so wide as to embrace all the interests of youth both inside and outside the village. It must help to relate them both to their own village life and to the larger life of the nation and of the world. It must, like all education, be education of both body and mind, hand and eye. While helping them to master the tools of knowledge in literacy and simple mathematics, it must also enable them to understand some of the problems of science, industry and economics. These schools of adult education for youth will have to develop as village universities and must be linked together in a provincial federation, like the Folk High Schools of Denmark. All this can be done if a dozen highminded men inspired by true religion and a wide humanism get together and work together in the spirit of the Christian leaders in Denmark. Our friend, who is commemorated by this volume, is such a one and we must look forward to many others like him. Adult Education, like all other similar movements, depends not upon finance or governments but upon men.

THE TRAINING OF TEACHERS

By

Miss. K. N. BROOKWAY.

I feel honoured to be asked to contribute to this special number of the South Indian Teacher. I became acquainted with Rao Bahadur Sri S. K. Yegnanarayana Iyer, to whom this number is dedicated, twenty years ago, and he is one who has helped me to appreciate the noble heritage of India.

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the eyes of his pupils, *i.e.*, as far as possible, of each individual pupil, not only of pupils graded in forms or stages. He should think out for himself such questions as the desirable relationship between school and home, the right attitude to examinations, to punishment, and to the connection between, and the relative importance of, different subjects in the curriculum. All these topics are studied in the training course, but my opinion is that the majority of students learn up the opinions found in their books of reference and that they do not really think out these questions for themselves. Probably the most we can hope for is that thought should be stimulated while students are in training, and that convictions should be reached in later life. But sooner or later every true teacher should think out these questions for himself in the light of his pupils' deepest needs.

In a training college students are being trained for the teaching profession, but we must not narrow the scope of that training unduly. We want our teachers not only to have a knack in teaching or even a noble philosophy of education, but to be, if I may say so, men and women in their own right, with a zest for all the varied activities of body, mind and spirit. The wider their interests, the more varied their culture; the more they will have to pass on to their pupils. It is an advantage if training schools and colleges can be in touch with a University so as to share its full and varied life. Students in training should be expected to take an interest in current events and in all efforts to bring schools into touch with the best in their own and other countries' traditions and culture. Many teachers will find in religion the inspiration of all their work. It is fitting that I should close with a plea for varied interests in the lives of teachers, as I write for this number of the South Indian Teacher which commemorates the work of S. K. Yegnanarayana Iyer.

Sri K. VEDANTADESIKAN, B.A., L.T.,

President, Madras Teachers' Guild.

Sri S. K. Yegnanarayana Ayyar's great work in connection with the South India Teachers' Union should earn for him the gratitude of the teaching community. His scholarship in English as well as in Sanskrit and his insatiable thirst for learning at every stage mark him out as a model for the TEACHER aspirants. His successful activities in public life have given a knock to the traditional belief that a teacher is a misfit beyond the realm of abstract studies and inactive observations. To the teaching world he stands as an inspiring personality, inspiring confidence in all that approach him. Steeped in ancient Hindu culture, he possesses the charm of polished manners and courtesies that has endeared him to all. A pious and devoted Hindu, his religion is to live a good and useful life and respect all creeds and communities. Well may the teaching world proclaim with pride that here is one of us who has lived a noble life for 60 years adored and admired by all. May the supreme Lord spare him for many more years with health and happiness to stand at the helm of our affairs and guide aright the educational policy of our schools and colleges during the stormy period of mighty changes that lies ahead of us!

CO-OPERATIVE PLANTATIONS—CANTEENS— AND THE FAIR SEX

By

Sri S. R. VENKATARAMAN,

Member, Servants of India Society, Mangalore.

The world is passing through one of the most terrible wars, and its repercussions on the social and economic life in general are such as to arrest the attention of even an ordinary citizen. Every nation which is directly or indirectly drawn into this war has been put on its mettle, as it has never been before, to employ all its resources and ingenuity and powers of organisation with a view to minimising the effects of this war on the country in respect of its food supply and the daily needs of its people. India too is now passing through the same phase in her national life. It is a matter for regret that in India however, opportunity has not been taken by the forelock for securing an adequate and regular supply of foodstuffs at a reasonable price. The result has been the development of black-markets everywhere in every commodity with the consequent steep shooting of prices of the articles of daily necessity.

The development of the black markets and the steep rise in prices could have been minimised had we developed in pre-war years strong and well knit chains of co-operative stores and wholesale societies in every town and big villages. What happened in Madras soon after the panic in February last will bear testimony to this fact. When there was scare and people were upset the private merchants were not too slow to corner the market by not releasing their stock and to develop what is called a black market. This story was repeated almost everywhere in India. But the situation in Madras was eased a great deal because the well knit and powerful T.U.C.S. came forward to supply the people with the necessities of life of course with Government aid. Articles were sold at reasonable prices and every member got his bare requirements. This has a lesson for all of us and it is this. The average citizen who knows of the value of co-operation and yet believes in it only intellectually is responsible indirectly for the development of these black markets. These were the very people, who, none too eager in normal times to patronise the T.U.C.S. flocked to it to avail themselves of the facilities offered by the T.U.C.S. to sell articles during the days of the scare. It is no castigation of the people but I am explaining only the significance of that situation as it appears to me.

Let the past be buried. What of the present and of the future? The present however cannot be considered without any reference to the past. The past three years of war have again opened the eyes of many to the potential character of the consumers Co-operative movement, or the Stores movement as an effective and successful weapon for combating scarcity of food in abnormal times like the one we are passing through.

Not only that. In days to come, both while the war lasts and with the return of Peace, consumer's co-operation is bound to figure very largely in the life of an average Indian.

It is worth while to consider the lines on which the consumers' Co-operative movement in India should be organised. Consumers co-operative stores in the west unlike those in India are more fully and really co-operative. Let me give an example: Take for instance rice, which is the staple article of diet of every Indian.

No Co-operative stores in India sells rice which is produced on fields owned and cultivated by it whereas the English and the Scottish Co-operative Wholesale Society is selling many articles which are produced entirely on co-operative basis without any intermediary or middle man. For instance take their tea. They do not purchase tea from any planter or Tea Estate. They own their own plantations in different parts of the Empire and raise tea on the most up-to-date methods successfully competing with powerful and well organised private planting concerns. In our own country, the English and the Scottish Co-operative Wholesale Society owns several thousands of acres of tea plantation in the township of Valparai in Anaimalai. It is this tea that is sold to the members. This tea is thus cent per cent produced on co-operative principle.

If consumers' co-operative movement is to prosper and really serve the interests of the working and the middle class people, there is no use imitating the petty vendor and starting a small shop with about 50 or 100 members and stocking the same provisions available elsewhere. These provisions are in most cases procured locally from a wholesale dealer or from outside the town. A wonderful opportunity has now presented itself to all who are interested in consumer's co-operation to give it a new orientation by launching on large scale production of foodstuffs needed for the use of the members of the Co-operative stores. Take again Rice. It should be possible for the various co-operative stores in each district to raise all the paddy required by its members on fields owned by itself. This will enable them to adopt improved methods of cultivation, use good seeds and thus make the yield of rice per acre approximate to that of Italy or Japan which is at least two times more than that of India. I conceive of a big plantation or several plantations in each district owned by all the co-operative societies in the District and subsidised if need be by Government. These rice plantations in order to be run efficiently must be several thousands of acres in extent in one single block. Such rice plantations are feasible in the deltaic regions of Tanjore, Krishna and Godavari. Similar plantations for the other articles of food such as Dhall, pulses cereals and other articles should be started in those localities where climate and soil are most favourable for their cultivation. These plantations should be run on really co-operative lines with good and ideal homesteads with all social amenities provided for the hands employed in them.

The advantages arising out of this type of co-operation are manifold. India which is now not able to meet its demands for foodstuffs

on account of the abnormal times we are passing through will become self sufficient in regard to every article of food stuff if large scale farming is adopted. This will enable us to realise fully the implications of the slogan "grow more food." Even after the war in normal times these large scale co-operative plantations, which will be mostly located in villages will improve the life of the villagers economically and socially. The peasant, the tenant, the landlord, the Government and the consumer all will stand to gain. There is no fear of the evils of capitalism creeping into it provided the entire plantation is co-operatively conceived and run on strict co-operative lines. I see great potentialities in these co-operative plantations as they are the only sure and certain agencies for the rehabilitation of our country side and for bringing about self-sufficiency in the country in respect of food-stuffs.

The war provided us many opportunities for starting other forms of co-operative ventures. If the war continues for some more times—we would like that it comes to a close soon on honourable terms to all parties concerned—there will be need to start co-operative canteens especially for the benefit of the working and the middle class people who may be badly in need of it. This need, even now, is all the greater especially in such industrial centres like Coimbatore and other places. One can see many hundreds of men and women employed in the mills, on an evening entering the restaurants and spending a part of their hard earned money on refreshments and coffee. If a co-operative canteen can be started in such important towns for supplying cheap and wholesome lunches and dinners to the poor it will be such a great boon. The services of the nutrition expert should be availed of in drawing up the *menus* so that the food supplied may conform to the essential dietetic requirements. The Government should subsidize these canteens. But the management should be in efficient hands. In appearance and cleanliness the canteens should be models in themselves and should have in addition other attractions for innocent wholesome and joy-giving recreations.

