

307

Vol.

regd. No. M. 2347.

No. 5.

The South Indian Teacher

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

MAY 1936



उद्धरेदात्मनात्मानम्.—The Gita.

Raise yourself by your own efforts



Annual Subscription:

Inland Rs. 2.

Foreign Sh. 6.

Single Copy As. 6.

Postage Extra.

OWNED BY TEACHERS.

**A GREAT PARTNERSHIP
in
SELF-HELP & MUTUAL SUPPORT.**

STARTED EIGHT YEARS AGO

The FUND has been growing from strength to strength

**JOIN THE FUND
and thus
MAKE PROVISION FOR YOUR OLD AGE
AND
PROMOTE THE SOLIDARITY OF THE
PROFESSION.**

For further particulars apply to :—

THE HON. SECRETARY,

THE SOUTH INDIA TEACHERS'

UNION PROTECTION FUND,

**41, Singaraohari Street,
Triplicane, MADRAS.**



The Five Year Plan renders more important than ever before the necessity of making a careful choice of text-books, having due regard to all the points that commend a book for final selection. Besides authorship, in which we set ourselves as high a standard in India as in any part of the World, are the finer and yet equally important aspects of book production which should rank among any teacher's foremost considerations.

ILLUSTRATIONS AND MAPS.

Pictures as an essential stimulus to teaching must be clear and accurate. All our books are finely illustrated, mainly with photographic blocks in half-tone. Equally lavish are our maps. Here again the standard is maintained by years of "trial and error," the maps being drawn by a qualified and experienced artist.

PRINTING.

The best presses in India are drawn on for our work, and great care and attention are bestowed upon books to ascertain that clear, readable types are employed in English and all Vernaculars, graded in size to suit the different classes.

PAPER.

Careful experiment and years of selection have decided upon a clear, strong paper for our Indian printing capable of withstanding constant handling by school students; a paper, moreover, that is manufactured in India.

BINDING.

Cheap binding is a mistaken economy. The materials used by us, and the neat appearance, are more important than a slight reduction in price at the expense of the "life" of the book.

Remember, the quality of the book reflects in the school child.

By asking you to bear these facts in mind, we are convinced that "Macmillan's" texts in all subjects, (especially those for the new syllabuses) will receive a fair share of your consideration this coming school year. If you do not have our catalogues, write to the address below and they will be sent post free.

MACMILLAN & CO., LTD.,

MADRAS—BOMBAY—CALCUTTA—LONDON.

BASEL MISSION BOOK DEPOT, MANGALORE

FOUR OUTSTANDING PUBLICATIONS

ENGLISH COMPOSITION FOR HIGH SCHOOLS IN INDIA. By K. Srinivas Kini and U. Bhavani Shankar Rao. Price, Re. 1-8.

Written in accordance with the Madras S. S. L. C. Syllabus—concentric plan—book divided into three parts, each covering the work of one form.

A simple but full exposition of the technique of composition—exposition and exercises based on excellent literary passages.

Complete with model letters, stories, biographies, essays and story-poems—all selected from eminent writers.

Dispenses with the need for a separate book of story-poems.

OPINIONS

"Though many books on English composition have recently been published, this book stands prominent in its charming presentation of topics."—*The Indian Educator*.

"Its illustrative exercises are particularly well-selected and will stimulate healthy imitation."—*The Bombay Secondary Teachers' Association Journal*.

"The lessons are well arranged and the chapters on precis, letter-writing, and the essay are particularly good. The book will create in the pupils a taste for the language."—*'The Hindu' Educational Supplement*.

THE COMPLETE ENGLISH COURSE. By K. Srinivas Kini. Second Edition: Part I, As. 12. Part II, Re. 1.

Suitable for the Fourth and the Fifth Forms of the Madras Presidency.

A popular series, now in its second edition. Merits of the First Edition considerably enhanced. Some difficult pieces replaced by simpler but equally good ones. Exercises, notes, new model questions and suggestions for library work follow each selection. Exercises cover vocabulary work and the grammar and composition syllabus for the S. S. L. C. course.

Suitable both for class work and individual study.

OPINIONS

"The books are well calculated to interest the students in good English."—*The Madras Mail*.

"The notes and exercises appended to each lesson are good."—*'The Hindu' Educational Supplement*.

"These features make the selections the really complete course."—*The South Indian Teacher*.

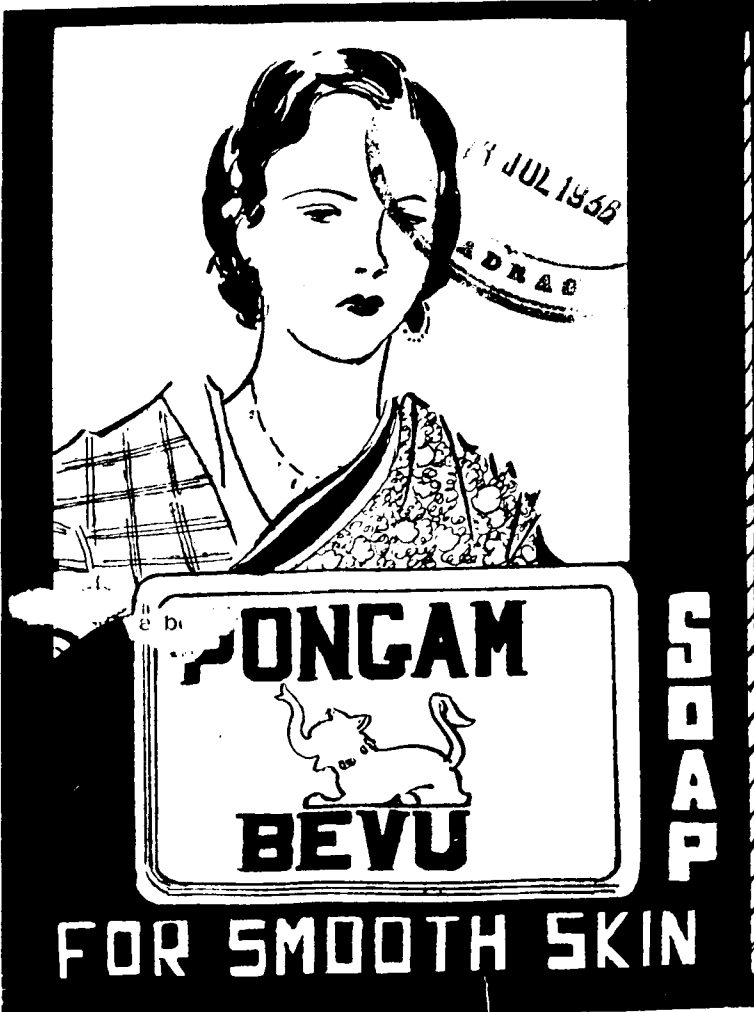
"The thoughtful, graded arrangement, the helpful aids and the attractive get-up deserve the appreciation of all teachers of English."—*The Indian Educator*.

OUTLINES OF ENGLISH HISTORY. By K. Srinivas Kini and U. Bhavani-shankar Rao. Price, Re. 1-8.

A well-known, popular book; now in excellent get-up.

READINGS IN ENGLISH LITERATURE. Part I, As. 12. Part II, Re. 1.

"It would be an ideal book for reading at school . . . We hope these readers will have the advantage they so richly deserve."—*The South Indian Teacher*.



The advertisement for Pongam-Bevu Soap features a black and white illustration of a woman's face in profile, looking towards the right. She has dark, wavy hair and is wearing a patterned sari. To her right, there is a rectangular soap box with the brand name 'PONGAM BEVU' printed on it in bold, capital letters. Below the brand name is a small illustration of a cat. To the right of the soap box, the word 'SOAP' is written vertically in large, bold, capital letters. Below the soap box, the text 'FOR SMOOTH SKIN' is written in large, bold, capital letters. In the top right corner of the advertisement, there is a circular stamp that reads '17 JUL 1938' and 'MADRAS'.

A MYSORE PRODUCT

PONGAM-BEVU SOAP CONTAINS THE ACTIVE PRINCIPLES OF TWO OF THE FINEST INDIAN MEDICINAL OILS PONGAM AND NEEM

PONGAM-BEVU SOAP

MADE SPECIALLY TO PREVENT AFFECTIONS OF THE SKIN

OUR LATEST QUALITY PUBLICATIONS

JUBILEE READINGS FOR HIGH SCHOOLS: Edited by Henry Martin, M.A.(Oxon), O.B.E., Principal, Islamia College, Peshawar; with *Introduction, Critical Notes and Exercises based on New Model Questions and Grammar Syllabus* issued by the Department. Special Lessons such as Radio, Travel by Air, Model Letters, Biographies of eminent Indians, Social Movements like the Red Cross, etc., make the book of real interest to the Student. (Price As. 14 and Rs. 1.)

GOLDEN BOOKS OF PROSE & VERSE: For High Schools. Edited under the guidance of Principal A. B. Johnston, M.A.(Cantab), formerly Public Orator, Andhra University. With Introduction, Notes and Exercises on Grammar and Composition. Has acquired an immense popularity on account of its charming selections and wide range of subjects. (Price As. 12 and Rs. 1.)

A WREATH OF ENGLISH VERSE: For Lower Forms. Edited by Principal A. B. Johnston, M.A. (Cantab). An additional study to erect love for Poetry in children. (Price As. 10.)

Publishers: M. SESHACHALAM & CO., Masulipatam.

The Journal of

The Madras Geographical Association

is a valuable Companion to
the Teacher.

Apply to:—THE SECRETARY,

MADRAS GEOGRAPHICAL

ASSOCIATION,

Gopalapuram,

MADRAS.

THE SCHOLAR.

ANNUAL 1931
Price As. 12.

NOTE.—One year subscribers will get the Annual copy free.

Subscription Rs. 3. a year.

Apply to— THE MANAGER,
"THE SCHOLAR," Palahat

THE INDIAN EDUCATOR.

An Illustrated High Class Cheap Monthly.
Editor: V. Aravamudan Iyengar, B.A., L.T.
Annual Subscription Rs. 2 only. Sample Copy, As. 3.

Controlled by an influential Editorial Board.
Recommended by District Educational Officers for use in Schools, Colleges, Clubs and Libraries. Best Advertising Medium

Send M. O. to the Manager:

THE INDIAN EDUCATOR,
MADRAS.

NEW INDIA ENGLISH READERS

BY

E. E. WARD, M.A.(CANTAB),
Diploma in Education (Cantab).

AND

A. M. WARD, M.A.(CANTAB).

Written on quite new lines, with numerous illustrations.

Bearing in mind Indian conditions, the authors have laid great stress on the importance of pronunciation, and spelling in the early stages; and the lessons in the *Primers* have been suitably graded and arranged. Detailed instructions to teachers have also been given at the beginning of the books.

In the planning of the lessons in the series of *Readers*, the teaching of grammar has been gradually developed, and a student studying the series is sure to acquire a working knowledge of the elements of the English Grammar and usage.

Details of the series with prices.

PRIMER I	48 + xvi pp. with one colour plate	Price 5 As.
PRIMER II	82 + viii pp. with one colour plate	Price 7 As.
READER I	128 + x pp. with 2 colour plates	Price 8 As.
READER II	160 + x pp. with 2 colour plates	Price 10 As.
READER III	210 + x pp. with 2 colour plates	Price 12 As.

We solicit the favour of your patronage

THE TEACHERS' PUBLISHING HOUSE
EDUCATIONAL PUBLISHERS : : MADRAS

K. PALANIANDI PILLAI & CO.

Educational Publishers

16. Sembudoss Street, G.T., MADRAS.

We have held the field for the past fifteen years as
Premier Publishers of Original Excellence.

Among Our Publications Are

Tales for Children : **Text-Books for Schools**

AND
EDITIONS FOR LIBRARY
IN

ENGLISH **TAMIL** **AND TELUGU**

Development of Child-Mind in consistence with Modern Thought
has been the Aim of every one of Our Publications.

The Presentation of Subject, The Arrangement of Ideas,
The Simplicity of Thought, the Choice of Topics, and The
Fineness of Get-Up have earned for us the Co-operation of the
Teaching Public.

OUR NEW AND ARTISTIC CATALOGUE CAN BE HAD ON APPLICATION

THE NEW ERA ENGLISH READERS

Primers First & Second & Books I, II & III.

Annas 5, 6, 8, 10 & 12 respectively.

EDITED BY

H. CHAMPION, M.A., I.E.S. (3 Books) & DR. JAMES H. COUSINS (2 Books)

By

M. S. SUNDARESWARAN, M.A., I.T., & A. S. VENKATARAMAN, B.A., I.T.

Some of the more noteworthy features about the Readers are mentioned here. There is a progressive scheme consisting of words and phrases, real language units. Besides, due attention to grammar is imparted. There is a grammatical bias underlying each lesson. It is obvious that grammar in the early stages cannot be formal and must be largely an essential part of language acquisition. This principle has been recognised in a large degree. At the same time, one will be attracted by the questions and exercises at the end of each lesson. They are meant to assist the children in acquiring a real command of the linguistics.

Lessons are profusely illustrated appropriately to the subject matter of the lessons. Every book contains a tricolour plate of an important lesson.

We shall be glad to receive suggestions and criticisms for the improvement of the books and they will have our best consideration.

Specimen copies will be supplied on application from
Heads of Institutions and Educational authorities.

B. G. PAUL & CO., EDUCATIONAL PUBLISHERS,
Francis Joseph St., MADRAS.

CONTENTS

	PAGE
XXVII PROVINCIAL EDUCATIONAL CONFERENCE—PRESIDENTIAL ADDRESS by Diwan Bahadur S. E. Ranganathan, M.A.	207
XXVII PROVINCIAL EDUCATIONAL CONFERENCE—WELCOME ADDRESS by G. F. F. Foulkes, Esq., M.L.C.	220
HOW CAN SCHOOLS MAKE PHYSICAL EDUCATION VITAL IN THE EDUCATIONAL CURRICULUM by Mr. H. C. Buck, M.A., M.P.E.	224
XXVII PROVINCIAL EDUCATIONAL CONFERENCE—PROCEEDINGS	231
THE SOUTH INDIA TEACHERS' UNION—ANNUAL MEETING	244
FROM OUR ASSOCIATIONS	249
THE TEACHERS' BOOKSHELF	252
EDITORIAL	255

Read

"THE BOYS' OWN PAPER"

Only one of its kind in India.

Contributions by eminent
educationists.

Address—Kodambakkam.

CHILDREN'S EVERYDAY SCIENCE SERIES IN TAMIL.

for lower forms in Secondary Schools.

(written according to the recent Departmental Syllabus and containing several full plate illustrations on art paper as well as numerous half-tone and line-block illustrations)

By

M. S. Subramanian,
Teacher, Hindu Secondary School,
VIRAVANALLUR, S. I. RY.

Books I, II & III for Forms I, II & III
respectively Price Annas 12 each.

Elementary Science Series (S.S.L.C.)

S. S. L. C. 1929 Scheme

EDITOR: M. S. SABHESAN, M.A.

PROF. OF BOTANY

MADRAS CHRISTIAN COLLEGE.

The Director of Public Instruction, Madras has requested the District Educational Officers and Inspectresses of Girls' Schools to commend the series to the heads of Government Institutions in his proceedings R.C. No. 708 G 32, dated 15th June 1932.

Approved by the Text Book Committee, Madras, for School use.
Prescribed as Text-books in Travancore Secondary Schools.

PLANT LIFE—M. S. SABHESAN, M.A.	..	As.	8
ANIMAL LIFE—R. VENKATASESHAIYA, M.A.	..	As.	8
HUMAN PHYSIOLOGY, HYGIENE AND FIRST AID—R. VENKATASESHAIYA, M.A.	..	As.	8
CHEMISTRY—M. V. SITHARAMAN, M.A.	..	As.	8
PHYSICS—T. N. KRISHNASWAMI, M.A., L.T.	..	As.	12

G. SRINIVASACHARI & SONS.

Educational Publishers,

13, Narasingapuram Street,

Mount Road, Madras.

BROTHER TEACHERS WELCOME

HUNDREDS OF NEW MEMBERS.

Each year many old members of the S. I. T. U. Protection Fund welcome into the Fund hundreds of new members. Membership in the Fund is a provision for old age and a cover against risks in life. It is specially adapted to the particular requirements of all teachers.

Each year hundreds of new teachers add to its size and strength.
Write for complete information.

S. I. T. U. PROTECTION FUND.

41, Singarachari Street.

Triplicane, MADRAS.

THE SOUTH INDIAN TEACHER

Vol. IX.

May 1936

No. 5

XXVII PROVINCIAL EDUCATIONAL CONFERENCE, SALEM

PRESIDENTIAL ADDRESS

By

DIWAN BAHADUR S. E. RUNGANADHAN, M.A.

Ladies and Gentlemen,

I thank you for the great honour you have done me by inviting me to preside over the deliberations of the Twenty-seventh Provincial Educational Conference, held under the auspices of the South India Teachers' Union. As one who has spent over thirty years of his life in the service of education, it gives me a peculiar pleasure to find myself in the midst of such a large body of men who have dedicated themselves to the same service. My own experience has lain largely in the field of University education, and I am afraid I am not as well equipped as you are with first-hand knowledge to deal adequately with the many problems connected with primary and secondary education. However, I venture to speak to you as one of yourselves. Though the several stages of education may have their own peculiar problems, and their objectives may vary, yet we have to guard against the error of regarding these stages as separate. They are all connected one with another, and they must be treated as parts of a unitary whole, in which the College professor and the primary schoolmaster regard one another as colleagues in a common enterprise.

As the question of educational reconstruction is still engaging the attention of the country, and as an important resolution to be moved before the Conference appeals to the Ministry of Education in Madras to review the whole question of educational reform in all its stages and urges upon it the need for consulting organised teaching opinion before any action is taken, I may be pardoned if my remarks are largely directed towards some aspects of this vital problem.

The Government publication, 'Education in India in 1933-34', reviewing educational advance during the past two decades admits that universities are still overcrowded, secondary education is too stereotyped, primary education is still too little related to the surrounding conditions of life, and unemployment presents a grave problem, but goes on to say that nevertheless there has been 'very real progress'. The report states: "Provinces long regarded as backward have in many ways come up to the level of advanced provinces. Communities which scarcely ever recorded pupils above the primary stage now have considerable representation at the university stage. Untouchability has been definitely eradicated in several provinces in so far as the schools are concerned, and the progress of education amongst the depressed classes has been considerable. Women's education has spread with remarkable rapidity and the educationally backward communities amongst women, such as Muslim women, have shown immense improvement. Physical instruction and athletics have developed out of all recognition and movements like the Olympic organisations, the Boy Scouts movement, the Girl Guides movement, the Red Cross movement etc. have taken firm root. Village life has widened and schemes for rural uplift, village clubs, thrift societies and even village broadcasting are no longer unknown. . . . The need for caution in the quantitative expansion of mass education has been fully recognised and consolidation and concentration are being attempted in most provinces."

While most of these statements may be true of the Punjab, which owing to peculiarly favourable circumstances, has been forging ahead educationally, I am afraid that very few of them are applicable to our own province. On the other side of the picture, it must be set down that the percentage of pupils to the total population is still only 6.5, that over 22 thousand villages in the presidency have no schools of any sort, that out of 33 lacs of girls of school-going age only 8 lacs are at school, and that owing to the lack of adequate grants to aided schools, which form the backbone of the educational system in this province, many of these institutions are becoming inefficient.

The system of Education in India has been the subject of criticism for many years past. The Sadler Commission issued an elaborate report nearly twenty years ago after an exhaustive enquiry into the condition of the high schools and colleges in Bengal. The Hartog Committee appointed six years ago, made a valuable contribution towards the study of educational problems by their exposure of some of the weaknesses and defects of our system and their suggestion of suitable remedies. Since then the growing volume of unemployment among the educated classes has brought the question of educational reform to the forefront and the

Central Government and some of the Provincial Governments have been devoting their attention to it. The Government of the United Provinces published nearly two years ago a resolution giving in some detail their proposals for reform "with a view to eliciting public opinion on them."

The Government of Bengal issued a similar resolution more recently giving in outline their scheme of school reconstruction, and calling upon educational experts and public bodies to express their views on the scheme. And only a fortnight ago, the daily papers published the recommendations of the Committee appointed by the Government of Mysore to reorganise pre-university education in the State. I do not know what action our own Government have taken or propose to take in the matter, but I would commend to our educational authorities the words of H. E. The Viceroy who said in his first speech at Delhi, "My anxiety is not to talk about agricultural improvement, but to bring it about." In view of the urgent need for the reform of our school system I would go farther and suggest to them the words of Macbeth as a motto

"It were well
It were done quickly"

For the complexity and magnitude of the problems confronting us are such, that even if a beginning were made immediately it would take several years for any comprehensive scheme of reconstruction to be carried through. There would, first of all, have to be a careful preliminary survey of all the schools in the Presidency with a view to their redistribution on some settled plan. Then, expert committees would have to be appointed to decide about the location of particular types of schools and to frame suitable syllabuses for these schools. As any large scheme of reorganisation would inevitably involve increased expenditure, it would take time to give effect to the scheme in suitable instalments. And above all, time would be required to educate public opinion in favour of the proposed changes and to secure general support for them. No educational reorganization can prove successful unless it has the strong support of the public. It is undeniable that there is still a considerable amount of prejudice among people against any type of education other than literary. It would be necessary to secure the co-operation of the great body of teachers in the country, of political leaders and of the public press in order to eradicate this prejudice.

The fundamental defect of our system of education has been summed up in two sentences by the Hartog Committee. Though often quoted they will bear repetition.

"All sections of the community have little, if any, choice of the type of school for their children. The present type of High and English Mid-

dle School has established itself so strongly that other forms of education are opposed and mistrusted, and there is a marked tendency to regard the passage from the lowest class of a primary school to the highest class of a high school as the normal procedure for every pupil." It is unnecessary for me, addressing a body of teachers, to dwell on the evils of this system—the waste of effort and money involved in it, the deleterious effects on the character of the boys and on school discipline and the enormous volume of unemployment to which it has led. I should like to refer, however, to some of the proposals which have been made to remedy these evils by the provision of varied forms of training to suit the different capacities and circumstances of children.

The reorganisation and expansion of primary education, which is of vital importance to the country presents peculiar difficulties.

It is undoubtedly true that there is a great deal of wastage and stagnation in the lower standards of elementary schools and that a good proportion of even those who complete the course lapse into illiteracy. There is evidence to show also that even in rural areas there is a certain amount of overlapping between aided and local body schools, and that there are many schools which are inefficient and ineffective. It is not clear, however, how far the policy of consolidation and concentration recently adopted by the Government has effected any real improvement of existing conditions. But even if it has been successful, it is obvious that an improvement in the quality of the existing schools is not enough. It is absolutely essential that Government should at the same time steadily pursue a definite and vigorous programme of expansion and compulsion.

There is fairly general agreement as to the lines of reform in regard to primary education. Educational opinion is inclined to the view that a school course extending over four years should be sufficient to secure permanent literacy. In the second place, the elementary schools situated in rural areas, and they constitute more than 90% of such schools in the Presidency, should have a rural bias. One of the main defects of our present system of education is that it has no roots in the life of the people and is not relevant to their needs. While the instruction given in all elementary schools may be the same, the village school should relate that instruction to the conditions of rural life. The general subject of Rural Science, dealing with sanitation, health, village administration, agriculture, cottage industries, gardening, co-operation and so on, would provide a suitable correlating agency, and the aims and ideals of rural reconstruction should be made to permeate the whole curriculum. Nor should we leave the uneducated adult out of the village educational picture.

The primary school should be made the centre of village life, the inspiration for adult education and the chief motive power of rural progress. If that should be our aim, two things are essential. One is that the teachers in our elementary schools should be men who have come from rural areas with the interests of the village at heart, and who have received a suitable training. And secondly, there should be a proper co-ordination of the various departments of Government working in rural areas such as those of Agriculture, Public Health, Education and Forestry. I believe that this co-ordination has been established in the Punjab in the form of a Central Rural Community Board and of District Community Councils.

Similar co-ordination would be needed in our province, if the scope of the village school is to be enlarged so as to make it serve as a village welfare centre. In spite of financial stringency, Government should assist the development of primary and adult education to the fullest extent possible, and make adequate provision for the training of vernacular teachers. The success of this work will depend not only on the efforts of Government, but on the co-operation of local bodies and of all voluntary organisations which are interested in the welfare of the villages. There can be no real progress in the country until new life is awakened in the villages. And new life will be awakened in them only when education in some form or other reaches the homes of the villages.

When these desirable changes are brought about, one may reasonably hope that a great deal of the wastage in Elementary Schools will disappear. Its complete elimination is not possible until there is an improvement in the economic condition of the masses. I would remind Elementary School teachers, however, that they could do much to reduce the evil even now. If they made their teaching intellectually stimulating and raised the efficiency of their schools, they would soon find that their pupils would be unwilling to leave them.

Above the primary stage, it has been suggested that secondary education should be divided into two well marked stages, middle and high. The former would extend over a period of three or four years and have an examination at the end of the course, and the latter would lead to the Secondary School Leaving Certificate Examination.

I am not aware of the reasons for the unpopularity of the old Middle Schools in this Presidency, but I consider that their revival and extension would be of distinct advantage to the country.

The Middle Schools would, as suggested by the Central Advisory Board provide a course of general education, and prepare the student

either for higher education or for specialised practical courses. The High Schools would carry on the general education of the student and prepare him either for admission to universities or for various forms of vocational training.

An integral part of the scheme of reorganisation proposed is that there should be a properly graduated series of technical, vocational and professional schools to work in co-operation with the general institutions.

It is rightly felt that manual training or handicraft should be made compulsory in the lower classes and optional in the higher classes of all general schools. The value of handwork as a part of mental discipline and as an instrument of education is so widely recognised that I am sure it will receive the importance it deserves. Such work would be pre-vocational and would provide a salutary corrective to the literary type of education in the ordinary schools.

As regards vocational training, it has been rightly held that it should be given in separate institutions rather than as an alternative to the general courses in the ordinary schools. If that is to be so, then there is need for the provision of a large number of technical and crafts schools in this Presidency. It would be necessary, however, if technical unemployment is to be avoided, to make a careful survey of the economic needs of the province and to see that these schools are located at suitable centres. I would, in this connection, suggest that attempts should be made to revise and encourage such of the indigenous crafts as have fallen into decay.

The attempts which are being made by the French Government in their West African colonies to encourage native arts and crafts provide an impressive example of what a Government could do in this direction. After a preliminary investigation into the arts and crafts of the various districts, the Government authorities drew up plans for the starting of regional crafts schools at the headquarters of each of the seven colonies which constitute French West Africa. One such school has been organised in French Sudan and a second is being organised in French Guinea. Expert craftsmen are invited to work at these schools, which are under European directors. The craftsmen, in some cases, work along their own lines, while in others, European technique was able to contribute to the improvement and development of the craft. These schools are thus becoming centres of inspiration for craftsmen throughout the country.

When these industrial and crafts schools are established, it is obvious that they should all be brought under some unified control. At present we find that the industrial schools are under the Department of Industries

and have no connection with the educational department. Similarly the agricultural and commercial schools in this Presidency exist as independent institutions and have not been organised and fitted into the general scheme of education. It would be necessary to bring all the general and vocational schools under the control of a single Board or Department, if the reorganisation is to be a success. Then again, suitable arrangements would have to be made with the representatives of railway companies, commercial firms and industrial concerns to ensure that the pupils in the vocational schools go through an organised course of apprenticeship after their period of training.

As the provision of these technical schools would involve large expenditure, Government should be prepared to encourage private agencies to start and run such schools and give liberal grants towards their maintenance.

The success of the whole scheme would largely depend on the measure of support which it receives from the public. With a view to securing this support, teachers should establish and maintain as close a relation with the parents of their pupils as possible. Parent-Teacher Associations should be formed, and regular meetings arranged. Such Associations would aid greatly in establishing co-operation between school and home. When a diversion of pupils to vocational courses is found desirable, the parents should be convinced that such courses were best adapted to their children's aptitudes and would prove most beneficial to them in the long run.

It is generally agreed that if education is to be really effective at the secondary stage, the teaching and examination in all non-language subjects, should be conducted in the vernacular, with English as a compulsory second language in the higher forms. Not only does a foreign medium impose an undue strain on the pupil, but it creates an air of unreality about everything which he learns. Because of this smoke screen of foreign words, he is unable to see things in clear outline and in proper perspective. He leaves school therefore with a mass of unassimilated knowledge, with nebulous ideas and an imperfectly mastered medium of expression. I am afraid we cannot entirely exonerate ourselves from blame in regard to this matter.

The following sentences occur in the Government Educational Despatches of 1854 :—

"It is neither our aim nor desire to substitute the English language for the vernacular dialects of the country. . . . In any general system of education, the English language should be taught where there is a de-

mand for it ; but such instruction should always be combined with a careful attention to the vernacular language of the people."

I am afraid that it was our eagerness to secure the benefits of English education which led to the demand for the teaching of English even in the lowest classes and relegated the vernaculars to a very subordinate position in the school curriculum. However, we are all agreed now that the vernaculars are the proper media of instruction in our schools, and I hope, that even without compulsion on the part of Government, most, if not all our schools will soon adopt them for the purpose of teaching. The teachers could do a great deal to assist the movement for vernacularisation by the production of suitable text-books in the languages of South India. One of the main arguments advanced against the adoption of the vernaculars as the media of instruction is the absence of text-books particularly on scientific subjects. The difficulty of coining suitable technical terms is undoubtedly great, but it is not insuperable. There are the purists on the one hand, who will not accept a word in its English dress but insist on its meaning being elaborately paraphrased in the vernacular. On the other hand, we have the pundits who hold that the new terms should be coined from Sanskrit. Apart from these, there is the old method of simple transliteration.

While I am entirely in favour of preserving the purity of the vernaculars I yet think that they should freely borrow foreign terms for which there are no equivalents in our own languages. Every living language grows by the assimilation of such foreign elements. The South Indian languages have absorbed a number of Urdu and English words already, and their purity will not be impaired by the introduction of foreign words for which they have no equivalents.

The general middle and high school courses should be so devised as to provide the elements of a sound liberal education for all those who go through them. There seems to be an apprehension in the minds of some already that the proposed reorganisation of the school system would lead to the restriction of the benefits of education. So far as I am able to judge, it strikes me that the aim of the changes proposed is not to restrict the benefits of education but to adjust the educational facilities in the country to the different aptitudes and circumstances of pupils. Even under the reformed scheme, it should be possible for the poorest village boy who gives evidence of special intelligence and capacity to climb the educational ladder and go on to the university with the help of free places and scholarships. In my opinion, any programme of educational reform should include a large increase in the number of Government scholar-

ships and in the value of these scholarships to enable poor and intelligent boys and girls to obtain the highest education they are fitted to receive. The Board of Education's report for 1934 (England) contains some facts and figures relating to the career from elementary school to university open to promising pupils, irrespective of family circumstances. Nearly 80 per cent of pupils admitted to secondary schools came direct from public elementary schools, and more than half of these pupils were admitted free. Of those admitted to private or aided secondary schools 65 per cent were given free places. This large percentage of free education is one of the factors, that account for the absence of wastage in secondary education in England.

The present S.S.L.C. course should be so revised as to avoid early specialisation and make provision for a knowledge of subjects which is necessary for general culture. The schools should be freed from the domination of the university and the bondage of a rigid external examination. The present S. S. L. C. examination should be replaced by a simpler test which should not be competitive but relative to the school as well as to the individual student. The school record of the student should be given due recognition, so that he might be encouraged to put forth his best efforts right through the course. It would also be necessary to so reconstitute the S. S. L. C. Board, as to make it representative of varied interests. At present, it has been computed that out of 18,000 candidates for the public examination, one-third are declared eligible and only half of these actually go on to the university. And yet there has been a steady increase in recent years in the number of university representatives on the Board.

With the removal of the incubus of the public examination largely controlled by the universities, and the renewed recognition of the school record of students, it may be hoped that secondary education will become really effective. The present position is so bad that some critics have seriously questioned whether the schools give any education at all. The last Quinquennial Report states :—

"Schools are too often merely coaching establishments and neither seek nor achieve any training of the mind in discipline, leadership and corporate action or any proper training of the body." The energies of the student are almost entirely absorbed in cramming for the public examination and in trying to get through it by the easiest and quickest methods available. The reported leakage of papers in connection with the recent S. S. L. C. Examination at certain centres throws a lurid light on the unhealthy influence of the present system on the character and outlook of many of our students. The secondary stage is, in some respects, the most vital part of the educational system, as it is concerned with the

training of the adolescent. It is at this stage that the student's habits are formed and his character shaped and it is here that education should above everything else be a discipline in the evaluation of right standards.

The reorganisation of secondary schools may necessitate the closure of a few inefficient and unnecessary ones and a redistribution of other schools. I hope, however, that Government will take the opportunity of encouraging by liberal grants the establishment of a large number of residential schools in the Presidency. Educational experience points to the great value of a common life of residence issuing in various corporate activities which are both a discipline and a stimulus to the student. A residential school exercises a comprehensive and continuous daily influence on the student which mere attendance at classes and games cannot exert, promotes *esprit de corps*, and provides exceptional opportunities for inculcating ideals of conduct and for building up worthy traditions. If quality and efficiency are supremely desirable in education, then expenditure on these schools would be a wise investment.

Special attention would also have to be paid in any scheme of school reform to the provision for physical training. What has been done in this direction already does not fully meet the needs of the situation. The schools should provide adequate playgrounds for their pupils and encourage all forms of extra-curricular activities. If the object of the school is not only to impart knowledge but to train and fit young men for leadership and service in the community then these extra-curricular activities should form a very necessary part of school education. The type and extent of such activities and the manner in which they are to be co-ordinated with intra-mural activities are problems which can be solved only after careful consideration and experiment. Such matters are, however, now receiving the attention they deserve. They are being investigated, for instance, by the Association for Education in Citizenship recently formed in England.