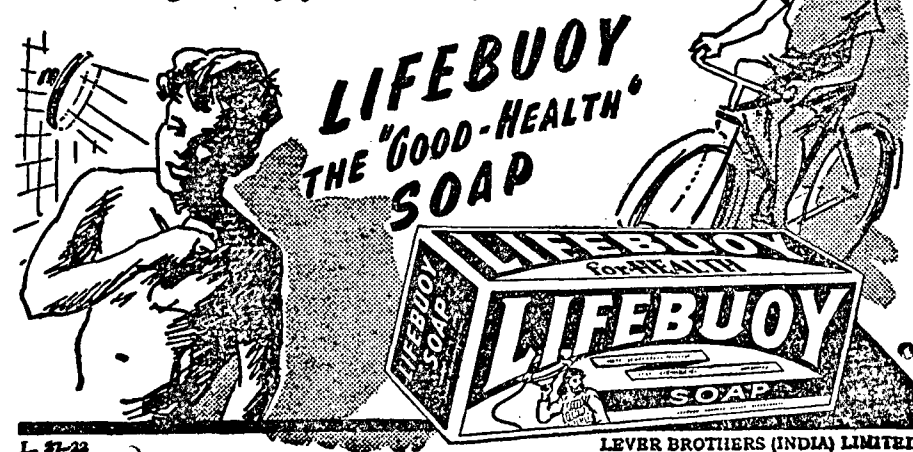
It is a pity that the co-operative movement has not claimed many belonging to the fair sex among its votaries. The Government too has been luke-warm in this matter and therefore is not above blame. The Co-operative canteen mentioned above provides a splendid opportunity for ladies to be of great service to their fellow-beings. The military and soldiers canteens in many towns are now being run by the wives of high Government Indian Officials. I wonder why a similar canteen should not be run by them in these hard times for the poor civil population?

The full potentialities of the Co-operative movement is yet not known to many. It is the poor man's *Kamadhenu*. Through the consumers' co-operative movement we may be able to get over many of our present day difficulties in regard to food stuff. In fact it can be adopted in every department of human activity, social, religious and economic with great advantage.



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UPADHYAYA SANGHA KARYA PRAVEENA RAO BAHADUR SRI S. K. YEGNANARAYANA IYER, M.A. A LIFE-SKETCH

By

SRI T. P. SRINIVASAVARADAN, B.A., L.T.

On the occasion of the Shashtiabdapurthi of Sri S. K. Yegnanarayana Iyer, who is better known to the teachers in South India as President Yegnanarayana Iyer of the South India Teachers' Union, it is a pleasant duty for us to pay our humble tribute of regard and reverence to him who has contributed to maintain the best ideals and traditions of the teaching profession. He was born of humble but highly cultured parents on the 23rd of February 1883 at Suchindram in South Travancore. In 1888 when he was five years old, he joined the vernacular school in his village. The foundations of his future education were laid there. When he was barely nine years and six months old, he passed the State Subordinate Service examination. In 1896, he joined the English School at Kottar in South Travancore and in 1902 matriculated from the same school, securing a first class and standing third in the Presidency. Throughout his school career, he was a recipient of Government scholarship and class prizes. In 1903 he joined the Maharajah's College, Trivandram, from which he graduated in 1906.

Our President Yegnanarayana Iyer entered life, soon after taking his degree, as a teacher in 1907 in the Fort High School in Trivandram. Then in 1910 he joined the Maharajah's College as a tutor in the English Department. He had the good fortune of being appointed in the College from which he graduated. Appearing privately he passed his M.A. in English Literature and Language in 1913.

The turning point in the history of his career began in January 1917, when he was appointed Principal of the Municipal College at Salem. He continued in that post till 1922 when he was appointed Professor of English in the Pachaiappa's College, Madras. For over a period of 16 years he was the head of the English department of that college and he retired in 1938 after a long distinguished service, full of glory and honour. His old pupils still recollect with great pleasure the loving kindness he bestowed on them. In his wide travels to different parts of India, he has found his old pupils scattered throughout, some of them occupying high posts in the government departments.

His Services to the Teaching Profession

The beginning of his active service to the teaching profession synchronised with his principalship of the Salem Municipal College.

The teachers' guild of Salem district was then in a dormant state. It was he who revived it and if, today, it is one of the best organised guilds, it is due in no small measure to our Karya Praveena who guided its deliberations and activities as President of the Guild throughout his stay at Salem. When the Provincial Educational Conference was held in May 1920 at Salem under the distinguished presidentship of Sir C. R. Reddy (then Mr. C. R. Reddy), Sri Yegnanarayana Iyer was then the Chairman of the Reception Committee. Besides this, he twice presided over the Provincial Educational Conference. His association with the S.I.T.U. began in 1917. When he came over to Madras, he threw himself heart and soul into the work of making the Central Provincial Organisation strong and representative. He was the President of our Union continuously from 1924 to 1940. He took charge of the Union in its adolescent stage and he made it what it is today. What has been done by him is nothing less than the history of the Union from 1924 to 1940. It is no ordinary task to run a provincial organisation and let it develop on proper lines. The publication of the official journal 'The South Indian Teacher' and the organisation of a Mutual Benefit Fund under the name of the S. I. T. U. Protection Fund became accomplished facts in 1928, chiefly owing to the exertions of our President. As the editor of the South Indian Teacher from its inception, he worked hard for nearly twelve years. It was at his own request that the General Body of the Union refrained from electing him in 1940. It is a strange coincidence that his retirement should have been announced in Tinnevely at which place he was elected President in 1924. He attended regularly our Provincial Educational Conferences from 1918 to 1940 with the exception of 1937 Conference when he was called away by some other important duty. He also attended a number of All-India Educational Conferences and the Union had the honour of sending him as its official representative to the All-India Educational Conference held at Karachi. He has been one of the Vice-Presidents of the All-India Federation of Educational Associations from 1930 onwards. When Mr. C. J. Varkey, the late Education Minister, convened a small conference to consider proposals for reorganisation of secondary education, Sri S. K. Y. Iyer was invited to represent the views of the Union. The enlightened Board of Management of the Sir M. Ct. M. C. High School, Purasawalkam, co-opted him as a member in 1940 and he still continues to be a member. Thus he is connected with the Board of Management of one of the biggest institutions in the City of Madras.

The idea of starting a Protection Fund for teachers originated in 1918 when a large number of teachers were thrown out of employment in many districts and when there were also cases of teachers dying penniless leaving their dependents quite helpless. The Fund was brought into efficient working order on the 1st of January 1928 on the basis of the dividing plan and monthly call system of payment. Sri S. K. Yegnanarayana Iyer was the first President of the Fund. In 1933 necessary changes in the rules were made to place the Fund on a sound financial

basis. Today the Fund is registered as a Mutual Benefit Insurance Company. Our first President can well feel proud of the great help that the fund renders to the poor teachers and their dependents. The Fund is growing stronger and stronger day by day and today it has 1371 policy-holders with 2585 units and an asset of Rs. 2,55,312. (Total amount assured is Rs. 6,37,680.)

Sri S. K. Y. Iyer was elected by the registered graduates consecutively for four terms to the Senate of the Madras University where he ably represented the views of the Union on matters educational. He was also a member of the English Board of Studies and of the Board of Examiners in English of the Madras University. He was a question-paper setter and a member of the Staff Selection Board of the Andhra University. After his retirement he became a member of the Academic Council of the Madras University.

To many it may be a surprise to learn that his interest in Scouting was equally great. He was one of the early scouters. While he was at Salem he was appointed District Commissioner. He was deputed by the Madras Government to the All-India Scout Conference held in Calcutta in August 1920.

As a Co-operator

To non-teachers he is better known as Co-operator Yegnanarayana Iyer. He is one of the few who have a real understanding of the spirit of co-operation. His active association with the Madras Provincial Co-operative Union as one of its secretaries for three years, as Editor of the Madras Journal of Cooperation for ten years (1926-1935), and as a propagandist for non-credit Co-operation for a number of years, made people think that he was essentially a co-operator and that his presence was indispensable for the successful working of any co-operative society.

The most outstanding work of his in the field of co-operation was what he did for the T. U. C. S., the famous Triplicane Stores. He was one of its Directors for a long time and twice, each time for about two years, he was its Managing Director. It was in that capacity that he organised with the help offered by Government the expansion of the T. U. C. S. early in 1942 into the most important agency for the supply of articles of food to the City. His work stood the severe test of the evacuation period when most of the retail merchants left the City leaving the T. U. C. S. with its 60 branches as the sole supplier of food stuffs to the City.

His interest in co-operation began in 1910, being inspired by the late C. N. Krishnaswami Iyer of Coimbatore, under whom he studied in the Maharajah's College, Trivandram. He became one of the original members of the Trivandram Co-operative Stores in 1913. When the Salem Municipal Employees' Co-operative Society was started in 1917, he became

the first president and he continued to be the president till he left Salem for Madras. While at Salem, he was the president of the local supervising co-operative union and represented the Salem Union on the directorate of the local District Bank. He also represented for a short period the Salem District Bank on the Board of Management of the Madras Provincial Co-operative Bank, then known as the Madras Central Urban Bank. He attended the First All-India Co-operative Conference held in Simla in September 1928 as a representative of the Madras Provincial Co-operative Union. He presided over the Cochin State Co-operative Conference in 1934. He was mainly responsible for organising the South India Co-operative Insurance Society in 1932 and has been one of its Directors since its inception. He became the President of the Mylapore Co-operative Building Society and has been one of its Directors for four years. He was one of those who were mainly responsible for reviving the Madras Elementary Teachers' Co-operative Society and changing its name into the Madras Teachers' Guild Co-operative Credit Society which began its actual work in July 1923. It is a matter for great pride that from the beginning the society has proved a great success and all these years it has been classified as a 'A' class society. When the Madras Provincial Co-operative Stationery Stores was started he became one of its Directors and is at present its President. When the Madras Central Co-operative Printing Works was reconstituted, he became one of its Directors as a representative of the Provincial Co-operative Union.

Sri S. K. Y. Iyer has admirable organising powers. Even today he is in continuous touch with the teaching profession. He is a man of deep culture and is deeply attached to Sanskrit learning. He is simple in his habits and his sympathy for the poor teachers is in a great measure responsible for the esteem and regard with which he is held today by the teaching profession. He is remembered for the zeal and vigour with which he espoused the cause of the teaching profession. He dislikes a life of inactivity and so we find him actively associated with some organisation or other even after retirement. He is a man of plain sense and cool resolution and hence better fitted to public service than a man of finest parts who wants temper, judgment and knowledge of mankind.

In recognition of his invaluable services to the teaching profession the S. I. T. U. at its annual conference held at Ambasamudram in 1940 conferred on him the title of Upadhyaya Sangha Karya Praveena. The Government have also recently conferred on him the title of Rao Bahadur. He is blessed with three worthy sons and two daughters and his eldest son is Sri S. Y. Krishnaswamy, I. C. S. May he live long continuing his noble work in the field of Education and Co-operation is the prayer of the teachers and the co-operators!

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THE SOUTH INDIA TEACHERS' UNION AND UPADHYAYA SANGHA KARYA PRAVEENA RAO BAHADUR SRI S.K. YEGNANARAYANA AYYAR

BY

Sri S. T. RAMANUJA IYENGAR, B.A., L.T.

Sri S. K. Yegnanarayana Ayyar belongs to the great ancestry of the S. I. T. U., associated with the names of Messrs. A. H. Davey, S. S. Vyasa Row, A. S. Panchapagesa Ayyar, P. Lakshmi Narasu, C. T. Parthasarathi Mudaliar, A. Santana Rama Aiyangar, D. Lazarus, W. M. Theobald, A. T. Ramanujachariar, J. P. Cotelingam, K.R. Raghu-nadhachariar, S. Vasudevachariar and P. T. Srinivasa Ayyangar whose labours resulted in the framing of the constitution of S. I. T. U. on the 14th November 1908 at the Wesley College, Royapettah and in the inauguration of the S. I. T. U. on the 23rd December 1908 with Mr. Stone as President and Mr. Theobald as interim Secretary and Prof. K. B. Ramana-dha Ayyar as Vice-President and Mr. S. Vasudevachariar as General Secretary, who happily is with us.

S. K. Yegnanarayana Ayyar's rise in the S. I. T. U.

Principal Yegnanarayana Aiyar came into the S. I. T. U. as Chairman of the Reception Committee of the Salem Provincial Educational Conference in 1920, presided over by Prof. C. R. Reddy. His personality, his scholarship, his sincerity, and his affability endeared him to all who came into contact with him. His connection with the S. I. T. U. since then became so regular that the S. I. T. U. and S. K. Y. became inseparable. His migration to Madras from Salem was a blessing to the S. I. T. U., which elected him its leader, year after year until he renounced it at Ambasamudram in May 1940, after 16 years of continuous presidentship.

S. K. Y's preparation

Prof. Yegnanarayana Aiyar's entry into the S. I. T. U. synchronised with the period of Dyarchy. He began his S. I. T. U. career in the *Gokhale and servant of India Society way*, by studying the problems of Education and the problems of the Teaching profession which had been threshed out in the Sadler Commission report. Secretary P.A. Subramania Aiyar had with his thoroughness raised the questions of unification, provincialisation and Tenure of Teachers as live issues in the S. I. T. U. even in 1919. Prof. K. V. Rangaswami Ayyangar of Trivandrum, presiding over the Provincial Educational Conference at Trichy in 1919 had asked the following question: "Will it not be better both for the maintenance of our self-respect and for the insurance of due professional

freedom that we should ourselves provide the organisation instead of having it provided for us from outside?" President Yegnanarayana Aiyar's whole career in the S. I. T. U. has given the answer to this question in the motto which he has chosen for the S. I. T. U. "*Raise Yourself by your own Efforts*" S. K. Y's Contribution.

The vision and faith which President Yegnanarayana Ayyar developed by such preparation has been responsible for his unique contribution to the making of the S.I.T.U. in what may be called its golden period. Before he became President of the S. I. T. U. in 1924, his name is associated, as records will show, with the S.I.T.U. scheme of National Education framed in December 1921, the S. I. T. U. scheme of Secondary Education reorganisation framed in the Provincial Educational Conference at Palghat in 1921 and with the resolutions on the need for a conscience clause and the Board of Secondary and Collegiate education sponsored at the Tinnevely Provincial Educational Conference in 1924. After he became President, *he has thrice presided over our Provincial Educational Conferences*, a unique honour—at Srivilliputhur, Vellore and Madras. He has led many *deputations* on special Teaching grants, grant-in-aid code, service conditions and Teacher-tenure. He, along with Mr. S. K. Deva-sikhamani, was responsible for the great and grand *All India Tour of South Indian Teachers* attending the All Asian Educational Conference at Benares in 1930. To his Association with the All India Federation of Teachers' associations, we owe the *5th All India Educational Conference* at Madras in 1929 and the *New Education Fellowship delegation's visit to Madras* in 1937. His greatest contribution to the S. I. T. U. is the constructive Programme which still holds the field. As President of the S. I. T. U. and Provincial Educational Conferences, he pleaded in 1926 for "*vigorous thinking by Teachers and esprit de corps*", and outlined in 1927 at Vellore his plan of national reconstruction and Teachers' part therein, and in 1930 with clear vision and faith urged teachers (vide S.I.T. June 1930 page 197) not to fritter away their energies on deputations, entertainments and shows but treat the S. I. T. U. organisation as "**BUSINESS—NOT BLUFF**" by fulfilling the S. I. T. U. Constructive programme.

The S. I. T. U. Programme

The S. I. T. U. constructive programme is the result of the recognition of the great truth that co-operation and organisation would bring about results which no amount of clamouring and appealing would produce. Hence it was that our leader translated the motto of the S.I.T.U. into concrete planks of work, based on conscious self-sacrifice and organised efforts of the teacher-individual and the teacher in the group. We have therefore to day our programme of *organisation, publicity, protection, vigilance and propaganda*. S. K. Y. soon found his lieutenants for each department of S. I. T. U. activity in Sabesan, Natarajan, Madhava Row, Ramanujam and others who have been associated with the S. I. T. U.

Executive throughout his S. I. T. U. career. So remarkable was the development of team-work that a Director of Public Instruction of the province once remarked that the S. I. T. U. consisted of four people! The seen and unseen work and influence and sacrifice of the leader and the S. I. T. U. workers in each district have created a net work of district and local branches of the S. I. T. U.—through voluntary efforts of the Profession, a thing which demonstrates the Self-respect of the profession. The S. I. T. U. has learnt to speak with one voice in public and learnt to work with the pointed direction. The publicity and protection departments of the S. I. T. U. are twins, born in 1928 with S. K. Y. as its first Editor and first President. The Publicity department has made rapid strides in Educational journalism through the South Indian Teacher and Balar Kalvi. The Protection Fund is the Kama-Dhenu of the S. I. T. U. Visualised as a Trade Union Defence Fund by Sri C. S. Rangaswami Iyengar of Villupuram, worked up as a common good fund by the writer on the dividing plan and call system put ship-shape as a Benefit Fund by Sri M. S. Sundareswaran, and reorganised on an actuarial basis through the initiative of Prof. S. K. Y. and the writer with the help of Prof. Madhava and a budding actuary of Trichinopoly by name Mr. Narayanaswami Aiyar, the *Protection Fund* has now become an *all India Teachers' Insurance*, registered as such with the Government of India. Starting with a membership of 157 in 1928, it has to day a membership of 1365 with 2400 policies. Its benefit fund started with Rs. 2292 and it has now swelled to Rs. 2,45,000. Its profession fund began with Rs. 130 and after having been depleted considerably through reorganisation changes, contributions to the S. I. T. U. and helps to teachers in distress, it is somewhere about Rs. 2500. It has gone to the help of the families of about 75 members who have died in harness. The progress of the Fund is a standing tribute to the business and constructive ability of teachers in South India and if 1365 teachers can bring about such strength and protection, it is for the lakh and odd teachers in South India to ponder deeply and help themselves and the S. I. T. U. in mobilising the man power and money power of the S. I. T. U. in the days ahead. The *Vigilance committee* was born in 1930 at Coimbatore where the late T. Ramanujachariar and Prof. S. Srinivasan of Madanapalle and his friends fought for the S. I. T. U. *canalising the grievances of teachers and "fighting" their battles*. The writer has been associated with this committee after 1930 as its Secretary and he who looks back can see what this committee has done to focus light on black spots in the relationship between teachers and managements and achieve redress through the channels of managements, the Department, the law courts and the Press. The Vigilance committee has concentrated attention on the *S.I.T.U. service conditions bill* and raised it as a major issue before the Government and the world, thanks to the exploratory work and cooperation of Joint Secretary M. J. Kuolt who elicited the opinion of Education Departments all over the world on the S.I.T.U. bill, opinions which point to the soundness of the S.I.T.U. stand.