It is scarcely necessary for me to say that any scheme of reconstruction must make greatly enlarged provision for courses suitable for girls. Though there has been some progress in the education of girls in our own province, the disparity between the position of boys and girls is still so great that special efforts are necessary for the expansion of girls' education. It is fortunate that there is not much prejudice in this presidency in regard to co-education in the earlier stages. The report on Education in India for 1933-34 states that in Madras there are considerably more girls in boys' primary schools than there are girls in girls' primary schools. If the success of these co-educational schools depends, as has been suggested, on their being taught by women, then the need arises for the creation of a large body of trained women teachers. But in addition

to these co-educational institutions there is an urgent need for the opening of a large number of separate schools for girls and for the enforcement of compulsion. The denial of educational opportunities for a large section of our girls and women would only perpetuate the weakness of the nation. As regards the curriculum of studies for girls at the secondary stage, it is generally agreed that while there should be provision for a course similar to that for boys for such of those girls as desire to go on to the university, there is need for an alternative course for the large majority of girls who are destined for married life. Such a course would lay special emphasis on subjects like domestic science, hygiene and welfare work. There has been a remarkable awakening of Indian women in recent years, and it is encouraging to find that an ever-increasing number of them are themselves beginning to tackle the many problems that confront them. Government may count on the enthusiastic support and co-operation of the educated womanhood of the country in the working out of any suitable scheme for the reform and expansion of our schools for girls.

If the secondary school system were refashioned in the manner indicated, universities should be able to control their standards of admission through their own examinations for Matriculation. The diversion of a large number of students at the earlier stages of education should enable the universities to admit only those who were fitted to pursue higher studies. It may be reasonably hoped then that the quality of academic work at our universities would improve and that they would be in a position to maintain the highest standards of learning and research and to give professional and specialised training. But in addition to all this, it is necessary that the universities should attempt to serve the community by training their students in practical citizenship also. The general assumption is that the disinterested pursuit of knowledge is in itself a training both for individual living and citizenship. Hence the lack of relation between many of our academic studies and the actual conditions of our environment. It is necessary that for practical citizenship emphasis should be placed on those aspects of knowledge which have special contemporary value. In order that the main problems of our time may receive adequate treatment, the social sciences should occupy a prominent place in the curriculum. Universities which have departments of history, politics and economics should, as part of their extension work, provide evening or summer courses in subjects connected with their departments, and, if necessary, award diplomas and certificates in them. Such diplomas and certificates may be granted in subjects like rural economics and co-operation, Municipal and Public Administration, and social science. I may point out that some of the provincial universi-

ties in England have instituted such courses and that there is a flourishing school of social science and administration at the University of Liverpool. It is increasingly recognised in all western countries that it is an important function of universities to give to the ordinary citizen, through its extension and adult education work, some general understanding of contemporary life and its problems.

The universities should also arrange for summer schools and refresher courses for the benefit of teachers. Little or no research work is done in this country in connection with teaching. In view of the many educational problems which confront us, there is need for an institute of Applied Psychology in South India. It should be possible for the five universities in this part of India to start a central institute where educational experiments could be carried on and to which teachers could be sent to do research in applied psychology.

Whatever form educational reconstruction may take in this country, it has to be remembered that such reconstruction will inevitably involve a much larger expenditure of public funds than in the past. If the Provincial Governments are unable to find the money, it is to be hoped that the Central Government will come to their aid. The Government of India, rightly realising that education is a matter of national importance have revived the Central Advisory Board, as a clearing house of ideas and a reservoir of information in all things connected with education. It would render a great service to the country by giving in addition, such financial assistance to the provinces as may be necessary for some years to come, for carrying out their programmes of educational reform.

It is impossible to disguise the fact that a large number of primary and secondary schools in this Presidency are in a deplorably inefficient state owing to lack of adequate financial aid from the Government. Many of the aided secondary schools have no libraries worth the name and their equipment is meagre. The teachers in these aided and local body schools are miserably paid and their salaries are very often kept in arrears for months. On the plea of retrenchment school managements have imposed cuts ranging from 10 to 35 per cent. on their already inadequate salaries. The tenure of teachers again is often very precarious owing to the absence of recognised rules for the appointment, promotion and removal of school teachers. The present conditions of service tend to smother all true vocational instinct in the teacher and to leave him with a chilling sense of being a mere hireling. Is it any wonder that he is often cold and lifeless with little or no enthusiasm for this work? It is well to remember that no educational reform can be really effective until the teacher is induced to take a living interest in his work. And

this can only be done by paying him adequately and by improving his status. The local Government have themselves admitted that the present grant-in-aid code is illiberal and needs revision. But though the matter has been under consideration for several years, nothing has yet been done to improve the grants to private institutions and to lay down standard scales of pay for teachers. It is to be hoped that the scales of pay to be fixed will be such as to attract to the profession of teaching and to retain in it the services of the best and the most gifted in the land.

For education is the most important of all the services to the community. Political and economic interests may be dominant, at the moment, but the time is not far off when education will come to be regarded as the supreme concern of every civilised community. We have seen how in certain countries in the west the resources of the whole nation have been pressed into the service of a wrong kind of education for purely political and economic ends. How much more necessary is it then to mobilise all our available resources to serve the cause of true education, which alone can liberate the human spirit from the bondage of ignorance and custom and prejudice and promote right relations among men?

I would appeal to the teachers here to take as wide and as high a view of education as possible. The larger the vision of the teacher, the greater will be the success of his mission. It has been truly said that teaching is much more than a technique, it is a life and an example. It is by his personal contact and personal example that the teacher lights the flame of enthusiasm in his pupils not only for knowledge but for all great and worthy causes. A stupendous task awaits the teacher in our country. Not only ignorance and superstition, but communal and sectarian antagonisms, and social evils of various kinds have to be uprooted, there is to be any national solidarity and progress. Endeavour therefore to make the education that you give, a discipline in independent and right thinking, in tolerance, and in co-operation for the common good. Men alone will education fulfil its great purpose of enabling every man to play his part worthily in life and to assist his fellow-men with generous sympathy in the making of a better and happier world.

XXVII PROVINCIAL EDUCATIONAL CONFERENCE, SALEM

WELCOME ADDRESS

By

G. F. F. FOULKES, Esq., M.L.C.,

Chairman, Reception Committee.

On behalf of the Reception Committee, I have the pleasure to greet and welcome you, the Delegates to the 27th Provincial Education Conference in Salem.

The education of the rising generation has formed one of the chief problems and has taxed the keenest brains of mankind during the past 6,000 years. Nevertheless, education is such an elusive subject that no common definition has yet been formulated which can be made to cover the aims of education in all its objectives. The reason for this seems to lie in the fact that the times and circumstances in which successive generations of men live, vary so very much both in the environment of the same people and in the genius of each of the peoples who form the inhabitants of our globe. As a generalisation, it may be said that education is the endeavour on the part of each existing adult generation to fit the rising generation for their duties in life.

It is a law of human nature that the life of any generation has to be lived according to the environment into which it is born. Consequently, a national system of education should aim at developing the life of the child as an individual and at the same time it should fit the child to fill its place in the social life of the community as a whole.

But there is no such thing as a perfect system of education because what is perfect for any given generation may not be perfect for a generation fourth removed from it in the future.

In short, the theory underlying the principles of education is the aim to adjust the claim of the individual to live his life as much as possible in harmony with the claims of the community upon the individual. And it follows from this that the education of girls is as important as that of boys. Only in this way can there be any real harmony between the liberty of the individual and the claims of society upon the individual.

Moreover, the imparting of education is an individual matter and the teaching will be efficient or otherwise according to the varying capacity and personality of the teachers to whom the young have been entrusted.

It will be the duty of the Subjects Committee to decide which aspects of the Educational system of this province are to come up for discussion during the Conference. I have ventured to dwell on the principles which underlie the educational systems because your discussions and resolutions will be the more practical and fruitful the more you keep in mind these principles. We frequently hear the complaint that our present system of education is a disappointing one. Undoubtedly, one of the reasons why there is such a deplorable lack of sympathy of parents for teachers has its origin in the dissatisfaction felt by the mass of people in the poor results which have been attained in spite of the excellent material and high natural aptitude of the inhabitants of this province of Madras.

I think this feeling of disappointment is due to the belief that the present system of education which has been adopted is an ill-balanced one. There is a general feeling that it is not enough to confine the education to mere book-learning and to test that book-learning by periodical examinations. Nor is it enough to confine this kind of learning to the boys to the neglect of the girls of the country. Book-learning there must be, but it ought to be accompanied and supplemented by those branches of education which fall under the headings of Character-training; Deportment-training; and the Physical-training of the body. There is now an increasing endeavour to develop physical training; but in how many schools is there any conscious effort to stimulate the building up of the character of the young or to attempt the more simple and easier task of teaching young people what constitutes good manners and courteous behaviour?

There is a general consensus of opinion as to the desirability of securing a close and friendly relationship between teacher and pupil. I think that one of the means by which this objective may be attained is the opening of Hostels or, what is called in England, Boarding Houses for boys attending a school. In this district of Salem, Boarding Houses have been opened in 3 secondary schools on co-operative lines. The District Board supplies the necessary minimum of furniture and equipment, and pays the monthly rent of the buildings which are hired for use as hostels. The hostel is run on co-operative lines on the dividend system under the supervision of the Warden in consultation with the senior boys. The average cost per boy per mensem comes to about Rs. 6. It has been found that the number of boys who can conveniently be accommodated in a hostel should not exceed 35. When the movement was started it was hoped that every boy who had no relations or friends of his family living at the school centre, should be able to find accommodation in a hostel. But, unfortunately, sufficient numbers of

the type of building required for a Hostel have not been forthcoming, and many boys who would be glad to live in a hostel are debarred from doing so. My own hope is that an adequate supply of Hostels for every school will one day be considered to be a part of the necessary equipment for the school; and that funds will be forthcoming to house every pupil whose parents desire that they should come within what ought to be the good influence and happy atmosphere of a hostel. It is probable that hostels specially built for the purpose will cost Rs. 6,000 each.

Other means of bringing teacher and pupil together in close and friendly contact outside the class-room are the formation of Committees of boys, with a master as adviser and chairman, to manage such school activities as Dramatic societies, Choral Societies, Debating societies, Gymnastic clubs, School Library and so on.

The lack of harmony and contact between the parents of the boys and the masters of a school has often been made the subject of deprecation; and of emphasising a weak point in the existing system of education in vogue in this province. Probably the strongest tie of all for the purpose of knitting parents, master, and boys of a school together into one harmonic whole is the Old Boys' Association. Several schools have formed such associations but in how many instances in this province can it be said that these associations are serving any real or good purpose? The growth of the Associations must necessarily be a slow process until there is a general feeling of appreciation regarding their value as an important adjunct to a well-balanced educational system. At present the enrolment of the names and addresses of old boys is a difficult and tiresome matter; which is incidentally evidence of the lack of interest and pride of the old boys in their school and of the apathy of the school staff towards their old pupils. For the present, and as a preparation for future development, it must suffice if a headmaster can make his roll of old boys as complete as he can together with an endeavour to induce a growing number of old boys to attend the Annual Prize day of their school. In all cases, also, a headmaster should try to form a committee of old boys and, at least, keep himself in personal touch with them.

If it is true that a successful and well-balanced system of education depends largely on the quality and personality of the individual teacher, then it is manifest that too much care cannot be devoted to helping a teacher to perfect himself in his chosen profession in life. One way of encouraging a teacher to maintain a high standard of tuition is the holding of Refresher Courses in Pedagogics lasting for three months; and I believe it would not be excessive if teachers were given facilities to

attend one such course every five years. Nor can I see any reason why special courses of one month each should not be designed for the benefit of Headmasters. Not the least valuable part of all such courses lies in the opportunity given to teachers to mix together informally in their leisure time and exchange ideas and experiences.

It is, I believe, a matter of general agreement, that properly qualified and selected Inspectors of Schools are a real help to the staff of a school. If this is the case, it is obvious that there are at present too few of these pillars of the educational system if it is accepted that every school should be inspected at least 3 times a year.

Both of the above methods of obtaining a good standard of efficiency for the teaching staff of the country are a matter of urgency and importance; especially at the present time when there is an increasing clamant demand for universal and compulsory education. Wherein is any national benefit likely to accrue from opening large numbers of additional schools unless you have first secured the means of raising the numbers and calibre of teachers required? After that it is necessary to furnish them with the training and knowledge requisite to discharge their responsibilities to the youth of the country entrusted to their charge. In a properly ordered expansion of education it will require 2 years of preparation for every additional school it is decided to open. Moreover, in every District there are certain areas wherein the population welcomes the idea of expansion of education and there are other but larger areas where expansion is regarded askance. It will be a waste of money to expand the schools in the latter areas until the former areas have been fully served. Consequently it will not be an easy matter to discriminate between an area where compulsory education may be expected to yield good results and other areas where compulsory education will be certain to lead to disappointment and waste of money.

In conclusion, I hope that the proceedings of the Conference may lead to some permanent improvement in our educational methods and that every delegate may enjoy his stay in Salem. I am afraid that Salem Town has no special attractions in itself. The principal industry of the townsmen is hand-weaving, with the details of which you are already probably familiar. For those of you, however, who can spare an extra day it will be worth your while to visit the Mettur Dam or there is the famous waterfall at Hoganakal or during this hot season a drive round the Hill station of Yercaud might prove a pleasant change for you.

HOW CAN SCHOOLS MAKE PHYSICAL EDUCATION VITAL IN THE EDUCATIONAL CURRICULUM

By

MR. H. C. BUCK, M.A., M.P.E.

1. Plan the entire school programme in such a way that every pupil in the school shall participate *daily* in a purposeful, meaningful, well organized and well supervised physical education programme. This may require drastic revision of general time-tables to permit an adequate number of physical education classes per day and per week. But if education is really meant for the child a way can be found.

The whole child goes to school. He takes with him his physical life, physical interests, and physical needs. These must be catered to every day in the week and not only on one or two days. School life as it is organized to-day does not give due consideration to the physical aspects of life and may even be detrimental to health, physique, physical skills and moral character. Since the physical life is basic from the point of view of health, and since it is through physical activities that much real education is possible, all educators should seriously consider ways and means of re-organizing school programmes for education of the whole child.

Physical activity is a biological necessity. Therefore, physical education activities should form the foundation stone of all education; and a willingness to face facts might bring us to the point of making first provision for physical education and building the other school work around it.

2. Each physical education class period should have a duration of not less than 40 to 60 minutes. Sometime is required for coaching and improving skills and technique, and some time for competition between groups. A shorter period than this does not permit mental or physical satisfaction for the class or the teacher. Further, if there is a change of clothing for physical activities (and there should be for obvious hygienic reason), a shorter period allows very little time for physical activities.

3. Plan and conduct physical education in such a way, that not more than 30 pupils shall report to the physical education teacher at a time. Classes with a strength of not more than 30 pupils will permit the person in charge to actually teach, and to obtain desirable outcomes. The herd system is not permitted in other branches of education and cannot be permitted in physical education if we desire to

HOW CAN SCHOOL MAKE PHYSICAL EDUCATION VITAL 225

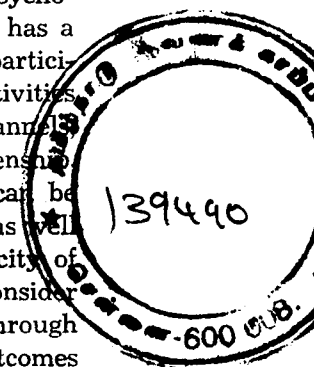
make it educationally sound. Desirable skills, habits and attitudes *can* be developed during physical education periods if groups are small enough to permit actual teaching, and to permit individual as well as group attention. Mass physical education is of no more value than any other mass education. Even the traditional barren programme of mass drill cannot be well done in large numbers. Certainly, scientific educationally sound physical education will not permit the mass method because here the emphasis is not on exercise alone, but on obtaining outcomes useful now and throughout life.

4. Adapt the physical education programme to the interests, needs and capacities of pupils.

The traditional practice has been to plan merely to exercise the pupils. Physiological and anatomical needs may have been considered, but psychological factors did not guide. The child was fitted to a programme rather than fitting the programme to the child. Such procedure is recognized as being in general education. It is even worse in physical education.

But an educationally sound programme of physical education pays as much attention to the facts revealed by psychology as to the principles of any other science. And it does not require much of a psychologist to discover that a programme of play, games and athletics has a greater appeal to the interests, and is fuller of meaning to the participants than any other type of physical activity. Also such activities afford greater opportunity for directing energies in proper channels for obtaining educational values, for developing qualities of citizenship for building moral character. Likewise such natural activities can be carefully selected, classified, and conducted to cater to the needs as well as interests, and of course must always be well within the capacity of the participants to perform. The secret of success here is to consider carefully the nature and the needs of the pupils and to provide through natural and rational activities, physical experiences whose outcomes will be normal, happy, healthy, emotionally sound boys and girls. The traditional drill programme is not adapted to the interests of pupils nor does it adequately cater to their needs. Natural, racial activities do appeal to inherent interests and desires and at the same time afford opportunities for developing skills and qualities which are life like and which give satisfaction throughout life. Health and strength are possible outcomes also.