Sri. S. K. Y. was chiefly responsible for organising propaganda. The President's tour became almost an annual feature and the members of the Executive did propaganda in regions allotted to them by the President. This led to *S. I. T. U. contact with Elementary Teachers*, in such large numbers that thousands of Ele. Teachers in each district felt a new consciousness of the dignity of the Teacher, and the Department of Education felt called upon to apply the brake to it by making Elementary Teachers organisations a "reserved subject" under the Department by Gos. 416, 417 and 418. The Malabar Teacher revolt, though almost political and economic, may be traced to the spirit of intolerance which began to grow between the Department and the Teachers' Unions in that area. Prof. S. K. Y. and the writer, on behalf of the S. I. T. U. exerted their influence against strikes by Teachers and helped in the restoration of normal Educational work by teachers. Allied with propaganda is the social plan of the S. I. T. U., called *the Education Week* every year, to call attention of the public to the needs of schools and children. Prof. S. K. Y. placed some problems—almost his pet subjects before the public through his lectures. He thought in big terms like a *Royal commission on Indian Education and a philosophy of Education for India*, long before the New Education fellowship came to us in India.

S. K. Y's Leadership

Prof. S. K. Y. thus showed capacity for leadership and action in leadership. Inside the Executive, he promoted committee work on very many things, thus putting his lieutenants to study, work and assemble information for authoritative exposition. In conference and in social contact with members, he signalled his tenure of office by befriending everyone, high or low, by smiling and by joking, by moonlight rejoicings enlivened by his stories and stories narrated by others. As a man, he was a walking library, a voracious reader and child-like in his merits and his errors. He had his weaknesses when sometimes he was undecided for very many reasons and when he wished to stand for co-operation with non-teacher limbs of the Educational Machinery where such limbs did not deserve such consideration. But these weaknesses showed the greatness of the leader who has, through a life lived in poverty, adversity and prosperity, acquired for himself a niche in the hearts of his co-workers, and won the recognition of a Government which has not been quick to recognise the worth and work of the Teaching profession. May S. K. Y's example lead us on to more and more effective work with the vision and faith of the S. I. T. U. ancestors and may it lead to the rise of a greater and ever greater band of workers, dedicated to the *emancipation of the Teacher and the child for service through knowledge of Mother India*.

U. PROTECTION FUND, LTD.

By

V. SRINIVASAN, B.A., L.T.

The members of the S.I.T.U. Protection Fund offer Rao Bahadur Sri S. K. Yegnanarayana Iyer their heartiest felicitations on this happy occasion and pray that he would be spared to us for many many years. He was the President-Founder of the Fund which was started on the 1st of January 1928 immediately after the Provincial Educational Conference at Vellore over which he presided. The motto which he then gave for this journal—"Raise yourself by your own efforts"—has been the guiding principle of the Fund also. The profession remembers with gratitude the propaganda tours he undertook and the meetings he organized in the years 1918 to 1928 to impress on teachers the need for a Fund like ours and to frame suitable rules and regulations. He was mainly responsible for our getting the benefit of advice of experienced men like Sri M. S. Sundareswaran, Mr. (now Rao Bahadur) K. V. Krishnaswamy Iyer and others. Many teachers were not enthusiastic when the Fund was started. But Sri S. K. Y. had the long range vision. It will gladden his heart to know that today, 15 years after the founding of the Fund, the All-India Federation of Educational Associations has begun to think of the need for a similar organisation for All-India and has appointed a small committee which includes a member of the Executive of our Fund, to go into the question.

History of the Fund.

The Fund was started with the object of providing financial assistance to the members of the profession when they retire or to their families when they die, and it was hoped that the Fund would also create in teachers a spirit of *esprit de corps*. It was based on a dividing plan with a monthly call system of payments. In 1930 it was registered under the Societies Registration Act. By 1932, the Fund had made fairly good progress and there was a rush for admission. As the first quota of 1000 members had been reached, many applications had to be placed on the waiting list. It was at this stage that at the request of Sri S. K. Y., Prof. K. B. Madhava, M. A., A. I. A. of Mysore examined our scheme, expressed himself against the dividing plan and recommended certain changes so as to place the Fund on a scientific Insurance basis. The Fund was reorganized on the lines suggested by him on 1st July 1933.

The year 1938 was noteworthy from two points of view. Firstly, the actuarial valuation revealed the soundness of the reorganization and a bonus of three annas per month per unit for the period 1933—37 was

declared. Secondly, the Fund was able to purchase, reconstruct and furnish a two storeyed building at a cost of Rs. 13,500 in the Triplicane High Road. The Fund occupies the second floor and the S. I. T. U. the first floor. Many of the members of the Fund when they happen to visit Madras stay in the building.

As a result of the passing of the Insurance Act in 1938, the Fund was first incorporated as an unlimited company on 6-11-39 and later registered under part IV of the Insurance Act as a Mutual Insurance Company. On 12-12-1940 the Fund was registered as a limited company. So the Fund is today a pucca Insurance Company and its articles are so framed that its membership is thrown open to the employees of *all educational institutions in India*. At the same time it seeks to promote professional solidarity and diffuse professional consciousness by setting apart for the purpose annually a sum calculated at the rate of annas eight per member. Thus, while a member derives all the advantages of the holder of a Life Insurance Policy, he has also the satisfaction of contributing his share in strengthening the S.I.T.U. and bringing about the solidarity of the profession. The working expenses have been very low and the rules are so framed that they can never exceed a sum calculated at the rate of Re. 1-8-0 a member.

Even the poorest teacher can join the Fund. The monthly premium is only Re. 1 per unit per month and the sum assured for this premium rises from Rs. 250 to Rs. 375 exclusive of the bonuses. A teacher can take up a maximum of 4 units. The management is by the teachers for the teachers, and every policy holder has a voice in guiding the policy of the Fund. There are the official safeguards of the Insurance Act and the Companies Act.

The Future.

Highly satisfactory as the progress of the Fund has been for the past 15 years, the workers feel that the number of policy holders (1371 with 2585 units) bears a very small ratio to the strength (1,21,000) of the teaching profession in this presidency. Cannot District Teachers' Guilds take up the work of organization with greater zest and induce every eligible teacher to join the Fund? There is need too for introducing other schemes of benefit.

Also, there is a growing body of opinion favouring a policy of compulsory insurance for all teachers by the State. Teachers in local body and aided schools who draw a salary of less than Rs. 20 per month are not obliged to join even the Provident Fund scheme with its limited benefits; nor are their managers anxious to compel them to do so as they too would have to contribute some amount. There are roughly 63,000 such trained teachers. The State will be doing its duty to such teachers by compelling them to insure their lives, and it can take advantage of the services of our well-organised Protection Fund.

S.K.Y. HIS CONTRIBUTION TO EDUCATION AND CO-OPERATION

By

C. RANGANATHA AYYANGAR, M.A., L.T., GOOTY

Few institutions in our country have had their origin and growth without the fostering care of some energetic and dynamic personalities associated with them in an intimate capacity. It may truly be said that non-official efforts in the organization of educational and Cooperative enterprises in our province have been mostly directed by some outstanding individuals; and the rise and fall of institutions in these two fields have been determined by the degree of interest and enthusiasm of the principal office bearers *viz.*, Secretaries and Presidents.

In the sphere of educational organization, the South India Teachers' Union may be said to have attained its present status by the efforts of its indefatigable and energetic ex-president Upadhyaya Sangha Karya Praveena Rao Bahadur Sri S. K. Yegnanarayana Iyer who had been, to my knowledge, associated in that capacity for nearly twenty years. Mr. S. K. Y. firmly believed that a provincial organization of teachers, if it should be strong, should be broad-based and should have as its members all grades of teachers from the Elementary to the University, working in all educational institutions in the province, and then alone could its voice be heard and given due respect, both by the public and the state. So he launched a campaign of local and district organizations of teachers, affiliated to the central organization. The many district guilds now in existence practically owe their birth to the persistent propaganda programme of Sri S. K. Y. as the president of the S.I.T.U. He toured from one end of the Presidency to the other during week-ends and holidays and never rested till something successful came out of his visit to a centre. His familiar retort to those who questioned "what has the S.I.T.U. done for the teachers" was "what have you done for the S.I.T.U.? Have you become its member? You cannot be outside it and expect it to do something for you."

Having progressed fairly with the establishment of District Teachers' Guilds and Teachers' Associations his next move was the setting up of an organ 'the South Indian Teacher' and a benefit fund called 'the South Indian Teachers' Union Protection Fund'—both of which he believed necessary and essential for guarding the interests of teachers. From their inception he continued to be the Editor and the President respectively almost till he retired. In the latter capacity he had the able assistance of Mr. C. S. Rangaswamy Aiyengar, whose name will ever be remembered as the originator of the scheme. Sri S.K.Y.'s great desire—yet unfulfilled—was that the Coastal Districts of Andhra Desa should join the S.I.T.U. wholeheartedly so doing at least as they remain in the present

territory of the province of Madras. He presided over the Andhra Teachers' Federation at one of its annual conferences and appealed to the teachers to see the way of his reason.

Sri S.K.Y. was not satisfied with a mere provincial organization. He was responsible for getting the S.I.T.U. affiliated to the All India Federation of Educational Associations, and was himself representing the S.I.T.U. on that body as one of its vice-presidents and was the president of its University Section. The Madras Conference of the All India Federation owes it to him for great success. He was responsible for the successful special train arrangement and the excursion tour in connection with the first All Asian Educational Conference at Benares. Sri S.K.Y. made it a point to attend every Provincial Educational Conference and to preside over the general body meetings of the Union and the Protection Fund, and was himself elected president of the Conference on two occasions. In punctuality, in business capacity to conduct proceedings at meetings, and in tactfully holding the scales evenly between opposing elements, few could match him. As in other institutions, there are extreme elements in the S.I.T.U., which perhaps the authorities would view with suspicion and distrust; but Sri S.K.Y.'s good offices at critical situations saved the Union from what might have proved its death-blow.

Sri S. K. Y. is a good mixer and he has made numerous friends among the teachers. He used to lead his friends on visits to places of interest, immediately after a Conference, which afforded opportunities of intimate social contact. Simple in habits, easily accessible, and ever ready to help a teacher in distress, the name of Yegnanarayanier has become widely popular among the teachers in South India, and today there is none in the teaching profession who does not know him either personally or by hearsay.

I have had the good fortune of having been associated with him intimately for over 20 years in guiding the fortunes of the S.I.T.U. and can say without exaggeration that my views and ideas on many things have been largely influenced by his example.

We were also collaborators in the co-operative movement. He evinced in this field equal interest and has left his impress in the stores movement and in the Journal of co-operation. He was a moving figure in the co-operative Conferences. He was one of the sponsors of the South India Co-operative Insurance Society, and a Director of the Madras Co-operative Central Students Stationery Stores, which unfortunately, owing to war conditions, is not a success. He was associated with the educational activities of the Madras Provincial Co-operative Union, and lectured to the training classes in the Provincial Institute. Sri S.K.Y. is thus not a mere teacher, content with lecturing to his classes and resting in his home. He has played his part in Society as a live and vigorous personality with capacity to reform and shape things. Had the political conditions

been more favourable, he could have achieved more for the cause to which he dedicated most of his life. It looked as though a bright future was assured for the S.I.T.U. when he, as its president, was asked to be in charge of a Secondary Education Reorganization Sub-Committee, when the Congress party was at the helm of affairs. But things have taken a new turn and Mr. S. K. Y. too has decided to retire from active association with the S.I.T.U. as he has retired from the profession of teaching. But yet S. K. Y. and S.I.T.U. have become inseparable in the memories of the elder generation of teachers of South India.

May God grant him health and long life so that he may continue to contribute to Society the benefit of his varied experiences and mature Wisdom!

Rao Bahadur Sri C. S. SRINIVASACHARIAR,

President, South Arcot District Teachers' Guild.

Professor Yegnanarayana Iyer is one of the tallest trees in the forest of educationists in South India at the present day. It has been my singular good fortune to have been his colleague at the Pachiappa's College, Madras, for about 10 years and to have had the privilege of enjoying his affectionate esteem and regard for over two decades. A teacher of steady and effective powers of expression and an avid student of all the fields of English and Sanskrit Literature, Professor Iyer has continued to be the industrious scholar throughout his long and fruitful life as teacher. The suavity and innate courtesy that marked him—every inch of him down to his finger tips—has been closely associated with a most generous temper and a disposition to oblige wherever he could do so. Endowed with an innate and welling reservoir of energy, he devoted himself in all the hours that he could spare from his professional work, to the twin noble services of the extension of the cause of true co-operation and the uplift in every respect of his fellow-teachers. No wonder that his name has come to be associated with everything fruitful that has come out of the phenomenal activity of the South India Teachers' Union in the last two decades, in the shape of the benefits to the profession and of other elevating influences that have been animating it in recent times. He can well be called the *pater patriae* of the teachers of the present day, the *pater familias*, in the truest sense of the term, of the large household of South Indian Teachers. His services for the promotion of true co-operation and in particular, in the cause of the expansion of the activities of the T.U.C.S. and for the encouragement of healthy literature on co-operation will be long remembered.

May this auspicious occasion of the celebration of his Shashti-abdapurthi be followed by God's gift to him of many more years of useful and selfless activity in the cause of education, co-operation and other noble fields of public life!

RAO BAHADUR S. K. YEGNANARAYANA IYER— MY IMPRESSIONS

By

Prof. R. KRISHNAMURTI, M.A.,

Prof. of English, Pachaiappa's College.

I first became acquainted with Rao Bahadur (then Mr.) Yegnanarayana Iyer when he was appointed Professor of English of the Pachaiyappa's College in July 1922, and was associated for 15 years with him as a colleague on the staff. During all that period, I received nothing but kindness from him. Within a few years of my coming to know him, I began to look on him as an elder brother, from whom I could be always sure of sound advice and wise counsel.

The outstanding trait in Professor Yegnanarayana Iyer is his quiet dignity. Always polite and courteous, there is a certain dignity in all that he speaks and does. Whether in the class room, or in the company of his colleagues on the staff, he impressed everybody by his innate gentlemanliness. It was not in his nature to practise the cheap devices of achieving popularity with the students or the staff. Not seldom, was he misunderstood for this characteristic of his. But, behind his apparently reserved nature, there was a heart throbbing with love, full of friendliness, and willing to help anybody who sought his advice. When he unbent himself in the company of his intimate friends, his conversation was interspersed with many a joke or anecdote.

Mr. Yegnanarayana Iyer is an admirer of the writings of Carlyle and Morley, and was at his best in teaching the 'philosophical' plays of Shakespeare. The students had a high regard for his scholarship and character, and were proud to write to him after leaving College, or to call on him, whenever an opportunity presented itself. As Head of the Department of English, he was ever ready to help juniors, and it is with great pleasure that I acknowledge the innumerable acts of kindness and of love that I was the recipient of at his hands.

Professor Yegnanarayana Iyer's tastes in literature are many-sided. An accurate and discerning student of English literature, he is a lover of Sanskrit and was fond of quoting now and then, when explaining some passage in Shakespeare, from some one of the great Sanskrit classics. Many students liked him for this, a few probably did not, but all were impressed with his love of Sanskrit.

Mr. Yegnanarayana Iyer is a true example of the old type of school-master, essentially conservative in outlook, but without any narrowness or sectarianism, with his characteristic sandal mark on his forehead, long coat, dhotie and turban, ready to talk with others, and even more ready to learn. His attitude to life is one of partial detachment. After retiring from the College, he continues his habit of reading English literature, the Sanskrit classics, Philosophy (preferably Indian) and Co-operation. As a public speaker, he is impressive, indulges in no rhetorical flourishes, and at the same time knows the temper of his audience, and the art of winning them over to his side.

A gentleman to the tips of his fingers, Mr. S. K. Y. has very few enemies. He is highly respected by all the members of the teaching profession, with whose joys and sorrows he has identified himself, and whose lot in life he has been so anxious to improve. He is an educationist of outstanding abilities, and it was in the fitness of things that for three consecutive terms he was elected by the Registered Graduates (mostly teachers) to be a member of the Senate of the Madras University.

The work that Mr. Yegnanarayana Iyer did during his active association with the Triplicane Urban Co-operative Society Ltd., over a period of 16 years (1926—1942) will, I am sure, be looked upon by him with pride, and by all the members with gratitude. He was successively Panchayat Member, Panchayat President, Branch Director, and finally the Managing Director of the Society for about four years. The duties of the Managing Director are onerous. To be in charge of the biggest distributing organisation in South India is a heavy responsibility indeed. Mr. S. K. Y. discharged his duties with quiet dignity and unostentatious efficiency. His irreproachable character was his bulwark, and nobody could dare impute anything mean or underhand to him. As a co-operator, he takes his rank with the Right Honourable Mr. V. S. Srinivasa Sastri and the late Professor K. B. Ramanathan. It was when Mr. S. K. Y. was the Managing Director that the idea of starting 30 depots for the supply of provisions to the residents of the city during the period of war took concrete shape. His ambition is that when the Golden Jubilee of the T.U.C.S. Ltd., come to be celebrated in 1954, the Society should have 50 Branches. I am convinced that he would realise his ideal, if he should continue to be associated with the Society in an active manner.