5. There should be provided an educative and protective programme in health and physical education. In fact the whole educational procedure should be educative and protective. There should be nothing in school life detrimental to physical skills, to posture, to physique or to general health. It is not for the physical education and health edu-



cation programme alone to cater to the physical aspects of life. Unfortunately we still find those who are under the impression that school life necessarily is detrimental to the physical aspects of life, and that physical education comes in as a therapeutic agency to rectify the damage done by other phases of school life. But if there be any school which does not cater adequately to every aspect of life, which does not give opportunity for full and free expression of all phases of life, which has such an undesirable environment, such lack of facilities, such a badly organised programme that it undermines the health and happiness of pupils, we may be sure that its programme is neither educative nor protective and that it has no good reason for existing. Fortunately however, true educators the world over have come to realise that school life must not be detrimental to health and happiness, and that therefore the physical education programme need not be therapeutic in outlook and emphasis, but educative in every sense of the word. Physical education must place emphasis on activities which have social values and which make for the wholesome happy living. This means that instead of traditional drill there must be provided physical activities which have meaning for the participants, which afford both mental and physical satisfaction, and which may result in habits, attitudes, and skills useful now and throughout life. Further, such activities must be directed for desirable outcomes and must be rational to ensure not only protection but full normal growth and development. Related to such an educative and protective physical education programme must be intelligent attention to diet, sanitation, hygiene, environment, facilities and leadership in every phase of school life if the products of the school are to be worthy, happy, and useful citizens.

6. The physical education programme must include a large variety of activities.

Recent tests have shown that a narrow static standardized programme of physical activities fails to produce the skills that give satisfaction throughout life and which must be possessed if one is to be lifted well out of the physically illiterate class. The chief defect of the traditional standardized systems of physical education is that it is possible to pass successfully through the system and still be physically illiterate. The growing developing pupil should be exposed to a large variety of natural activities to ensure that all his fundamental skills may be developed. The traditional drill programme fails to develop all of the fundamental skills and at the same time specialization on only one game likewise fails. In the past we have seen boys pass through school or college, or both, having had no physical activity other than drill and gymnastics or perhaps nothing more than participation in one game like football. Such narrow experiences leave the person physically illiterate,

certainly not physically educated. He passes out of school or college with so few physical skills developed that his physique and movements are far from beautiful to behold and far from a source of satisfaction to the possessor himself. To obtain real satisfaction from the physical life one must be physically skillful, and to become physically skillful one must participate in a large variety of physical activities involving all of the fundamental skills.

7. There should be a proper balance and right relationship between Instruction Periods, Participation Periods, and Inter-School Competitions.

What we commonly think of to-day as Compulsory Physical Education should be proportionately divided into two parts, one part for Instruction and another part for Participation. During Instruction Periods the pupils should be trained in the skills and technique of those activities and games which will form the play and competitive programme of Participation Periods. Instruction Periods are not Theory Classes as some people came to believe who read the Proceedings of the D. P. I. on this matter. Instruction Periods are actual physical activity classes in which the teacher helps pupils to develop skills which will enable them to enjoy their free play and competitions. Drill and gymnastics might form a small part of the Instruction Period if such activities really have any value for the present and for the future. But natural activities will come in for major emphasis because these will more likely be utilized in the Participation Periods.

Participation Periods in physical education are those organized and supervised classes in free play, group competitions, inter-house matches, inter-hostel, inter-class, or intra-mural competitions. Having learned the games, and having been taught the technique and fundamental skills of a wide variety of activities during Instruction Periods, the Participation Periods as well as Instruction Periods will have some meaning for our pupils. And further than that real opportunity is provided for character development as well as physical development through a scheme of play for all which makes it necessary for every boy in the school to do his best for his group and for his team. For obvious reasons Participation Periods should occupy a major place in the programme. But they will neither serve their purpose nor afford fullest satisfaction unless a proper amount of time is given to teaching skills by means of Instruction Periods.

In so far as Inter-School Competitions are concerned there still is too much of a tendency to place major emphasis and to spend a disproportionate amount of the budget on the small number of boys who represent the school in these activities. We believe in representative

teams and in inter-school competitions but these should be merely the peak of the pyramid with a well laid foundation of play and games for the whole pupil body and with emphasis on the foundation rather than on the peak. Meaningful physical experiences must be provided for all if we are to fulfil our aim for desirable outcomes.

We cannot realize this aim by starving the compulsory programme and over-feeding the optional. The compulsory programme must be made up of activities that are as much of a challenge to the participants as are the activities of the inter-school competitions, and they must likewise have their full share of funds, facilities, and competent leadership.

8. Considerable emphasis should be placed on physical activities that are useful to adolescents and adults as leisure-time activities.

While it must be recognized that physical exercise in abundance is necessary to keep pupils physically fit we must constantly keep in mind that the boy will not always be a boy and a pupil. Some day he will have completed his school life, but he will no doubt still have a desire to express himself physically. The question now arises have we during his school life given him anything in the so-called physical education programme that will enable him to participate with joy, satisfaction, and benefit in physical recreation during his leisure time? Too much emphasis in the past has been placed on merely exercising the pupils. The physical education programme has given them little or nothing that was mentally stimulating and satisfying either for the present or for future leisure time recreation. As you are well aware the modern trend is to educate for leisure time. Similarly, physical education must educate for leisure time. The activities must be such as have carry-over values. Formal artificial physical activities have little or no carry-over values. At any rate we do not find boys or adults resorting to such activities for recreation in their leisure time. The normal person finds satisfaction in some form of play or games, in natural activities, and if he has been so unfortunate as to have attended a school which did not develop his playing skills, his playing habits, and his playing attitudes he is likely to be a most unhappy mal-adjusted individual in the present day social order which is very wisely turning more and more to physical play for recreation and satisfaction during part of its leisure time. But such leisure time activities must be wholesome and must be of such a nature that they may be participated in by individuals, or by couples, or by small groups and in small areas, as well as by larger groups in larger areas. The school programme of physical education must therefore provide instruction in a wide variety of games and recreative activities suitable for individuals, for pairs, for groups small and large and for all sorts of conditions and situations. The boy or girl who is fortunate enough to attend a school that looks forward to the time when the boy

or girl is no longer a pupil; a school which realizes that much of the unhappiness in this world is due to failure to find satisfying recreation during leisure time; a school which provides physical activities which have carry-over values; that boy or girl is more likely to adjust happily to society and more likely to live wholesomely and constructively during leisure time than the unfortunate boy or girl who has had nothing but Swedish Drill during school physical education periods.

9. The School should keep and use for the good of the child, records of pupils' condition, behaviour, and attainments in health and physical education.

It is common practice to keep records of pupils' work and attainments in the regular academic pursuits. Perhaps this is done only because such subjects are examination subjects, rather than for the good of the pupil. But if it can be done in one section of school life, and if it has its values there, it can be done in health education and physical education, and it would no doubt give us facts that would be of immense value in shaping the programme according to the nature and needs of pupils.

Tests and measurements in physical education serve the double purpose of obtaining facts that may guide us in our work, and as an incentive to pupils to improve their skills, physique and health. It is one way of motivating the programme, and of placing it on a level with the academic work.

10. The school should work closely with the home in an effort to secure the correction of remediable defects discovered during the medical examination.

Medical examinations are of value only when there is sufficient follow-up work to see that defects are remedied. And of course there must be a very close working relationship between the physical education and medical examination or health service, in order to protect and promote the health of pupils.

11. The physical education programme must be carried on under competent leadership.

Vital physical education is scientific and educationally sound. To make it so requires the best leadership available. The physical education teacher must be intelligent, educated, specially trained, resourceful, purposeful, and a lover of humanity. He must be a person of good moral character, a good teacher, a good organizer, a fair performer in a variety of physical activities, and a person whose philosophy of life is such that he can employ play and games as educative socialising instruments. Fortunately the practice of employing illiterate drill masters to "exer-

cise" the pupils is rapidly becoming obsolete. Many schools now have something much better than that. But we still have a long road to travel toward improving the leadership. Our experience leads us to advise schools to depute for training as physical education teachers, men with not less than secondary grade teacher training, and preferably to send the University Graduate who has had teacher training. We note with pleasure the constructive vitalized physical education programmes that have been developed in a few schools where such more highly qualified leadership has been employed. We look forward to the day when more and more schools will add to their teaching staffs the most highly qualified physical education teachers available, or that they will depute for training potential leaders of the type herein described. As parents, when we entrust the physical lives, emotions, primitive urges, and formative characters of our children to physical education teachers we should make sure that those teachers have a scientific knowledge and sympathetic understanding of child nature and of the developing boy. Physical education teachers are educators, and must possess in addition to technical qualifications, all of the qualities and qualifications of teachers and educators in the field of general education.

12. Adequate facilities, equipment, and supplies should be available for the conduct of the physical education programme.

Naturally these will be determined by the strength of the school, by the age-characteristics, by inherent interests and desires, by the play traditions of the locality, by the needs and physical capacities of the pupils, and by the budget. But there should be a much greater attempt to budget and provide for these essentials than we find in some quarters to-day. If the pupil is to develop normally as a physical being, if he is to learn skills which may be useful to him throughout life, if he is to develop habits, attitudes and qualities acceptable in the present day social order, he must be given full opportunity to express himself physically and to practice and learn habits of fair play on the playing field.

Someone has very wisely said that it is far better to have playgrounds without schools than to have schools without playgrounds. In fact a school without a playground is not a complete educational institution and we should not have any peace until every school is adequately equipped to cater to each and every aspect of life, until every school can truly say that it educates the whole child.

In conclusion permit me to quote Dr. J. F. Williams who says:—
"The aim of physical education should be to provide the leadership, the facilities and the environment that will make it possible for individuals and groups to participate in activities and in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound."

XXVII PROVINCIAL EDUCATIONAL CONFERENCE, SALEM

7th May, 1936.

The XXVII Provincial Educational Conference began its sessions in the upstairs hall of the Municipal College, Salem on Thursday the 7th May, 1936 at 9 a.m. The premises of the college were tastefully decorated. The proceedings commenced with prayer in Tamil by Mr. Jeevarathinam.

Among those present were Messrs. C. Vijiaraghavachariar, T. Audinarayana Chettiyar, and Rao Sahib C. M. Ramachandran Chettiyar of Coimbatore. About 400 delegates were present including a good number of Lady delegates.

After prayer and the reading of messages, Mr. G. F. F. Foulkes, Chairman of the Reception Committee, delivered his Welcome Address.

At the conclusion of the Welcome Address, M.R.Ry. S. K. Yegnanarayana Iyer, President of the S.I.T.U. proposed Diwan Bahadur S. E. Runganathan, M.A., to the presidentship of the conference. In doing so, Mr. Yegnanarayana Iyer said:—

"I have great pleasure in proposing Diwan Bahadur S. E. Runganadan to the chair. By age, experience, and general qualifications, there is no better man in South India to-day to help and guide us in conducting this conference than Mr. Runganadan. He has risen stage by stage and occupied some of the highest positions given to educationists in India to occupy. Time has not brought about any change in him. He preserves the same smile, the same gait and the same steady hand-writing (Laughter). With great pleasure I propose him to the chair."

Mr. A. Ramaswami Gounder, Principal, Municipal College, Salem, and Vice-Chairman of the Reception Committee in seconding the proposition said that many might not have had opportunities to see Mr. Runganadan personally, but they would all have heard of his qualities. He had devoted a life-time to the cause of education. He had all along been a friend of the cause of education. As the Vice-Chancellor of the Annamalai University he had won a name as an able administrator. With his ripe experience, he hoped the conference would be a success.

Rev. M. G. Kuolt on behalf of the N. Arcot District Teachers' Guild supported the proposition.

Mr. E. N. Subramanian of Chittore said that Mr. Runganadan combined in himself the qualities of the realist and the idealist. The speaker was glad Mr. Runganadan was in their midst to move with them intimately and study their needs.

Messrs C. Ranganatha Iyengar of the Anantapur District Teachers' Guild, V. Rajagopala Iyer of the Coimbatore Guild, E. H. Parameswaran of the Tinnevely Guild and S. T. Ramanuja Iyengar of the Trichinopoly Guild supported the proposition.

Messages.

Mr. A. V. Sundaresa Aiyar, Joint Secretary of the conference read messages wishing the conference success from Mr. R. M. Statham, Director of Public Instruction, Mr. S. Satyamurthi, Mr. P. A. Subramania Iyer, Headmaster, Hindu High

School, Madras, Mr. J. Sargunam, Headmaster, Union High School, Coimbatore, Mr. Aravamuda Iyengar of Madura and Kulapathy V. V. Parameswara Aiyar of Palghat, and Mr. Syied Mahmood of Madras.

The President then delivered his Presidential Address.

The Educational Exhibition.

Janab Gulam Dastagir Sahib Bahadur, D.E.O., and Chairman of the Exhibition Committee in requesting M.R.Ry. Dewan Bahadur K. Sundaram Chettiar, Ex-Judge of the High Court to open the exhibition said that it was his pleasant duty to bring together the handiwork of the pupils and the teachers. The exhibition was intended to show what the pupils were naturally fitted to do, and what work the teachers could do and had done. He then requested Mr. Sundaram Chettiar to open the exhibition.

Mr. Sundaram Chettiar before declaring the exhibition open, said that he considered it his unique privilege to participate in the conference. The key-note struck in the two addresses delivered just before was dissatisfaction and disappointment at the stage education had reached. The same key-note was struck years before. But the dissatisfaction served only as a stimulant and incentive to further progress. Whatever educationists and lay men may say with regard to the object of education, they must remember that a large majority of the students entered schools in order to enable them to earn a livelihood. The system of education must be suited to the needs of the country. It had been said that Elementary Education must be mass education. If that object were to be achieved, there must be compulsion, which in turn meant the spending of large sums of money. He did not know if attempts made in the direction of the expansion of elementary education had been successful.

As regards Secondary Education, he said that it was necessary that at a particular stage, there must be diversion of pupils to vocational, commercial and industrial schools. This involved the starting of many such schools. Unless the Government was prepared to make those avenues available to students, there was the danger of their drifting about. As for the University education, it was desirable that there should be reduction in the number of students. Then they would have the best students in the colleges who would later on become ornaments of the society.

Speaking about the exhibition, he observed, that it was an adjunct of the conference. In his school days, he had never heard of exhibitions. There were 1,500 exhibits. About 130 pupils and 45 schools participated. That was a very good feature. Exhibitions were a medium of education. The exhibits made them understand not only the methods of teaching adopted by the teachers, but proved an incentive to pupils to use their hands and eyes. He then declared the exhibition open.

SECOND SESSION, 2 P.M., 8TH MAY

The Second session began with the reading of papers at 2 p.m.

The questionnaire issued by the S. S. L. C. Board was taken up for discussion. The discussion was continued the next day.

Rev. M. G. Kuolt initiated the discussion. He spoke on the necessity for caution in changing the existing scheme. Mr. T. P. Srinivasavaradan spoke on the necessity for diversified courses of study towards the end of the S.S.L.C. course.

Mr. C. Ranganatha Iyengar supported the present syllabus. In his opinion, the lack of finance, limited accommodation and inadequate equipment, were some of the difficulties in providing diversified courses of study. Moreover, with the present scheme it did not cost much to prepare the pupils for the University Course.

Mr. Lakshminarayana Iyer of Salem wanted that the optional subjects should be abolished. He was in favour of five compulsory subjects with some modifications in the present syllabus, and emphasised the need for a thorough study of the Geography of India in preference to the Geography of foreign countries.

Mr. A. Sundaresan of Tuticorin said that sufficient time had not been allowed to try the merits of the 1929 scheme. It provided an elementary knowledge of all subjects which was necessary for an educated citizen in a modern state. The scheme however required certain modifications. The pupils should be examined in the portions done in forms V and VI only. Finally he pleaded for Vernacularisation.

Mr. N. Kalyanarama Iyer of Thirukattupalli wanted that the interests of the large number of pupils who did not go to the University should not suffer for the sake of the few who joined the colleges.

Mr. V. Rajagopala Iyer of Udumalpet said that at the conference of the District Teachers' Guild at Coimbatore they discussed the question for more than two hours, but could not come to a definite conclusion, since the problem bristled with difficulties. The 1934 scheme met with opposition mainly due to the difficulty of providing equipment. The fundamental question was to decide how much of knowledge was required of a student who had completed the secondary school course. This was necessary, because, it should not be forgotten that the secondary school course was intended to prepare the pupils to become citizens.

With regard to the 1929 scheme, the speaker was of the opinion that it was too much to examine the pupils in the portions done during three years. He was for examination in the portions done during three terms, two in V Form and one in VI.

Mr. K. M. Sundaram of Tanjore suggested three groups. (1) Compulsory subjects including English and vernacular. (2) Optional group for the public examination comprising (a) Detailed study of English, (b) Science subjects, Mathematics, History, Geography, etc. (3) Optional group not for public examination. (a) Technology, Commercial subjects including shorthand and typewriting, etc.

There should be a school record of the pupils' progress in the subjects not examined and those who had not attained a certain minimum standard in the optional subjects in this group should not be certified that they had completed the school course.