As soon as Sri S. K. Y. came to Madras in 1922 he actively associated himself with the work of the Madras Teachers' Guild, which he served for many years as a member of the Council, and for some time as Vice-President. In co-operation with Kulapathy Sri P. A. Subramanya Iyer, Sri C. S. Ramaswami Iyer, Sri M. S. Sabhesan and the late T. M. Raghavendra Rao, he organised the Madras Teachers' Guild Co-operative Credit Society in 1923 and for a period of 18 years he was its president. His work in connection with the South India Teachers' Union is too well known and others have paid glowing tributes to his great work to the cause of the

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Union. Suffice it to say that the teaching profession demonstrated its high appreciation of the services rendered by him by conferring on him the long but fully explanatory title of Upadhyaya Sangha-Karya Praveena at the Provincial Educational Conference held at Ambasamudram under the distinguished presidentship of Diwan Bahadur Dr. A. Lakshmanaswami Mudaliar. When the Government conferred on him the title of Rao Bahadur at the beginning of this year, they expressed in the only way possible for them their high appreciation of his distinguished services as an able teacher and an ardent co-operator. On the occasion of the 61st birthday of this distinguished educationist, the hearts of all his friends will (I am sure) be lifted up to God in a mood of sincere prayer that He will shower on him His choicest blessings, and give him long life, health and prosperity.

Sri S. K. Y.

I

By

Sri K. N. PASUPATHI, Secy., Kurnool District Teachers' Guild.

Who, among the ranks of the teaching profession in South India, has not heard of Sri Yegnanarayana Aiyer? His name is almost a household word among the teachers of all grades, Elementary, Secondary and Collegiate. All of them have reason to be grateful to him for the splendid services he rendered to the professional cause for nearly two decades as President of the S.I.T.U., an organization carefully nourished and strengthened by him. He gave of his best to bring this great union of teachers in our country to the level of efficiency and usefulness of the National Union of teachers in England and strove steadily towards this ideal.

Sri S. K. Y. Iyer had a peculiar charm as the leader of the professional organisation in our province. His utter, self-effacing simplicity, and his suavity and urbanity in dealing with all grades of teachers really endeared him to the members of the profession. During annual Provincial conferences he would exchange greetings and converse on equal terms, irrespective of the status and material position of the delegates and visitors, with all teachers, elementary as well as collegiate.

The teachers' organisations all over the province remember him with gratitude for all he did. The Kurnool District Teachers' Guild which was inaugurated by him about 20 years ago at Kurnool feels highly beholden to him, and, on this occasion of his sixty-first birth-day, offers him its hearty felicitations and wishes him long life, peace and happiness.

II

Sri S. SRINIVASAN of Chengam.

The S.I.T.U. will be honouring itself by honouring one of its members who has distinguished himself by long and steady devotion to the interests of the teaching profession. Sri S. K. Y's services to the union deserve to be more widely recognised. His zeal for promoting the interests of teachers is born of his natural love for the Profession and a keen sense of its high dignity of which he is a symbol.

The 15 years of his presidentship of the S.I.T.U. is and perhaps, will ever be the most interesting and important period in the history of the union. It is during these fifteen years that the S.I.T.U. grew to the status of a full-blown organisation with its own journals in English and Tamil, its own Protection Fund and office building worth Rs. 15,000. The organisation of district guilds, the affiliation of local associations through the guilds, the representation of each guild on the Executive Board, the election of the Working Committee by the Executive Board are no small achievements considering the lack of active sympathy and co-operation from the authorities and of professional consciousness on the part of teachers in general. It is these achievements which have gained for the union a name and the recognition of the Government and the public at large.

We are in need of many more teachers and educationists of the type which Sri S. K. Y. represents imbued with enthusiasm and zeal for advancing the cause of teachers and of education. Sri S. K. Y. is not only an educationist but a keen co-operator as well. His devoted services to the movement have been recognised by the Government through the recent conferment on him of the title of 'Rao Bahadur.' Let me join his many friends both in the educational and co-operative fields, in wishing him many happy returns of the day so that he may enrich our public life with his mellowed services and ripe scholarship.

S. K. Y. THE TEACHER CO-OPERATOR

III

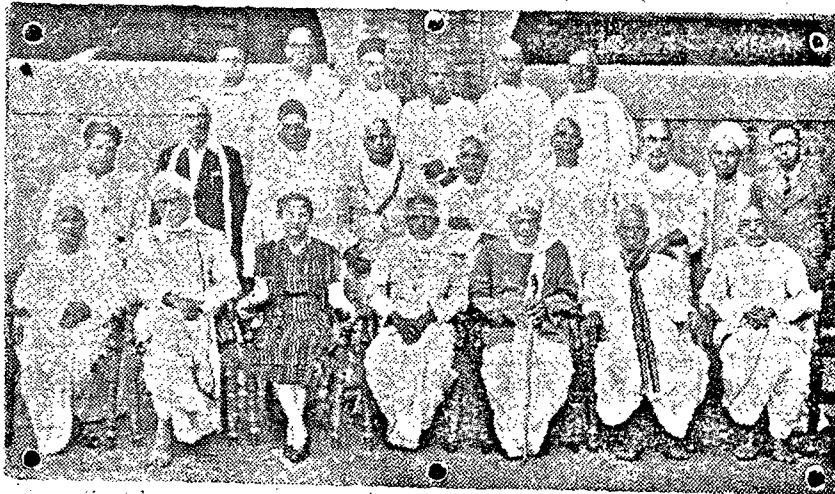
By

K. C. RAMAKRISHNAN, University of Madras

I have always thought that in this country the teacher could play an important part in the organization and administration of co-operative societies. But I could never imagine how any individual with fifteen hours of teaching work per week in a college could manage to spare time and energy, as Prof. S. K. Yegnanarayana Iyer has done, to work in one co-operative institution or another, often in more than one at a time.



Upadhyaya Sangha Karya Praveena
Rao Bahadur
Sri S. K. YEGNANARAYANA IYER, M.A.



A Group photograph taken on the occasion of
the public meeting to celebrate the Shashtiabdsapuri of Sri S. K. Y.
The Rt. Hon'ble V. S. Sreenivasa Sastri presided.

They say law is a jealous mistress; but so is education and even more so is co-operation.

Mr. Yegnanarayana Iyer drew his inspiration from one of our earliest and staunchest of co-operators—the late Mr. C. N. Krishnaswami Ayyer, who was his teacher. He (Mr. S. K. Y.) was one of the original members of the Trivandrum Co-operative Stores which claims to be the second biggest consumers' society in India, the first being the T. U. C. S. on whose board of management he has served with distinction for over ten years.

He acquired while at Salem ample experience, as President of the Municipal Employees' Society and the local Supervising Union, and represented the latter on the District Co-operative Bank. He was for some time a representative of this bank on the Board of Management of the Madras Central Urban Bank, now the Madras Provincial Co-operative Bank.

After Prof. Yegnanarayana Iyer went over to Madras twenty years back, his contact with the co-operative movement became more intimate in one sense and more comprehensive in another. He was practically the founder, and for a long time the guiding hand, of the Madras Teachers' Guild Co-operative Society, which has continued to be in the "A class" among societies. This involves not a little intensive internal control—by no means easy to exercise over one's friends and colleagues.

He took up the Editorship of the *Madras Journal of Co-operation*, and during the ten years of his editorship it maintained a high level, not comparable perhaps to some foreign journals on co-operation, but by no means inferior to any in India. He rendered signal service to the South Indian Co-operative Insurance Society, as he took upon himself the first hand study of the working of such an insurance society in Bombay and another in Calcutta. He served on its board of management as a representative of the original signatories to the registration of the society. He has been connected with the management of an important building society in the City and he is the President of the Madras Provincial Co-operative Stationery Stores, which has unfortunately been hibernating since last year, not for any fault of his or others on the management, but on account of paper scarcity and the prevailing black market in paper.

There are in fact few phases of co-operation with which Mr. Yegnanarayana Ayyer is not acquainted and on which he could not shed some light of his own, born more of intimate practical experience than of barren academic studies. He is an eloquent speaker and writer not only in English, which is to be expected, but in Tamil too where his appeal went home to a much wider audience. Members of the T.U.C.S. cannot forget his sallies of wit while answering criticisms at many a general body meeting of branch-day celebrations.