One speaker advocated the abolition of Elementary Mathematics, for they were concerned with the aptitude of pupils and not with the likes and dislikes of teachers.

Mr. G. Shiva Rao of Kurnool was of opinion that the present S. S. L. C. Scheme was rather ambitious. He favoured the introduction of the Middle School Examination which would eliminate misfits. He suggested the abolition of the optional subjects, for the present scheme had a very heavy syllabus.

Mr. G. Srinivasachari of Madras complained that the present system was an exotic plant. Opinion seemed to favour diversified courses of study, but in doing so, the needs of the society should not be forgotten. He was against the introduction of the Middle School Examination. Mr. R. G. Grieve, a former Director of Public Instruction, after eliciting the opinions of Headmasters and carefully con-

sidering the question, had stated that the reasons advanced in its favour did not convince him of the necessity for such an examination. The speaker was of opinion that the diversified courses should be left to the experts, namely, the different departments of the Government, like the Agricultural and Industrial Departments. The schools must concern themselves only with the literary side of the course.

Mr. M. S. Sabhesan wanted a definite lead from the Conference. He wanted to know whether the Conference was in favour of the continuance of the present scheme, and whether a lightening of the syllabus in Science and Geography was desired.

The president then took a "straw vote" of the house on the following points

- (1) Whether the present scheme should be continued
- (2) Whether the syllabus should be lightened
- (3) Whether the medium of instruction in non-language subjects should be in vernacular.

The Conference expressed its opinion generally in favour of the three points raised at the end of the debate. It was also decided that suggestions in the direction of the lightening of the syllabuses be invited from District Guilds at an early date and that a sub-committee consisting of the following with power to co-opt, Mr. M. S. Sabhesan (convener); Mr. M. D. Manikkam, Madras; Mr. Sithapathi Naidu, Madras; Mr. Guruswami Sastri; Mr. Rajagopala Aiyar and Mr. E. Parameswaran be appointed with power to co-opt to prepare a memorandum on the basis of suggestions received from Guilds and to forward it to the authorities.

9th May, 1956. 9 A.M. to 12 Noon

RESOLUTIONS: OPEN SESSION

Diwan Bahadur S. E. Runganadhan presided.

The discussion on S. S. L. C. Questionnaire was continued at 9 A.M. and the Conference expressed its opinion on the different points placed before it. Then the resolutions brought up by the Subjects Committee were considered

Resolution I. Condolence.

(a) *This Conference places on record its deep sense of sorrow at the demise of His Majesty the King-Emperor George V.*

(b) *This Conference places on record its deep sense of sorrow at the demise of Mrs. Jawaharlal Nehru, Rao Bahadur P. V. Seshu Aiyar, Mr. J. P. Cotelingam, Mr. C. R. Namasivaya Mudaliar, Mr. H. Champion, Mr. D. H. Boulton, I.C.S., and Mr G. Vaidyanathaswami Aiyar of Erode.*

Resolution II. Loyalty.

This Conference sends its loyal greetings to His Majesty the King-Emperor Edward VIII and prays for his long life and prosperity

The above two resolutions were moved from the chair and carried unanimously.

Resolution III. Educational Reform.

"This Conference appeals to the Government of Madras to review the whole question of Educational Reform in all its aspects and urges upon it the imperative need for taking the S. I. T. U. into its confidence in the planning and carrying out of such reform."

In moving the resolution Mr. Yegnanarayana Aiyar said, "The question of Educational Reform should be thought of as an organic whole, and should not be tin-

kered with. The whole machinery seems to have gone out of order, and it has to be completely overhauled. Another point in the resolution is that the S. I. T. U. should be consulted. We claim this not as a matter of courtesy, but as a matter of right. Our credentials are quite satisfactory. We are taking a departure this year, and we have resolved to take up the work ourselves. We entrust the responsibility of doing the work (regarding compulsory Elementary Education) to a constituent guild. We are not mere talkers. So we are entitled to be taken into confidence by the Government.

Mr. M. S. Sabesan seconded the resolution and it was carried.

Resolution IV. Educational Finance.

"This Conference requests the Government to take steps to have Educational Finance reorganised and placed on a satisfactory footing and suggests the liberalisation of the Grant-in-aid Code on the lines suggested by Mr. Statham as special officer in his Report on Secondary Education."

Mr. N. Kalyanarama Aiyar of Tanjore, in moving the resolution, said that all reforms in education were wrecked on the rock of finance. The little money available was spent on officers and planning. When, however, the plan came, there was no money for carrying it out. Therefore the Government was requested to re-organise finance in respect of education so as to make money available for it. Next to the educational finance of the Government came the finance of the schools. The finance of the school was in an unstable equilibrium. Therefore the teacher was not able to maintain his balance. He was often subject to tremors. The speaker then described the condition of teachers vividly with instances of the termination of service of teachers, arrears of salaries and frequent cuts. Such was the experience of teachers, not only in aided schools, but also in schools under local bodies. So long as the fee-income was sufficient to pay the salaries, the teachers were safe; but if the fee-income fell, the salaries of teachers were cut. The only way out of the difficulty was the liberalisation of the Grant-in-aid Code. The revision of the Code may be generally on the lines of Mr. Statham's report, so that managers may be able to run their institutions on efficient lines.

Mr. S. K. Subbaraman (Coimbatore) seconded the resolution and it was passed.

Resolution V. Educational Services in Non-Government Schools.

"This Conference recommends to the Government of Madras that steps be taken to introduce in the Madras Legislature, legislation for the stabilisation of the service conditions and tenure of teachers in non-Government schools on the lines of the Final Draft Bill of the S. I. T. U."

In moving the resolution, Mr. M. S. Sabesan referred to the deputation which waited on the Director of Public Instruction, and said that it would be easier for the Government to pilot a Bill of this kind than for any non-official member of the Legislative Council. If any changes were needed in the Draft Bill of the S. I. T. U., they could be made in consultation with experts.

Mr. S. T. Ramanujam, in seconding the resolution, drew attention to the point that the Bill referred only to teachers in non-Government schools. Teachers in schools under Local Boards were the victims of political and communal antipathies. With regard to teachers in aided schools, the main problem was insecurity of tenure. The Service Conditions Bill was the only remedy. It aimed at the stabilisation and improvement of the position of teachers. The problems of teachers had to be tackled

through a machinery. The contract did not help them in any way. The contention of the aided school teacher was that though he agreed to termination at the pleasure of the employer, he wanted that it should be on a moral basis and not on a legal quibble. He wanted partnership in education. Teachers should not be used for a time to the advantage of the manager and then kicked like a football. It was the State that made the M. E. R., and so it was the duty of the State to maintain the equilibrium between the teacher and the manager. He recognised the vested interest of management but it was injustice that he fought against. When the employer imposed a cut, he did not consult the teacher. Again, most of the conditions of the contract were not discoverable. There were certain unwritten things taken advantage of by the manager in certain cases to the utter humiliation of the teacher. In Elementary Schools, the conditions were worse than in Secondary Schools. He wanted that there must be no doubt with regard to the duties imposed by the contract on the two parties.

As a profession, teachers wanted also a code of professional conduct. They would submit to a code if the Government prepared one.

Speaking about the plan of work with regard to the Service Conditions Bill, Mr. Ramanujam said that in 1933, the opinions of teachers were consulted. In 1934, the managements were requested to express their views. This year, they wanted to elicit the opinion of the Government.

Mr. V. Rajagopala Aiyar (Coimbatore District Board) spoke about the necessity for standardised salaries.

Mr. Audinarayanan (Mannur, Salem District) speaking in Tamil, pleaded for maintaining the dignity of the teaching profession.

The resolution was carried.

Resolution VI. Educational Literature.

"This Conference requests the authorities of Training Schools and Colleges and the Department of Education to issue from time to time informative pamphlets on Modern and Current questions relating to Education and Educational Services similar to the publications issued by the Board of Education in England and the Department of Education in the United States of America."

In the unavoidable absence of Rev. M. G. Kuolt, Mr. M. S. Sabhesan moved the resolution. In seconding the motion, Mr. Natarajan said, "There is a complaint that teachers are adopting anti-deluvian methods in teaching. Some years ago, the Government of India were publishing reports on this subject, but now they are not doing so. It is a good thing that they have constituted the All-India Board of Education. He desired that Training Schools and Colleges should take up the work of keeping teachers in touch with modern methods so that teachers' work in the class-room may be efficient.

Resolution VII. Elementary Education.

"In view of the widening of the franchise, this Conference invites the attention of the Ministry of Education to the urgency of the need for Free and Compulsory Education for all boys and girls of the province, and requests the District Guilds of Trichinopoly and Tinnevely to study the problem in all its aspects and submit their reports before the end of September 1936."

Mr. A. Sundaresan (Tuticorin) first translated the resolution in Tamil for the benefit of the teachers in Elementary Schools. Speaking in Tamil, he said it was

agreed that the work of the teachers in Elementary Schools must be considered to be of first rate importance, but the actions of the Ministry in the past with regard to this question were deplorable. The Ministry had forgotten that Elementary Education was a living soul. The Elementary Education Act came into existence in 1920. In 1923, Sir A. P. Patro, the then Minister for Education, in a great enthusiasm, increased the number of Elementary Schools. Mr. Statham issued his report in connection with the working of Elementary Education in 1927. Then came the Champion Report with its scheme of "consolidation and concentration". Mr. Champion found that education had spread "too much", and his slogan was "Financial wastage" and "Educational inefficiency". As a consequence of his recommendations, schools had been closed. In the speaker's opinion, there was need both for consolidation and expansion. If real democracy were to come, there must be cent. per cent. literacy. To do their part in the direction, the Guilds of Trichinopoly and Tinnevely had been entrusted with the work of gathering data and drafting a report.

Speaking about the Elementary School teachers and the S. I. T. U., Mr. Sundaresan deplored the lack of knowledge on the part of the teachers about the efforts of the organisation to help them.

Mr. M. G. Venkatraman (Golden Rock) said that as a teacher in an Elementary School, he was interested in the resolution, and therefore, he had great pleasure in seconding it.

The resolution was passed.

Resolution VIII. Secondary Education.

"This Conference is of opinion (1) that Secondary Education should be self-contained, (2) that it should be divided into well-defined stages with provision for a liberal education during first four years, and (3) that diversified courses should be provided in the next two years to meet the requirements of cultural, industrial and vocational education taking care to see that a minimum course of cultural instruction is imparted in all these branches, and this Conference requests the Madras Teachers' Guild to make a comprehensive study of the problem of Secondary Education and submit a report before the end of September 1936."

The resolution which was moved by Mr. M. S. Sabhesan and seconded by Mr. C. Ranganathan was carried.

Resolution IX. Educational Bodies and the S. I. T. U.

"This Conference is of opinion that organised teaching opinion as represented in the S. I. T. U., should be given adequate representation as a constituency by itself in every educational committee and body."

In moving the resolution, Mr. S. Srinivasan of Madanapalle said, "This is a modest request. In the Bar Council only lawyers have a place. In the Medical Council, no one who is not a doctor is allowed to give his opinion on problems relating to Medicine. I wonder why the same principle should not be applied to educational bodies. Who can deny that in all educational matters the teachers must have their say." He appealed to the president to use his influence to make the present S. S. L. C. Board a truly representative body.

Mr. G. Srinivasachari (Madras) seconded the resolution and it was passed.

Resolution X. Secondary Education Boards.

"This Conference considers that the time has come for making Secondary Education Boards statutory bodies with powers to accord recognition, to assess grants and arbitrate in cases of tenure disputes in educational institutions."

Mr. V. Guruswami Sastri (Thirukattupalli) moving the resolution said that the Secondary Education Board was a body without any real power, having no useful function and possessing no status. It met very rarely and it was thought of only at the time of elections, or when a member for the Text-Book Committee had to be chosen. Very often it was convenient for the District Educational Officer to get a seat in the Text-Book Committee through the Secondary Education Board. The representation given to the teaching profession in that body was very inadequate. He was, however, glad to notice the keen contest in the elections. To make this body really useful, the functions assigned to it in the resolution must be given.

Mr. K. N. Pasupathi (Kurnool) seconded the resolution. He said that if the Secondary Education Boards were not invested with real powers, they had no right to exist. They transacted little business, and their opinions were unheeded.

Mr. Lakshminarayanan (Salem) pleaded for a Provincial Secondary Board of Education.

Mr. Subbarathinam (Peelamedu) stated that a Provincial Board was not suited to inquire into the conditions of schools in the several districts.

The resolution was carried.

Resolution XI. S. S. L. C. Board.

"This Conference is of opinion that as in the case of the Syndic members of the Madras University, the members of the S. S. L. C. Board should not be examiners."

In the absence of Mr. R. Srinivasa Iyengar, Mr. S. T. Ramanujam moved the resolution and said that the Syndicate was an administrative body and the S. S. L. C. Board was an examining body. The object of the resolution was to do away with the abuses in the matter of examinerships. He felt that if the resolution be accepted the S. S. L. C. Board would be free to discuss the scheme of examination and the standard and suitability of the papers set for the examination without any embarrassment.

Mr. M. K. Ramamurthy (Madras), in seconding the resolution, said that the syndicate had passed a self-denying ordinance. The S. S. L. C. Board should do the same. To support his view, he quoted the example of the Judiciary and the Executive being kept separate. He wanted that the Board should not be a law unto themselves.

Mr. V. Rajagopala Aiyar (Coimbatore District Board) opposed the resolution. He did not understand the necessity for the resolution. The example of the Judiciary and the Executive did not apply to this case. On the other hand, he believed that there would be better secrecy in the matter of examinations if the two functions were entrusted to the same body. Further, the resolution was a condemnation of the present examiners while no instance of abuse had been given. It was inconsistent with the dignity of the Conference to pass such a resolution.

Mr. A. Sundaresan suggested that the motion be talked out. Mr. S. Natarajan moved that the Conference do pass on to the next item in the agenda. It was seconded and carried by a large majority.

Resolution XII. Organisation and Registry of Teachers.

"This Conference requests the Government to co-operate with the S. I. T. U. and encourage the attempts of teachers to organize themselves under it, and urges on the Government the need for the formation of a Registry of Teachers' Council to deal with the questions of recruitment and professional conduct of teachers."

Moving the resolution, Mr. S. T. Ramanujam said that the defect in the existing organisation of teachers in Elementary Schools was that the associations could be formed only under the authority of the Deputy Inspectors of Schools. If the S. I. T. U. were to gain strength, all the teachers of Elementary Schools about a lakh in number should come into the Union. As regards Secondary School teachers, he knew that many of them were discouraged indirectly from joining the S. I. T. U. There were cases of teachers being dissuaded from joining the Protection Fund. Generally speaking, the resolution wanted that the present attitude of indifference should be replaced by attempts to encourage teachers to join the Union.

The second part of the resolution dealt with the question of the Registry of teachers. The professions of Law and Medicine had their own Registry. In England there was registry for teachers. The registry imposed certain obligations on the part of the teachers. The code of professional conduct was also prescribed by it. Any offender would be punished. If there was any harm done to a teacher, the teachers' organisation would go to his rescue.

The resolution was passed.

Resolution XIII. Oriental Learning and University Course of Study.

"This Conference requests the authorities of the Madras University to see (a) that BONA FIDE teachers possessing certificates of proficiency in Oriental Learning be admitted to the B.A. Examination without the production of Certificates of attendance in a recognised institution, (b) that the Entrance, Preliminary and Final in Oriental Titles Examinations be treated as sufficient qualifications for teaching in Middle and High Schools and Colleges respectively, (c) that the age limit be fixed at 20 instead of 25 for appearing as private candidates for the Preliminary and Final Examinations, and (d) that compartment system of passing be introduced for the Oriental Titles Examination."

Mr. Y. K. Venkatachariar (Hosur) in moving the resolution spoke in Telugu, giving reasons for the change advocated.

... Messrs. T. S. Arunachalam Pillai (Aiyampet) and M. L. V. Thatachari (Thiruvallure) also spoke supporting the resolution.

The resolution was carried.

Resolution XIV. Scale of Pay and G. O. No. 4619.

(a) This Conference is of opinion that the scales of salaries for Board and Municipal Secondary School teachers as sanctioned by the G.O. No. 4619 and the subsequent G.O.'s are inadequate and require liberalisation.

(b) It authorises the following Committee with power to add to prepare a detailed memorandum and wait in deputation on the authorities concerned.

(1) S.I.T.U. Secretary (Ex-officio), (2) Mr. V. Rajagopala Iyer, Udumalpet, (3) Mr. S. Venkatraman, Chittore, (4) Mr. T. S. Arunachalam Pillai, Iyampet, (5) Mr. B. N. Sangameswaran, Salem, (6) Mr. T. J. Mulley, and (7) Mr. P. Ramaswamy Iyengar, Dharmavaram.

Mr. V. Rajagopala Iyer (Coimbatore Dt. Bd.) in moving the resolution said that according to the new scales, the grade for L.T.s, had gone down. So there was necessity for agitation. Another reason was that the Manual Training Allowances had been dropped. Again, the difference between Intermediate trained and Secondary grade trained teachers had been done away with. Therefore he pressed

for the formation of a committee to consider all the interests that had been affected.