IV

Messages: Sri V. GURUSWAMI SASTRI, B.A., L.T.,

To the numerous tributes that will be paid to Rao Bahadur S. K. Yegnanarayana Aiyer on his 61st birthday, let me add my humble share. I have known him for nearly 25 years, since the Provincial Educational Conference held at Salem under the presidency of Sir C. R. Reddy. I was so much impressed by his personal charm and his noble and kindly bearing that soon after I invited him to Sir Sivaswami Ayyar High School, Tirukattupalli for an annual celebration. The acquaintance made then ripened into an affectionate friendship and mutual regard. As an instance of his kindness I may mention that, when he learnt that his son S. Y. Krishnaswami Esq., I.C.S., who was on special duty in the Tanjore District was to camp at Tirukattupalli, he wrote to his son not to fail to pay me a visit. The dutiful son did scrupulously carry out the father's wish.

It is as a College Professor that Sri S. K. Yegnanarayana Aiyer is widely known. But to the members of the teaching profession he has endeared himself by his lasting and unselfish service to the S.I.T.U. as its President for many years and by his ceaseless endeavours to make the Protection Fund and the South Indian Teacher popular among the teachers. Thanks to his labours, the two institutions have secured a permanent place in the Teachers' world. To him every teacher was a brother, no matter to what grade he belonged. His sympathy embraced the entire body of teachers from the proud University and College professor down to the humblest teacher of the elementary school. In short, service to teachers was a craze with him.

Another craze which he developed into a life-long interest is the Co-operative movement. He devoted a large part of his spare time to the Provincial Co-operative Union, the Provincial Journal of Co-operation and recently to the Provincial Co-operative Stores for the supply of school necessities. Sri Yegnanarayana Aiyer's name will ever be remembered in South India as that of a pioneer who has done valuable spade work in the fields of Education and Co-operation.

A genial soul, with a calm, serene and unperturbed temper, with a kind word to all and malice towards none, Sri Yegnanarayana Aiyer always tried his best to win his case in debate more by persuasive eloquence than by a bold, frontal fight. We teachers in our own intimate circle refer to him only by the endearing appellation of 'Sky.' With 'Sky' in our midst, we really feel like soaring to the upper regions of the sky.

A dedicated life will not seek rest in retirement. I wish him many many happy returns of this auspicious day, rich with greater and nobler service to humanity. May God bless him, his loving wife and his dutiful sons!

V

Messages: Sri M. R. RANGASWAMY IYENGAR,

President, Madura District Teachers' Guild.

I have great pleasure in congratulating Upadhyaya Sangha Karya Praveena Sri S. K. Yegnanarayana Iyer, Ex-President of the S.I.T.U. on the celebration of his sixty-first birthday on 14-2-43. Teachers in

South India have had the immense benefit of his wise leadership and guidance for a good number of years in the past. He is a veteran educationist of a high order who has evinced much public spirit in the educational advancement of our country and in improving the lot of teachers. His simplicity of life and high thinking combined with his pleasant winsome manners have exercised all along a very healthy influence over all teachers. The splendid organisation of the S.I.T.U. which has won proper recognition at the hands of the Government as well as the public at large by its representative character and wise counsels owes not a little to the persistent efforts of our leader. The establishment of the Protection Fund and the successful running of the two journals, the South Indian Teacher and Balar Kalvi, have been largely the result of his labour. His unselfish character and personal example along with his high ideals and sober views have helped to evolve a proper ethical code of conduct for teachers who will soon be mustering strong to honour their accredited leader. His services to the cause of education have been well recognized and recorded by the Government in their conferring on him the title of Rao Bahadur which has been well merited. His sons can legitimately be proud of such a great father and on their behalf and on behalf of the teaching profession I sincerely pray to the Almighty for the good health, long life and a further record of service in the long years to come. The profession has been really ennobled by such an illustrious person.

OTHER MESSAGES

(Received too late for publication in full)

1. From other Provincial Associations:—All-India Primary and Rural Education Committee, Nabadwip, Bengal; All-Bengal Teachers' Association, Calcutta; The Bombay Provincial Federation of Secondary Teachers' Association, Bombay; The Bombay Secondary Teachers' Association, Bombay and Indore Educational Association, Indore.
2. President or Secretary of District Teachers' Guilds of Anantapur and Trichinopoly.
3. From Secretaries of Teachers' Associations of:—Danish Mission High School, Tiruvannamalai; Board High School, Chengam; Municipal High School, Tiruvannamalai; Board High School, Wandiwash; Board High School, Satyamangalam; City Municipal High School, Coimbatore; V. M. High and Ele. Schools, Bodinayakanur; Municipal High School, Ootacamund, City Municipal Ele. Schools, Salem; Board Ele. Schools, Namakkal; London Mission High School, Salem; George Middle School, Kallidaikurichi; Thirthapathi High School, Ambasamudram; Sir S. High School, Tirukattupalli; E. R. High School, Trichinopoly; Sri Saraswathi High School, Konapet, Pudukottai; National College Schools (Central), Trichinopoly; Theagaroya Chetty Secondary School, Washermanpet and Board High School, Kamuthi.
4. Individuals:—Mr. M. G. Venkataraman, Golden Rock; Mr. A. N. Basu, Calcutta, University; Mr. R. C. Bhargava, Principal, K. R. I. College, Muttra; Mr. S. K. Roy, Ranchi; Mr. Ram Narain Misra, Benares; Mr. K. G. Sivaswamy, Mayanoor; Mr. Ralph Richard Kaithan, Bangalore City; Mr. N. Kalyanarama Iyer, Tirukattupalli; Mr. E. H. Parameswaran, Ambasamudram; Mr. S. R. Ranganathan, Madras Library Association; Mr. B. V. Narayanaswamy, Pachappa's College, Madras; Mr. K. Sankara Menon, Adyar; Mr. S. Krishnaswamy Iyer, Kamuthi; Mr. C. Bhanumurthi, Guntur; Mr. S. Subramanyam, Ambur; Mr. S. Mukunda Rao, Mangalore; Mr. S. Srinivasan, Madanapalle and Mr. V. Aravamuda Iyengar, Madura.

UPADHYAYA SANGHA KARYA PRAVEENA

Rao Bahadur Sri S. K. YEGNANARAYANA IYER'S

Shashtiabdapurthi.

Felicitations at a public meeting

Tributes were paid to the services rendered by Sri S. K. Yegnanarayana Iyer to the teaching profession in general and to the S.I.T.U. in particular, at a public meeting held on 18th February 1943 under the auspices of the S.I.T.U. to felicitate him on the occasion of his 61st birthday at the Singarachariar Hall, Hindu High School, Triplicane. The Rt. Hon'ble Dr. V. S. Srinivasa Sastri presided, and a large number of teachers including many from the mofussil, were present.

Sri M. S. Sabhesa Iyer, President of the Union, welcomed the guests. He said that the educational system in the province was at present in the same state as it was in the early days of the Madras Teachers' Guild. They were now discussing the same old problems. But today the status of the teachers had risen and that was not a little due to the efforts made by Sri S. K. Yegnanarayana Iyer, who was President of the Union for over sixteen years.

Sri T. P. Srinivasavaradan then read an address detailing the services rendered by Sri S. K. Y. Iyer to the S.I.T.U. and presented it to him. This was followed by the presentation of a beautiful souvenir in the form of a silver book.

Messages wishing the function success from Rajah Sir Annamalai Chettiar of Chettinad, Sir P. S. Sivaswamy Iyer, Kulapathi Sri P. A. Subramanya Iyer and others and from District Teachers' Guilds and Teachers' Associations were then read by Sri S. T. Ramanuja Iyengar.

Sri M. S. Sabhesa Iyer, Sri K. S. Chengalroya Iyer (Salem), Dr. P. S. Lokanathan, Sri S. T. Ramanuja Iyengar (Trichy), Sri V. Srinivasa Iyer (Secretary S.I.T.U. Protection Fund), Prof. R. Krishnamurthy, (Madras Teachers' Guild Co-operative Society), Sri A. Nagaraja Iyer (South Arcot) and Sri E. N. Subramanyam (Chittor) offered their felicitations to the Guest and referred to his services to the Union and to the Co-operative movement.

Then Sri M. S. Sabhesa Iyer presented the Guest with a copy of the commemoration volume of the South Indian Teacher.

Sri S. K. Yegnanarayana Iyer, replying to the address, thanked the speakers for their felicitations and said that in his work he had always received the hearty co-operation of his colleagues. The growth of the Union was a fine example of co-operative effort. He said that their ideal must be to see that every teacher in the province was a member either directly or through the various District Guilds. He also appealed to the teachers not to confine themselves exclusively to the field of teaching but also to take part as citizens in the fuller life around them.

Sri S. Natarajan, Secretary of the Madras Teachers' Guild, then requested the Chairman to open the Guild Reading Room and Recreation Club. The Chairman formally declared them open.

The Chairman then gave his blessings to Sri S. K. Y. Iyer and wished him long life. Although Sri S. K. Y. Iyer was a generation behind the speaker, both of them had some points of resemblance. Both of them came from Salem to Madras after serving in the Salem College and they while in Madras strayed into the field of co-operation.