Mr. M. G. Srinivasaraghavan (Tinnevely) seconded the resolution:—

Mr. S. T. Ramanujam supported the first part of the resolution but opposed the second. He said that there was no use of waiting in deputation. There were too many organisations claiming different scales of pay, some contradicting others.

Mr. V. Rajagopala Iyer replying to the criticisms of the previous speaker said that without a deputation, the first part of the resolution could not be implemented.

The resolution was passed by a majority.

Resolution XV. Disabilities of Elementary School Masters.

"This Conference requests the working Committee of the S.I.T.U. to submit a comprehensive memorandum to the Government of Madras dealing with the disabilities of teachers in Elementary Schools in the province such as (1) conflicting G.O.s., (2) lack of adequate number of holidays, (3) and others of an administrative character."

Mr. T. Ramanujam (Madras) speaking in Tamil said that the conditions of service of teachers in Elementary Schools under the Corporation of Madras were fairly satisfactory, but the same was not the case with several schools under Local Bodies and Private Managements. He had not the time to speak about all the disabilities of teachers. They were all to be found in the 22 sub-sections of resolution 22 of the Draft Resolutions submitted to the Subjects Committee for consideration. But he would refer to one or two points noted in the resolution. In the matter of working days, though only 200 days were prescribed, they were working for 225 days. With regard to salaries, they varied widely and required standardization.

Mr. Panchapakesan (Kadambur, Tinnevely Dt.) in seconding the resolution made a stirring speech in Tamil for more than half an hour on the deplorable condition of teachers in Elementary Schools and the humiliation to which they were subjected.

The resolution was passed unanimously.

The following resolutions were also passed.

Resolution XVI. Physical Education in Schools.

"This Conference in view of the need for increasing the physical fitness of Indian youths of both sexes, urges on the Educational Authorities, the necessity of developing physical education, both theoretical and practical, and making it integral in the school and College curricula."

(From the Chair.)

Resolution XVII. Economic Council Education Sub-Committee.

"This Conference views with great surprise and disappointment the fact that at the present stage of educational thought and practice in India, the terms of reference to the Sub-Committee of the Provincial Economic Council should be restricted to devising ways of introducing compulsory education only for boys of the school-going age in all villages and towns with a population of 5,000 and over, and recommends that primary education be made compulsory for both boys and girls of school-going age."

Mover: Mr. E. N. Subramaniam (Madanapalle).

Seconder: Mr. S. T. Ramanujam (Trichy).

Resolution XVIII. English in the S.S.L.C.

"This Conference protests against the revising of the minimum to 40% in English and requests the authorities not to enforce it for the S.S.L.C. Examination 1936."

(From the Chair).

Resolution XIX. Tamil Equivalents for Technical terms.

"This Conference resolves that Vernacularisation of studies be given effect to immediately and appeals to all teachers and educationists in the province to co-operate fully with the Special Conference to be held by the Madras Tamil Sangam in Madras in the coming September for the final examination and scrutiny of the expressions suggested by their previous conferences."

(From the Chair).

CLOSING SESSION 9TH MAY, 1936.

Next Conference.

Mr. K. M. Sundaram, B.A., L.T., Headmaster of the Kalyanasundaram High School, Tanjore, on behalf of the Tanjore District Teachers' Guild invited the South India Teachers' Union to hold its next session at Tanjore. Messrs. N. Kalyanarama Iyer (Thirukattupalli) and T. S. Arunachalam Pillai (Iyampet) supported the invitation.

Mr. M. S. Sabhesan on behalf of the S.I.T.U. accepted the invitation.

The president distributed medals, prizes and certificates to persons whose exhibits were declared good by the Committee of Judges and made his concluding speech.

The president in his concluding address said that he was delighted to hear that the Reception Committee consisted of about 500 members, and the number of delegates from outside Salem was nearly 200. These facts showed the very keen interest among teachers in the work of the Conference and the growing appreciation of its value.

Personally, he wished that there had been more time for social intercourse. He rather felt the absence of it. Such social intercourse would be useful to them to compare notes and exchange experiences; but he realised that in view of the running of three conferences concurrently, it was difficult to find time. However, he felt certain that every delegate would carry away with him a fresh stimulus to his effort as a teacher and some new light on the many problems with which he was faced.

One or two points he wished to speak about. At this conference, attention was focussed on some important educational problems engaging the attention of the country. The discussion on the S.S.L.C.

Scheme provided an opportunity for the expression of opinion by teachers of varied experiences and this would enable the S.I.T.U. to formulate its views authoritatively. Proceeding, the President said: "I would only ask you to remember that in regard to the Reform of Secondary Education Syllabus, there is not likely to be complete agreement. We must remember that it is not possible to work out the details of a new syllabus to the satisfaction of all. But we must safeguard against individual experts laying exaggerated emphasis on any subject. We must regard education as a whole and provide a programme in the interest not of ourselves, but of the pupils."

Another noteworthy feature of the Conference was that it was not content with calling on the Government to do the work, but as Mr. S. K. Yegnanarayana Iyer had pointed out, it was willing to take its own share of the work in connection with Educational Reform. The resolution in connection with Free and compulsory Elementary Education calling upon the Guilds of Trichinopoly and Tinnevely to collect data and submit their reports was clear evidence that the Conference was not going to remain silent after passing resolutions, and reading papers, but was prepared to do constructive work.

With regard to the conditions of service of teachers, the president said "This is a question to which the conference devoted and rightly too a considerable amount of time. There is no gainsaying the fact that the conditions of service of teachers in our Local Bodies and Aided Schools are extremely unsatisfactory. They call for immediate action on the part of the Government."

"There is another way," continued the president "of expediting things for your relief and that is by devotion to your work, by carrying on your work with enthusiasm in spite of difficulties and winning the support of the public. Create a public opinion in your favour, and prove to the world that you are a body of hard-working-men and deserve consideration. If you do that, with the public opinion in your favour and the legitimate action of organised institutions like the S.I.T.U., we may rest assured that redress will come sooner or later. Sustained effort is necessary, and in order that sustained effort may be effective, it must be directed along proper channels. I would suggest to the large body of teachers in Elementary Schools to become members of the S.I.T.U., and make it a strong and representative organisation. I do hope that in spite of the serious difficulties under which you all labour, you will not allow your vision to be dimmed, or your enthusiasm to be chilled in the great task of building up the nation, by equipping every man and woman with knowledge and imbuing them with the ideals necessary for the well-being and progress of our country."

After the President's concluding address, Mr. G. F. F. Foulkes, Chairman of the Reception Committee, in proposing a hearty vote of thanks to the president of the Conference, said:

"It is my pleasant duty as Chairman of the Reception Committee to propose a hearty vote of thanks to the President and Delegates who have attended the conference. I am sure you will agree with me when I say that our proceedings have been governed throughout by a spirit of amiability and goodwill. Our President felt at first that he could preside only for part of the time. But the spirit of goodwill was so persuasive that he has remained the whole time. Therefore, we are very much obliged to the President. As for the delegates, I hope that they would have made new friendships and renewed old contacts. I propose a hearty vote of thanks to the President and delegates."

Mr. M. S. Sabhesan said that success of the Conference was due to one important factor, and that was the generosity of Mr. Foulkes. He had a good deal of experience of education under local bodies and aided agencies and he (the speaker) was sure that by his intimate contact with the teachers during the conference, Mr. Foulkes would have formed a good opinion of the members of the teaching profession. He thanked Mr. Foulkes for the great interest he took in the conference.

Speaking about the President of the conference, Mr. Sabhesan said that they were able to go through the large number of resolutions, mainly through his amiability. The teachers were also indebted to him for his suggestions. Referring to the auxiliary conferences, he said that in future he would try to so arrange the programme that no delegate would feel that any interest had been sacrificed.

Messrs. A. Sundaresan, Tuticorin, Pasupathy Iyer, Kurnool, Mr. S. T. Ramanujam, Trichy, A. Srinivasaraghavan, Tinnevely, V. Jayaram Iyer, Villupuram, S. Subramani Iyer, Ambur and S. Dandapani Iyer, Abhiramam thanked the Reception Committee for the excellent arrangements done for the convenience of delegates.

Mr. S. Natarajan, Madras, thanked the volunteers for their enthusiastic work.

Mr. A. Sundaresan, Joint Secretary of the Reception Committee thanked the President, the Chairman of the Reception Committee, the authorities of the Salem Municipal College, the Students' Co-operative Society, Salem, the authorities of the Municipal High School and the London Mission High School, the Headmaster of the London Mission High School and others who had contributed to the success of the conference.

THE SOUTH INDIA TEACHERS' UNION

Proceedings of the General Body Annual Meeting of the South India Teachers' Union held at Salem on 8th May 1936, in the Salem College Hall at 8 A.M.

Professor S. K. Yegnanarayana Iyer, the president of the South India Teachers' Union, was in the chair. The Chairman, in his opening speech, referred to the need for the organisation of the S. I. T. U. as a power and in doing so observed that there were some contradictions in the growth of the Union during the 28 years of its existence. In particular he referred to the conflicting views which appear between the central and the branch organisations. He stressed the need for structural perfection of the organisations. Again in the matter of administrative machinery he wanted that the executive board should function more and more effectively. He referred to the two views on the question. One wanted that the powers of the working committee should be reduced. The other view was with regard to the policy of the S. I. T. U. in regard to management and government of the several limbs of the Union. It was a representative educational body of all concerned in education, and therefore there was a tendency to commit the Government and management more and more to the executive body. In conclusion the president thanked the members for the co-operation that they had shown during the decade and more of his presidentship and he hoped that the general body would relieve him of the responsibility and allow him to retire.

The annual report was then presented by the Secretary, Mr. M. S. Sabhesan. On the motion of Mr. Sundaresan, seconded by Mr. C. Ranganatha Iyengar of Gooty, the report was taken as read.

On the motion of Mr. S. Srinivasan of Madanapalli, seconded by Mr. Arunachalam Pillai of the Tanjore District Teachers' Guild it was moved that the report be adopted. The report was then thrown open for discussion. Mr. C. Ranganatha Iyengar pointed out the need for sustained work on the part of the Working Committee. Mr. A. Sundaresan of Tuticorin wanted proper leadership on the part of the office-bearers of the Union, a formulation of policy and propaganda on a planned basis. Mr. V. Subbusheshan of Madura pleaded for the improvement of the finance of the Union and for its immediate registration. Mr. Y. K. Venkatachari of Hosur wanted the Union to interest itself in the spread of education through the medium of the vernaculars. Mr. S. Srinivasa Iyer of Vellore deplored that the unity of the profession had been lost sight of, that the Executive Board was not functioning, that the journal was to be handed over to a Joint-Stock Company and that the Union had not one programme to produce effective results. Mr. C. S. Rangaswami Iyengar of Villupuram referred to the organisation at Coimbatore in 1930 of what he called the first line of defence for teachers by the formation of the Teachers' Defence Fund and appealed to the Union authorities to modify the protection fund and introduce in it insurance for tenure. Mr. V. Rangaswami Iyengar of Pallathur, placed before the Union the attitude of the Ramnad District Teachers' Guild regarding the last Senate elections and requested the executive of the Union to take into consideration the views of the guilds in future. Mr. V. Jayarama Iyer of Villupuram endorsed the appeal of the North Arcot District Teachers' Guild for the abolition of the Working Committee and urged upon the executive of the Union the need for linked work and propaganda for guilds in their respective areas.

Mr. N. Kalyanarama Iyer of Tirukattupalli, pointed out that in the matter of Senate elections, it was not merely the Working Committee that was responsible

but also various affiliated associations of the Union. Mr. V. Rajagopala Iyer of Udumalpet said that the principle of federalism had been accepted by the general body in the past. Every association was an autonomous unit. These units were affiliated to the S. I. T. U. through the District Teachers' Guilds. The S. I. T. U. was not purely a detached body functioning at Madras. Constitutionally the S. I. T. U. had no separate existence apart from the guilds. He therefore appealed to the teachers and associations to bring within the fold of the Union every teacher and develop a kind of federalism. He was sorry for the suggestion that the Working Committee should be abolished. On the other hand, he was of the opinion that the number of members on the Working Committee should be increased. Dealing with the question of the pay and other service conditions of teachers, he said that sufficient attention had not been devoted to the subject. They had too many organisations like the "Local Board Employees' Association" and the "Municipal Employees' Association"; but the interests of teachers under local boards were neglected, the S. I. T. U. thinking that their own associations would look to them. He wanted that in the matter of elections the guilds should be consulted in time before any policy is launched upon. Mr. A. Srinivasaraghavan of Tinnevely supported the motion for adoption of the report. He remarked that the Working Committee was blamed on the score of omission but never on the score of commission. He felt grateful to the members of the Working Committee for doing self-less work. If the Working Committee lacked any definite programme it was more the fault of various guilds. The Publishing Company was not a fact but was only a proposition. Mr. G. Siva Rao pleaded for the representation of the Andhra members on the Working Committee for there was a feeling that the S. I. T. U. was primarily an organisation for the Tamil Nadu. He further suggested that the meetings of the Working Committee might be held in various centres. Mr. P. Ramaswami Iyengar of Bellary supported the suggestion of the previous speaker. The president remarked that the Andhra feeling was rather exaggerated.

The report was adopted unanimously.

The following office-bearers were elected for the coming year.

President—Prof. S. K. Yegnanarayana Iyer, M.A.

Secretary—Prof. M. S. Sabhesan, M.A.

Joint-Secretary—Rev. Milton G. Kuolt, M.Sc.(Educ.).

Treasurer—M.R.Ry. V. Bhuvaramurthi Rao Avl., M.A.

Mr. S. T. Ramanuja Iyengar then presented the report of the Vigilance Committee. A number of questions arising out of the report were asked by the members and they were answered by Messrs. S. T. Ramanuja Iyengar, and S. Srinivasan. The election of members to the Vigilance Committee was left to the Executive Board of the S. I. T. U. The meeting was adjourned to 9 P.M. that day.

At the adjourned meeting, Mr. S. Srinivasan, on behalf of the Working Committee, moved that "in lieu of the existing rate of affiliation fee, a subscription of one anna in the case of elementary school teachers and two annas in the case of others be collected by the guilds and sent to the S. I. T. U." A number of speakers opposed the new rates of subscriptions while a few spoke in favour of it. The motion was lost.

The other resolutions passed were:

"Resolved that in the case of the Protection Fund members a subscription of two annas per member be paid by the Protection Fund to validate their membership in the Protection Fund by the grant of a membership certificate for the purpose.

"Resolved that immediate steps be taken to register the S. I. T. U. within July 1936 under the Societies Registration Act of 1860, the existing rules of the Union being left unaltered as far as possible."

THE S. I. T. U. EXECUTIVE BOARD MEETING 6TH MAY, 1936

President—M.R.Ry. S. K. Yegnanarayana Iyer Avl.

Mr. Siva Rao and all members of the Working Committee were present.

- I. (1) The minutes of the previous meeting were read and passed.
- (2) The suggestion of Mr. T. P. Srinivasavaradan that the names of the successful candidates in the Senate elections be mentioned in the report was adopted.
- II. A discussion on the necessity for prayer on the occasion of the Conference was raised by Rev. M. G. Kuolt. He pointed out that the Conference was purely a secular matter, and he was of the opinion that prayer might be dropped. A discussion followed and it was also suggested that silent prayer might be conducted. It was resolved to communicate the suggestions to the Reception Committee.
- III. Mr. Sabhesan brought to the notice of the Board that the attendance of members at the Conference and the Working Committee meetings was not considered by the Protection Fund as propaganda work.
- IV. Mr. S. T. Ramanujam's suggestion that the Executive Board might meet at least twice a year was approved.

V. The following resolution moved by Mr. Natarajan and seconded by Rev. M. G. Kuolt was carried. "Resolved that it be a recommendation to the various guilds that the expenses of the members of the board be paid by the respective guilds."

THE S. I. T. U. WORKING COMMITTEE MEETING 6TH MAY, 1936

President—M.R.Ry. S. K. Yegnanarayana Iyer Avl.

All the members of the Working Committee were present.

The minutes of the last meeting were read and passed.

The Secretary made the following statement with regard to the action taken on the resolutions passed at the previous meeting. "The Tamil Journal has been issued. Extra copies have been printed and sent to the educational authorities. With regard to the two annas subscription for individual members, only a few guilds had sent their replies. The N. Arcot Guild was against it. The Coimbatore Guild is also against it. The implications of registration have to be examined more in detail, and so he wanted that a decision on the matter should be postponed. About the resolutions received from the guilds, the Secretary stated that some of them were in Tamil and he could not undertake the responsibility of translating them into English lest the spirit of them should be lost."

The Treasurer then made a statement with regard to the Year Book and Defence Fund accounts and answered a few points raised by the members.

After a general discussion about the points dealt with by the Secretary in his statement, the following resolutions were taken up for consideration.

Resolution I. "That a subscription of 1 anna in the case of Elementary School teachers and 2 annas in the case of others be collected by the guilds and sent to the S. I. T. U."

Mover—Mr. S. T. Ramanuja Iyengar.

Seconder—Mr. S. Srinivasan.