Sri Yegnanarayana Iyer possessed the extraordinary quality of modesty and was thoroughly unostentatious in all his work. Mr. Sastri continuing said that unfortunately in the teaching profession there was a feeling among some that those handling college classes were of a higher status than the elementary and secondary schoolmasters. He had known some professors who looked down upon the teachers in high schools. He had found that the chief guest of the evening and Sri M. S. Sabhesa Iyer, both of them Professors in Colleges, were two notable exceptions. The teachers were engaged in a profession which brought up the next generation, the citizens of the future, and there could be no distinction of grades in it. In war, though there are various grades, all persons gloried in the name of soldier, and they were united by one object, namely, fighting. In the teaching profession let them all glory in the name of teacher and let them all unitedly work for the betterment of the future generations. Hold together was his advice to them. Teaching was a sacred calling and let them all work together.

Sri T. P. Srinivasavaradan, proposed a vote of thanks to the Chairman and the other guests. The meeting then terminated.

THE SOUTH INDIA TEACHERS' UNION

Proceedings of the meeting of the Executive Board of the South India Teachers' Union held on Sunday the 14th February 1943 in the premises of the Union with Sri M. S. Sabhesa in the Chair.

Messrs. T. P. Srinivasavaradan, S. T. Ramanuja Iyengar, V. Bhuvaramurthi Rao, S. Natarajan, V. Srinivasa Iyer, V. Guruswami Sastriyal, K. S. Chengalroya Iyer and A. K. Sitaraman, were present.

1. The Board passed the following condolence resolution :—

"The Board places on record its deep sense of sorrow at the demise of Sri N. Subramania Iyer, retired Vice-Principal of the Teachers' College who had been a tower of strength to the S.I.T.U. and conveys its condolences to the members of the bereaved family"

2. Read letters from Messrs. Mukunda Rao, E. H. Parameswaran, C. Bhanumurthi, C. Ranganatha Iyengar, K. N. Pasupathi, R. Ramakrishnan and S. Subramanya Iyer expressing their inability to attend.

3. Minutes of the last meeting—read and recorded.

4. The Secretary made a report of the donations received and expenses incurred in connection with the celebration of Sri S. K. Y.'s shashtiabdapurthi. The Board resolved to pay Rs. 100 towards the cost of preparing the special number of the South Indian Teacher containing the commemoration volume presented to Sri S. K. Y. Iyer.

5. Provincial Educational Conference—

Read letter from the General Secretary, Reception Committee, North Arcot.

The Board authorised the Secretary of the Union to consult the President of the Working Committee, the General Secretary, the President of the North Arcot District Teachers' Guild and the member on the

Executive Board representing the Guild and to take such steps as may be necessary to have the Conference in May this year.

6. *Bifurcated course—*

The Board after considering the Director's contemplated introduction of the secretarial courses in selected schools, unanimously passed the following resolution :

"The S.I.T.U. is strongly opposed to the introduction of the secretarial course only, as contemplated by the Government, as an item of reorganisation of secondary education in the Province. It is for a comprehensive scheme for reorganising the secondary education courses and for adequate provision for financing any scheme of bifurcated courses in consonance with the objectives of secondary education."

7. *Consideration of giving basic training to young men as war technicians—*

The Board is of opinion that there is urgent necessity for giving basic training as war technicians to young men.

8. *Conditions of service of teachers in aided institutions—*

The Board resolves to request the Government to expedite orders on the revision of the contract (Appendix 28 M.E.R.) in the aided institutions with a view to ensuring security of tenure, minimum scales of salaries and other service conditions as suggested by the S.I.T.U.

9. *Letters from Kistna and Guntur on the retrenchment proposals by the special officers—*

(a) The Board views with great concern the proposal of the Special Officer, Guntur District Board, for the deletion of Sanskrit and Hindi from the course of studies in Board High Schools as a measure of retrenchment and is distinctly of opinion that such proposals while effecting no great saving are calculated to curtail the facilities for sound education of a large number of pupils and requests the Director of Public Instruction to bring to the notice of the Government the great hardship caused by such proposals.

(b) The Union also views with grave concern the proposals of the Special Officer, Kistna District Board, for the abolition and closure of some classes and schools and it is of opinion that such proposals are sure to cause alarm in the minds of the public.

520, HIGH ROAD, }
TRIPLICANE,
15th February 1943. }

T. P. SRINIVASAVARADAN,
Honorary Secretary.

EDITORIAL

Education for Junior Clerkships!

The proposed "far-reaching changes" in our Secondary Education system referred to by Mr. T. Austin on the occasion of the 2nd Annual Conference of European school teachers, we understand, mean only the introduction of secretarial courses in Form V in certain selected schools in the new academic year 1943-44. If this is but a step in giving effect to the hopes of reorganisation of education aroused by the publication of the government communique, it may well be expected that far-reaching changes may be introduced later on. But a study of the communique No. 57 issued on the 2nd of July 1940 would impress any one how the government, availing itself of the growing dissatisfaction with the existing system and of the strong demand for a thorough reorganisation of the same, plan to make our secondary schools prepare lower division clerks for employment in government service. While the conference convened by Mr. C. J. Varkey resolved upon a bifurcation of courses of study, consisting of a pre-university course, of forms V & VI and of vocational courses of a duration in accordance with their nature, the communique comments on it as follows: 'This resolution endorsed the vital principle of the scheme of 1937, namely, of bifurcated courses of studies one leading to the university and the other to *clerical services* and other vocations. The communique devotes 4 paragraphs, to an elaboration of the clerical services idea and in its final decisions contained in paragraph 14, of the 10 articles, 8 relate to the provision of clerical courses and the consequent amendments to rules in regard to selection, promotion etc. and in regard to the power of the Director in compelling high schools to fall into line with the new scheme.'

It is unfortunate that at the time of publication of this Communique, its implications were not carefully studied, probably because, it gave in to the popular demand that there should be no public examination at the end of the IVth form stage to select pupils for the 2 courses of studies as contemplated in the 1937 Scheme, and also because, it was then least expected that Government fully engaged in the war effort, would turn its attention in the reorganisation of secondary education. Today Government appear to have decided to give effect to the Scheme. To do so, they propose to introduce the 'Secretarial Courses' in a Few Select Schools. It is for the public to know the implication of this Scheme and the far-reaching consequences it may have upon those who select the courses. It may be that a large number of lower division clerks retire only as such. But will that be an argument for selecting a pupil at an age of 13 or 14 and condemn him for ever to the lot of a lower division clerk? We will be doing incalculable harm to the student in thus cutting away from him all prospects of a better life and all incentive to progress. The services will

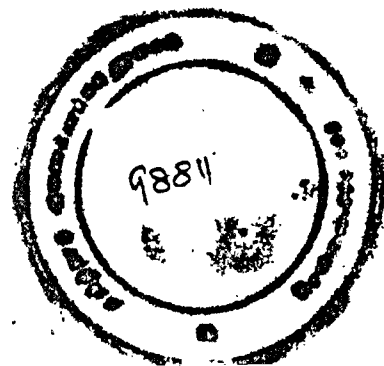
suffer in the long run if its personnel should get morbid and discontented. One has a right to ask whether adequate training in the various branches of secretarial activity could be given in Schools to pupils of the ages 14 and 15. The experience of schools which now offer instruction in Shorthand and Typewriting is that the pupils are unable to do justice to the course on account of their inadequate knowledge of English. It is also well known that in six months time after completing the S.S.L.C. course the pupils seeking clerical jobs qualify themselves for the lower grade examination in these Secretarial Subjects.

It has all along been stressed that the secondary school is no place for direct training to any occupation. It can only be expected to give some basic training of a pre-vocational character, facilitating the transfer of its pupil to higher vocational institutions. Therefore the proposals of the government require to be very carefully examined and the views of the public should be made known to them in clear terms. Apparently Government have not taken into account the changing conditions of 1943 so different from 1940. All the world over a new philosophy of Education suited to the Post-War world is being seriously considered. We hope that our Director of Public Instruction, a great friend of Indian Education, will tender to government advice which will help this province to maintain its pre-eminent position in regard to Education.

It is the duty of teachers' organisations to explain to the public the implications of these proposals and thus create a healthy and effective public opinion. The problem is urgent and immediate action has to be taken. We hope that the Reception Committee at Vellore is making arrangements for the holding of the conference at least in May this year. The conference may have this topic as its central theme.

The Indian Geographical Society.

At a meeting of the Council of the Indian Geographical Society it was resolved that the memory of the late Mr. N. Subrahmanyam be perpetuated by publishing a Commemoration Volume, presenting a portrait to the University of Madras, and constructing a Hall for housing the Indian Geographical Society. Donations would be received by Mr. George Kuriyan, Honorary Secretary, Indian Geographical Society, "Welleclose", Cathedral P. O., Madras.



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V. SRINIVASAN,
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TAGORE READERS

Edited by

J. G. M. RANSON, B.A. (HONS). LONDON

FORMERLY PROFESSOR AT THE WOMENS' CHRISTIAN COLLEGE, MADRAS.

NOTE TO THE TEACHER:

I. The Primer is so planned as to keep up freshness and interest in the acquisition of new words throughout. Much of the drill-work is carried on not by a mere uninteresting and wearisome repetition of the word-forms and sentence-forms, but by making the words once introduced, to recur repeatedly in new contexts, as many times as necessary for the complete mastery of the new word-forms. This provides for an unconscious but at the same time effective drill-work.

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