The resolution was passed 6 voting for and 3 against it.

Resolution II. "That the Guilds be hereafter called the S. I. T. U. branches."

Mover—Mr. S. T. Ramanuja Iyengar.

Seconder—T. P. S. Varadan.

In moving the resolution Mr. Ramanuja Iyengar said that they were not in any way interfering with the autonomy of the guilds. As a matter of fact, several district organisations had changed their name into 'guilds' only after the Palghat Conference of 1921. So far as their activities were concerned, the guilds ought to be branches of the S. I. T. U. To-day they were not. He wanted them to be so.

Mr. Kalyanarama Iyer opposed the resolution on the ground that the whole question of registration and the change in name was a complicated one, and had to be considered leisurely.

The resolution was lost 3 voting for, and 4 against it.

Resolution III. "Resolved that immediate steps be taken to register the S. I. T. U. within July 1936, under the Societies' Registration Act of 1860, the existing rules of the Union being left unaltered as far as possible."

Mover—Mr. S. T. Ramanuja Iyengar.

Seconder—Mr. T. P. Srinivasavaradan.

The mover pointed out the necessity for the registration of the Union. Mr. Srinivasavaradan stressed the legal obligations involving on the President and Publisher of the *South Indian Teacher* owing to non-registration.

Mr. Sabhesan observed that the guilds should be given an opportunity to express their opinion on the matter. His motion to consider the revision of the rules and the registration two years later was after a good deal of discussion withdrawn.

The resolution was carried 5 voting for it and others remaining neutral.

Resolution IV. "Resolved that in the case of the Protection Fund members, a subscription of 2 annas per member be paid by the Protection Fund to validate their membership in the Protection Fund by the grant of a membership certificate for the purpose."

Mover—Mr. S. T. Ramanujam.

Seconder—Mr. S. Srinivasa Aiyar.

Mr. T. P. Srinivasavaradan pointed out that the necessity for the resolution arose out of a technical ground. The members who failed to continue as such in the S. I. T. U. could not get the benefit from the Protection Fund; for nobody who was not a member of the S. I. T. U. could join the Fund. Mr. Natarajan contended that if the Protection Fund paid money on behalf of the members, the strength of the affiliated associations would suffer. Mr. Kalyanarama Iyer also expressed the same opinion.

The resolution was carried 6 voting for and 2 against it.

Resolution V. Resolved to recommend to the Subjects Committee the consideration of the following as an urgent resolution in connection with the resolutions received in the matter of the conditions of service of teachers in *Elementary Schools*.

"That the Working Committee do prepare a memorandum on the conditions of service of teachers in *Elementary Schools* and submit it to the authorities concerned."

The report of the Vigilance Committee was recorded and the Secretary of the Committee was authorised to place the report before the general body for information.

THE S. I. T. U. PROTECTION FUND

OBITUARY.

1. Mr. G. Vaidyanathaswami Iyer, Reg. No. 147, Assistant Mahajana High School, Erode, died on 21-4-'36.

2. Mr. K. Subba Rao, Reg. No. 1075, Teacher Municipal Middle School, Coimbatore, died on 26-4-'36.

The Nominee of the former will get a benefit amount of about Rs. 580 and of the latter will get about Rs. 265 on production of the necessary claim documents.

(List of names Continued.)

- 1288 Mr. C. S. Rajagopalan, Asst., Municipal High School, Cuddalore.
- 1289 " E. Subramanya Iyer, Asst., Municipal Ele. School, Tirupur.
- 1290 " K. M. Sundaram, Headmaster, K. High School, Tanjore.
- 1291 " V. Vaidyaliam, Asst., Muslim High School, Triplicane, Madras.
- 1292 " T. P. Chellaswami, Headmaster, Ele. School, Orathur, Tanjore.
- 1293 " M. Balasubramanyam, Asst., Little Flower High School, Kumbakonam.
- 1294 " C. Hanumanthachar, Drawing Master, E.C.M. High School, Hindupur.

41, Singarachari St.,
Triplicane,
Madras, 21-5-36.

M. K. RAMAMURTI,
Hon. Secretary.

FROM OUR ASSOCIATIONS

THE RAMNAD DISTRICT TEACHERS' GUILD

Proceedings of Meeting held at Pallatur on 18-4-1936.

The quarterly meeting of the Guild for April was held in the Arunachalam Chettiar's High School on the afternoon of the 18th instant under the Presidentship of M.R.Ry. A. M. S. Raghavan, Avl., B.A., L.T. Being the fag end of the year, with the annual examination in some schools and others closing for the vacation, there were representatives only from five of the Associations and about thirty members. There was a meeting of the Executive Committee before the conference.

The conference opened with prayer (by Mr. R. Sadasiva Iyer of Pallatur). The President, in welcoming the delegates, spoke briefly on the need for greater alertness on the part of teachers and for developing a keen sense of loyalty to their organisations. They may be weak individually, but should make up their minds to be strong collectively, their importance being felt through their organisations. They must realise that the tallest teacher or the most wilful manager is nothing beside a body of teachers like the District Guild or the much larger South India Teachers' Union. Let them ventilate their grievances through their organisations, which alone can safeguard their interests, and this is necessary also, for on their contentment after all rests sound education. There is not the slightest doubt that the present deplorable state of educational insufficiency and inefficiency is largely due to the grievous neglect of their welfare. Even the wisest do not see or care to see, curiously enough, the striking contrast between what the Teacher is and what he is expected to do, as if the mere preaching of principles and duties to a class of men who get nothing more substantial, will achieve the desired result.

The following are some of the resolutions passed at the conference.

The Devakkotta Teachers' Case.

i. While condemning the action of the Secretary of the Devakkotta High School as a cruel abuse of authority in sending out (unreasonably as it would appear, from the facts within its possession) two of its teachers who have, to their credit, a long period of faithful service in the school, and that in the middle of the year, as well as his inexplicable silence in regard to the letters of the President of the Guild requesting him to furnish it with the circumstances that led to the termination of their services, the Guild requests the South India Teachers' Union and the Department of Education to take such action as would make a recurrence of such abuse of power impossible in the future.

Agreement between Teachers and Managements.

ii. The Guild thinks it imperatively necessary that the Agreement between Teachers and Managements should be so modified as to make it clear that the services of a teacher should be so modified as to make it clear that the services of a teacher should in no case be terminated in the middle of the school year (except in case of grave misconduct) but should always be terminated, if and when necessary only at the end of the school-year, so that the three months' notice may always include the summer vacation.

Procedure re : Elections.

iii. (a) The Guild resolves to communicate to the other District Guilds in the province its Resolution No. 8 passed at its Sattur conference re : selection of candidates for election to the University bodies, with a view to invite their opinions on the same and provide a scheme of concerted action in future, which will avoid unseemly controversy such as divided the ranks of teachers during the recent elections to the University bodies, and put the central provincial organisation above reproach and undesirable criticism ; and

(b) to adopt the same principle in reference to the elections to the Secondary Education Board.

THE TANJORE DISTRICT TEACHERS' GUILD

A meeting of the Tanjore District Teachers' Guild was held at the Municipal High School, Mayavaram on Saturday the 11th April, at 2 p.m. when Mr. V. Mahadeva Aiyar, B.A., L.T., presided. Mr. M. S. Sabesan, Secretary, S.I.T.U., delivered an address on 'The progress of Elementary Education in the province'. Then Mr. V. Raghava Aiyangar of Mayavaram examined at length the recommendations of the Central Advisory Education Board regarding Educational reconstruction.

There was a large gathering of teachers from different parts of the district and the S.I.T.U. at Mayavaram was 'at home' to the members.

Among the resolutions passed are the following :—

The Guild regrets that a ban on expenditure by local bodies in regard to the celebration of the Education week should have been placed by the Government and requests the Government to lift the same and to co-operate with the S.I.T.U. in making it more effective and useful.

The Guild is strongly of opinion that the administration of the Teachers' Provident Fund is most unsatisfactory what with the uncertainty of the return from the Postal Cash certificates and the delay in the purchase of the same due to the cumbersome procedure prescribed for it and prays that a uniform rate of interest, say 4½ percent. be allowed and the procedure simplified.

The Guild welcomes the proposal of the S.I.T.U., to float an independent Joint Stock Company with a view to taking up the publication of the existing S. I. T. and a new journal in Tamil 'Balar Kalvi' for the use of Elementary School Teachers and also school books on up-to-date lines.

The Guild requests the affiliated associations to take shares in the proposed concern and thus help the S.I.T.U. in the new venture.

The Guild represents the Elementary School teachers and their organisations and the department to patronise the proposed Journal 'Balar Kalvi'.

This Guild again invites the attention of the Government to the great hardship involved in the application of the G. O. 4619 dated 20-10-34, especially in the case of Local Bodies Secondary School teachers who had not the full benefit of the old scales and requests the Government to reconsider their decision regarding the application of the reduced revised scales of pay to old incumbents and to be guided by the same rules and principles as are applied to Government Servants in similar circumstance.

THE TINNEVELLY DISTRICT HEADMASTER'S ASSOCIATION*Annual Conference*

The annual conference of the Headmasters of the Tinnevely District commenced at 11 a.m. on the 18th April in the premises of the Tirthapathi High School, Ambasamudram under the presidency of D. Samuel, M.A., L.T., District Educational Officer, Tinnevely. Almost all the Headmasters were present. In the course of his address the president dealt with some of the educational problems of the day and said it was high time that a suitable secondary school scheme satisfying all needs was evolved. The conference discussed the question of S.S.L.C. re-organisation and considered in that connection the questionnaire issued by the Secretary of the S.S.L.C. Board. The following resolutions were then passed :—

1. "This conference of Headmasters is of opinion that the raising of the minimum in English from 35% to 40% will prove a hardship to pupils and requests the Director of Public Instruction and the Syndicate of the Madras University not to give effect to the new rule at least for the two years 1936 and 1937."

2. "This conference is of opinion that the 1929 S.S.L.C. may be continued with syllabuses lightened in Elementary Mathematics, Elementary Science, and History and Geography."

3. "This conference requests the Syndicate of the Madras University to reconsider the ordinance regarding minimum age for admission to University Course of study and to provide the necessary exemption as before."

Mr. E. H. Parameswaran, the Secretary was 'at home' to the delegates. After a discussion on the teaching of English, Sub-Committees were appointed to suggest suitable modifications in the existing syllabuses.

Messrs. K. Doss Krishniah, B.A., L.T., and E. H. Parameswaran, M.A., L.T., were elected President and Secretary of the Headmasters' Association for 1936-1937.

After the president's concluding remarks the conference terminated with a vote of thanks to the chair.

THE TEACHERS' BOOK-SHELF

The Examination Tangle and the way out Report of the International Commission of Examinations of the New Education Fellowship (New Education Fellowship)
Price 2sh. 6d.

This report is the outcome of six years work. It is based on the answers to questionnaires sent to certain correspondents in a number of different countries and to the heads of certain selected pioneer schools. The material thus obtained from all over the world has been collated in England and edited for the commission by Mr. Wyatt Rawson.

The first part of the report will certainly convince anybody who is not convinced already that the present examination system is an amazing tangle. As for the way out of this tangle, the report indicates a variety of directions on which a satisfactory solution is likely to be found.

It begins by stating clearly that some means of estimating the abilities, attainments and progress of school children is absolutely necessary. It then shows how badly the external examinations fail to serve the purpose. It condemns the external examinations altogether and regards the internal examinations as the only type compatible with freedom and self-determination which characterise a good modern school. Even the internal examination should not be of the traditional type; it should form a part of a larger system of school records. It is in the school records that the New Education Fellowship sees a means of deliverance from the education incubers.

Most schools keep some kind of records of the progress of the pupils. What is suggested is a system based upon an extension and elaboration of that already in vogue, which might finally cover the whole of a child's activities and interests, describing physical development, and family history, enumerating special interests and hobbies, and making some evolution of creative and social activities. It would also record the percentages obtained in intelligence, vocational and temperamental tests (and in all probability in certain achievement tests) as well as the results of internal examinations and the teachers' estimates of past work. Such records, the New Education Fellowship thinks, would provide much more valid and accurate account of capacity and achievement than any of the present systems, besides giving the employers the detailed information they require concerning particular abilities instead of a general and unmeaning score. In short, it would present the schools and the society with a reasonably accurate picture of the child as a whole and not of certain aspects only of the child.

An important distinction is drawn between efficiency and culture and it is argued that examinations can measure only efficiency and not culture. In the recommendation, the province of examination is very much curtailed. Examinations are limited to internal examinations; internal examinations are limited to examinations of efficiency; examination of efficiency are limited to standardised examinations of the objective type."

Readers will find the book an eye opener on several of the problems connected with the examination tangle.

KURUVILLA JACOB.

French Books.

Le Parle Français. By M. L. Delbende, Published by Messrs. Macmillan & Co.
Price Rs. 1-9-0.

The author has clearly perceived the needs of the students who are learning French. As the author rightly points out in his foreword some students have a fair pronunciation others have a bad one, some are willing and eager to speak while others refuse to be audible. Bearing this fact in mind the author has given the much needed attention to pronunciation. At the beginning of each lesson both affirmative and interrogative sentences are given which are again transcribed into phonetic script. The subject matter is so selected as to suit the intellectual level of scholars who are in the second and third year of their study. The information contained in the book is short and simple. Each lesson is followed by questions which the students are expected to answer orally in the class. More difficult questions are also given for Home-work so that the student may not lose touch with the subject.

Some of the difficult idioms and phrases which appear in the reading matter are translated into English and appear as footnotes. A large vocabulary is added at the end of the book. In fine, the book is very useful and a careful perusal of the same will make one a fair conversationalist in French. The book is well printed and got up neatly.

One-Act French Plays. Edited by N. W. H. Scott, Published by Messrs. Macmillan & Co. Price Rs. 1-9-0.

This book is intended for students learning French. The Editor has taken pains to select short and instructive one-act plays. The book contains three such plays. Our aim in learning French must not only be to acquire the "French lesson" but also to observe and to appreciate the beauty of France and the charm of the French people. The plays are entirely modern in outlook, the style is humorous and it presents a glimpse of everyday life in France. The Editor has added at the end of the book well-planned notes and a fairly exhaustive vocabulary list. The book is neatly got up.

Stepmann's School Certificate French Course. Part II. Published by Messrs. Macmillan & Co. Price Rs. 3 only.

The volume is prepared for the use of the Pupils in the second year of their course. The chapter on French sounds and pronunciation which appears in part I is again repeated in this volume so that pupils may not lose touch with them. In order to draw the attention of the pupils to the above mentioned chapter the author has included in the book the story of 'Perronik l'idiot' by Emile Souvestre in an abridged manner which contains only the verbs of the first conjugation. Next the material in the 'reader' is simple and practical. To add to the practical knowledge acquired in the reader, the author in addition to the notes has added in English a "Birds Eye-view of French History" which will be very useful for further reading. The author has added twenty-five exercises. They consist of drill, the use of words in practice in oral and written composition. The author has given in addition well-planned notes, two lengthy vocabularies one for the reader and the other for the exercises. The object of the author in presenting such a large vocabulary is not only to make the students work by themselves but also to create in them a habit for writing correct French. The author desires that speech should precede writing before acquiring it so that there may be few mistakes. In fine the book is very useful. The book is neatly bound and is attractive.

The elements of French Grammar. By Otto Siepmann. Published by Messrs. Macmillan & Co. Price Rs. 1-6-0 only.

This book is a separate issue of the Grammar contained in the author's Primary French Course Part II. A systematic study and revision of grammar is required for the gradual progress both in the art of speaking and writing French "La grammaire est l'art de parler et d'écrire correctement". The book if thoroughly mastered will enable one to be a decent converser in the language. In addition to this the value of this book will be enhanced if the scholar should take to the exercises prescribed in the author's Primary French Course Part II. The book is neatly got up.

S. G. R.

Standard English Selections in Prose and Poetry. By Mr. P. K. Ananthanarayan, M.A., L.T., M.E.S. Publishers, The Bharathi Publishing House, Bangalore City.

These selections are suitable for students of upper forms. The selections are representative of the richness of the English literature within limits and they are so graded as to make a complete study of the language through particular channels of information. The student is brought in touch with fairy tales and animal stories, masterpieces of English fiction, short story and essay, the folk-lore of various nations, etc. For the pupils of our presidency there is a variety of extracts of Indian setting with narrative and descriptive literature which appeals to the fancy of a school boy, besides stories dealing with school life specially introduced in a lighter vein to relieve the seriousness of representative English prose. The books have at their end some aids to study, both literary and grammatical, in addition to questions for revision and composition. All the books are well got up and suitably illustrated. The third book in particular has got a well devised plan to meet the requirements of the pre-matriculation classes.

K. NATESAN

Tales of India, Senior Grade. By Rai Bahadur A. C. Mukherjee, M.A., I.E.S. Published by Messrs Macmillan & Co.

These booklets are highly suitable for library reading by pupils of our high schools. They form a real set to enable Indian boys and girls to appreciate our country's tales in English and express themselves in good English the incidents of our country's epics. The books are cheaply priced and well got up. The illustrations are really suggestive of the incidents treated in the body of books. The style is lucid and flowing with all the richness of familiar conversation. We thank the author as well as the publishers for their achievement in this direction and we hope they will bring more books.

K. NATESAN

EDITORIAL

OUR CONFERENCE

The proceedings of the Twenty-seventh Provincial Educational Conference published elsewhere in this issue will be read with interest by all connected with education. Educational reconstruction is the talk of the day and one may perhaps turn to the proceedings to find whether any lead is given. The conference had, as its president, Diwan Bahadur Runganadhan, a gentleman who had understood the difficulties of teachers. His address was a call to the teaching profession to rise equal to the occasion in the interests of the country. It was also an eloquent and clear appeal to the Government that it should tackle the problem of education including the conditions of service of teachers.

We are glad that the organisers have been able to furnish a verbatim report of the discussion on "Resolutions." The topics included under resolutions range from China to Peru and it is unfortunate that the same old problems should still continue to find a place in the list. It rests with the government to solve the problem of conditions of service so that the conference may have time to discuss questions of academic and professional nature. The Subjects Committee had a formidable list and there were, among others, as many as 22 resolutions received from associations of elementary school teachers. A perusal of these twenty-two resolutions should make one shed tears and the Subjects committee could not shut its eyes to the situation. Low salaries, irregularity in the payment of salaries, withholding of salaries, frequent transfers, and violation of rules and government orders were referred to in these resolutions and the large number of aggrieved teachers who were present on the occasion appeared to have been considerably upset. Those who talk glibly of the work of the teacher in elementary schools will do well to come into contact with the teachers in the locality and understand the seriousness of the situation. Should not local bodies set an example to the private management? Should not the public show some concern and bring pressure to bear upon the management? That the situation is grave will be admitted by all and it cannot be said that the attention of the authorities has not been invited. The conference has authorised the working committee of the Union to prepare a memorandum on the conditions of service in elementary schools and make a representation to the authorities. The conference has also adopted another resolution requesting the government to introduce a bill on the lines of the final draft of the Union Service conditions Bill so as to ensure contentment and security of tenure of service in non-government schools. It is unfortunate that the Department does not seem

to appreciate the need for action even though the deputation of the Union placed before the Director a memorandum containing detailed references to serious objectionable practices in regard to the administration of aided schools. How can any one take seriously the view that schools should build up character when the system allows several objectionable practices to persist? It is proper therefore that the conference should urge upon the government the need for legislative remedy. We hope that the Government will request the Director to convene immediately a representative meeting of the Union and managements and to formulate definite proposals so that it may be able to solve the vexed problem of conditions of service once for all.

Educational reconstruction which happens to be receiving special attention at the present moment occupied the time of the conference and several points of view were expressed by delegates from different districts. The delegates referred to the resolutions passed in previous conferences emphasising the need for a thorough overhauling of the system of education so as to suit the rapidly changing conditions. There was a feeling that there could be nothing original or new in the Government of India circular and the Report of the Sapru committee. As a matter of fact, our readers may remember that Venkatrathnam committee and Hartog committee have pointed out that the present literary type of secondary education is defective and that attempts should be made to divert a large number of pupils to vocational courses, sufficiently early. If reports and addresses could have brought about reform in education, the history of education would be altogether different in our province. One may ask as to who is responsible for this continued indifference. It is very unfortunate that no one seems to be keen on taking "Action." Neither the politician nor the administrator is able to say "what next." Special officers and committees are appointed from time to time but their recommendations either remain a dead letter or do not even see the light of day. We are surrounded on all sides by the same problems and the authorities take shelter under the accommodating *financial stringency*. Some years back, Mr. Grieve attempted to elicit the opinion of educationists in regard to the desirability of weeding out the "geese from the swans" and nothing came out of this circular. No one is prepared to face the situation and attempts are often made to treat the symptoms. Now that the Central Government and influential committees have become alive to the need for educational reconstruction, it is the duty of all concerned, including the teacher and the administrator to tackle the problem. It is essential that the outlook of the public should be changed. The defective system has persisted so long because the public has not felt the pinch of unemployment all these years. The original secondary school leaving certificate scheme was a move in the

right direction but even educated parents would not think of allowing their children of indifferent talents to select courses for which they had aptitude. Further, the slender resources of the management and the illiberal grant-in-aid code have made it impossible to provide vocational or technical courses in several schools. A vigorous publicity programme is needed and we would urge the authorities to arrange frequently for short radio talks on the need for a change in the outlook so that the public may co-operate intelligently with us in the matter of educational reconstruction. The committee reports and official circulars are now before the local governments and they have to consider the problem with due regard to the local needs and conditions. Now is the time for the South India Teachers' Union, the Department and the Management to sit together and have a clear and comprehensive idea of the directions in which a change has to be made. The conference of the Union has rightly called upon its affiliated associations to study in detail the different aspects of educational reconstruction and to submit a report based on the data and information collected in different centres. The public which should be interested in education will welcome a joint consultation between the Union, the Management and the Department and any programme which such a joint committee may suggest will meet with the approval of the public. The Union has always been urging a joint meeting for the proper understanding of the intricate questions of education and it hopes that Mr. Statham who can claim acquaintance with the Union on the one hand and the management on the other will not be slow to take the suggestion. His experience in different spheres will enable the joint committee to begin its work in time and make its recommendations.

There is one point to which a reference should be made at this stage. It is futile to suggest any scheme of reform if Government should entertain any idea of effecting economy in education. The present literary type of education has attracted all and sundry because it is less costly. Any system of education which seeks to provide vocational or technical courses at different levels should involve expenditure of a larger amount. The necessity for reconsidering the question of the financing of education has hence been pointed in a resolution and the government should therefore reconsider now its educational policy.

In a letter reported to have been addressed to local governments by the Government of India, there was an observation that private managements were standing in the way of reform because of "vested interests." This sweeping statement does not help any one and this is not the occasion to apportion the blame. So far as our province is concerned, we may say that the record of private managers has been good. If they have not moved further, it is chiefly because of the illi-

beral grant-in-aid code. Once the reform of education is taken up seriously, private managers will not be an obstacle for, after all, they want their institutions to cater to the needs of the public. A joint-committee of the type suggested in this note will give an opportunity for the different sections to understand one another and to chalk out a programme which is calculated to remedy the glaring defects referred to in official and non-official reports.

G.O. 4619

One of the resolutions passed at the Salem Educational Conference expresses the opinion that the scales of salaries for Board and Municipal Secondary School teachers as sanctioned in the G. O. 4619 and the subsequent G. O.'s are inadequate and require liberalisation. It has authorised a committee to prepare a detailed memorandum on the subject and wait in deputation on the authorities concerned. Resolutions in regard to G. O. 4619 had been passed at Anantapur Conference and also at a special extra-ordinary meeting of the South India Teachers' Union in November 1934. A deputation of the South India Teachers' Union waited on the Hon'ble the Chief Minister early in 1935 and submitted a detailed memorandum showing how the scales were inadequate and how it affected seriously a large number of teachers. The deputation also pressed upon the Hon'ble the Minister the serious consequences that would arise from the lowering of the scales of salaries of teachers. To some extent the agitation of the South India Teachers' Union should be considered successful because Government was pleased to issue orders sanctioning personal allowance to all those teachers who were drawing prior to the G. O. 4619 salaries higher than the maximum according to the G. O. 4619. They have been also pleased to revise the scales of salaries of Pundits. These measures have redressed the grievances of only one section of teachers and there are still points which should receive the careful and immediate attention of the authorities. The hardship to a large number of employees who were appointed in Board and Municipal schools on scales obtaining in these institutions prior to the G. O. 4619 and who had not reached the maximum as laid down in G.O. 4619 still remains to be removed. On a reference made to Government it appears that the Government have refused to make the G. O. inapplicable to them and it is understood that they take power under section 63 of the Local Boards Act of 1934. This section may be interpreted as giving Government the power to fix or alter the scales of salaries of employees in District Boards. The question for consideration is whether the Government have the right to reduce the scales of salaries of employees already placed on a higher scale. This is a point on which legal advice should be obtained without delay. In Government service the employees are protected by funda-

mental rules. When the scales of pay are proposed to be reduced, the interests of the existing employees are not allowed to be adversely affected.

If it is not possible for the Union to persuade the Government to treat the employees in local boards in a similar manner it may have to obtain legal opinion and take the matter to a Court of Law. But that would mean expenditure and the general body of teachers should realise the necessity for collecting sufficient funds to have a test case properly conducted. It should be made possible for the Union to implement the resolution passed at the conference. There must be sustained agitation and the Union should be enabled to explore all possible methods for having the grievance of a large section of teachers redressed. We appeal to all teachers especially to those employed in Board and Municipal schools, to send liberal contributions earmarked for the purpose. It will be necessary to secure the service of the best lawyer if our legitimate rights and privileges have to be safeguarded.

PROVIDENT FUND FOR TEACHERS IN AIDED SCHOOLS

Our readers would have seen by this time the Government notification reducing the S. B. rate of interest to 2%. This would mean that the Provident Fund amounts of teachers in aided schools deposited in the Post Office Savings Bank will also carry only 2%. One cannot say whether the rate of interest will not go down still further. With a view to avoiding such fluctuations we have been requesting that the Provident Fund account should be treated as distinct from other accounts and should be allowed a higher rate of interest. Instead of acceding to this request of teachers Government permitted the investment of the Provident Fund amount in Post Office Cash certificates. But the interest yield of these certificates also has decreased from 5½% to 3%, and there is a fear that it may go still further down. If Government is really anxious to help teachers in aided schools, they should lose no time in examining the whole question afresh. Otherwise this reduction in the rate of interest will mean a substantial cut in the provision for the future. At the Anantapur Provincial Educational Conference a resolution was passed requesting the authorities to allow provident fund deposits to carry a fixed rate of 4% per annum compound interest. Such a practice obtains in regard to the Provident Fund of employees of Local Bodies. Also government employees in the non-pensionable department of Government are allowed a 4% interest on their deposits. If such a step be adopted even with regard to Provident Fund of teachers in aided schools and colleges, teachers stand to gain considerably on their retirement even without the 1/3 contribution

from government, as will be seen from the table given below. It looks as if the government while showing on paper one-third contribution, actually *take something from the subscribers' savings* without adding anything in reality. We once again bring to the notice of the authorities the anomalous position and press for an enhancement of the rate of interest to 4 or 4½. Considering the low salaries which are paid to teachers in aided schools, the one-third contribution by the Government, in addition will prove valuable though it may not be great. We hope the Government will take a generous view of the situation and relieve teachers from any anxiety for the future.

PROVIDENT FUND DEPOSITS

(Table showing the difference in amount at 2% interest with Government contribution and at 4% interest on deposits without any contribution from Government.)

Monthly Contribution by subscriber Rs. 2.

Managements contribution Rs. 1.

Total deposited in Provident Fund account every month Rs. 3.

Amounts at the end of.	4% C. I. without Government contribution.	Amount according to present rules.				2-5 Loss to member.
		2% C. I. in S. B. Account	½ Government contribution.	Total.		
1	2	3	4	5	6	
10 Years.	Rs. 485.36	Rs. 398.14	Rs. 132.71	Rs. 530.85		
15 Years.	Rs. 801.55	Rs. 628.80	Rs. 209.6	Rs. 838.40		
20 Years.	Rs. 1163.047	Rs. 883.47	Rs. 294.49	Rs. 1178.96		
25 Years.	Rs. 1613.192	Rs. 1164.64	Rs. 388.21	Rs. 1552.85	Rs. 60.34	
30 Years.	Rs. 2042.17	Rs. 1475.07	Rs. 491.69	Rs. 1966.76	Rs. 75.41	

For Rs. 2 loss to a member Rs. 75
For Rs. 8 do. Rs. 300

OXFORD CLASS TEXT BOOKS

- JUNIOR HIGH SCHOOL READER. Chosen by W. Turner, M.A. As. 14.
A HIGH SCHOOL ENGLISH READER. Chosen by W. Turner, M.A. As. 14.
OXFORD HIGH SCHOOL READERS FOR INDIA. By S. V. Rangaswami Aiyangar.
Book I, As. 14; Book II, Re. 1.
THE CLARENDON READERS: Primer, pp. 82, As. 7; Book I, pp. 78, As. 7; Book II, pp. 84, As. 8; Book III, As. 10; Book IV, As. 14; Book V, As. 14.
The Series has been conceived and produced as an organic whole on a principle of careful and systematic gradation both in regard to style and theme.
THE OXFORD ENGLISH COURSE: INDIAN EDITION. By Lawrence W. Faucett, M.A. (Oxon), Ph.D. Primer, As. 7; Book I, As. 7; Book II, As. 8; Book III, As. 10; Book IV, As. 14; Book V, As. 14.
THE VILLAGE READERS. By F. L. Brayne, M.C., I.C.S., and W. M. Ryburn. Primer, As. 2; Reader I, As. 2½; Reader II-A, As. 3½; Reader II-B, As. 4; Reader III-A, As. 4¾; Reader III-B, As. 5; Reader IV-A, As. 5½; Reader IV-B, As. 6.
OXFORD GRAMMARS FOR JUNIOR CLASSES. For Schools in India, Burma and Ceylon. Book I, As. 5; Book II, As. 8½; Book III, As. 14.
OXFORD HIGH SCHOOL GRAMMAR. Recommended for S. S. L. C. Re. 1-8.
FIRST, COURSE IN GRAMMAR AND COMPOSITION. By A. X. Soares and M. N. Majmudar. Part I, As. 4; Part II, As. 6; Part III, As. 8.
OXFORD COURSE OF ENGLISH COMPOSITION. Suitable for S. S. L. C. Classes. Re. 1-4.
THE OXFORD STUDENT'S HISTORY OF INDIA. By Vincent Smith. Revised and brought up-to-date by H. G. Rawlinson. Suitable for S. S. L. C. C. Group. Re. 1-12.
THE OXFORD HISTORY OF ENGLAND FOR INDIAN STUDENTS. By Vincent Smith. Revised and brought up-to-date by H. G. Rawlinson. Suitable for A Group S. S. L. C. Classes. Re. 1-12.
CLARENDON TAMIL HISTORY OF ENGLAND. By S. T. Ramanuja Aiyangar. Suitable for Group A of the S. S. L. C. Course. As. 10.
INDIA, WORLD AND EMPIRE. By Herbert Pickles. Suitable for Group A of the S. S. L. C. Course. Re. 1-12.
CLARENDON HIGH SCHOOL GEOGRAPHY. By Herbert Pickles. Re. 1-8.
ELEMENTARY MATHEMATICS. By S. Balakrishna Aiyar.

Books I, II and III (Tamil and Telugu). As. 12 each.

Book I (English) As. 12. Book IV (English) Re. 1-2.

Book II (") As. 14. Book V (") Re. 1-4 with Geometry.

Book III (") As. 14. Book V (") Re. 1 without Geometry.

Book VI (English), Re. 1.

Books IV, V & VI are written according to the 1929 S. S. L. C. Syllabus.

OXFORD UNIVERSITY PRESS

BHARAT BUILDINGS

MOUNT ROAD

MADRAS

1929 SCHEME - MADRAS
RECOMMENDED BY THE S. S. L. C. BOARD

PRESCRIBED TEXTS IN TRAVANCORE AND HYDERABAD.

A SCHOOL HISTORY OF INDIA by M. S. Ramaswami Iyengar (recommended as a text for 'A' Group by the Board), Rs. 1-12.
 THREE AUTHORS' ALGEBRA, Revised Edition, by N. Panchapagesa Iyer, Rs. 2.
 ELEMENTARY SCIENCE--PHYSICS & CHEMISTRY by V. N. Viswanatha Iyer and P. A. Narayana Iyer, Rs. 1-4.
 NEW GEOMETRY FOR HIGH SCHOOLS by A. A. Krishnaswami Iyengar, Rs. 2-8.
 NEW ELEMENTARY MATHEMATICS FOR HIGH SCHOOLS by K. Vaidyanathaswami Iyer and N. Panchapagesa Iyer.

ASK FOR CATALOGUE FOR OTHER POPULAR BOOKS.

SRINIVASA VARADACHARI & CO.,
 Publishers : 190, Mount Road : Madras.

OUR PUBLICATIONS.

The Fundamentals of High School Mathematics (under the new Syllabus)
 Vol. I for Form IV, by Mr. T. S. Rajagopalan (approved by the Text-book Committee, vide Part I-B, Fort St. George Gazette, page 543, dated Nov. 20, 1934). Re. 1 4 0
 Do. Vol. II for use in Forms V & VI. Re. 1 8 0

Vol. I available in 3 separate sections :	Vol. II available in 3 separate sections :
Section A. Arithmetic Re. 0 10 0	Section A. Arithmetic Re. 0 12 0
" B. Algebra " 0 8 0	" B. Algebra " 0 10 0
" C. Geometry " 0 8 0	" C. Geometry " 0 8 0

Vol. II Sec. A with Algebra, Mensuration, etc., (1929 scheme) Rs. 1 4.
 C Approved by the Text Book Committee, Madras.

Test papers in Elementary Mathematics, with 1934 S. S. L. C. Elementary Mathematics paper answered. By the same author. Rs. 0 7 0

Winners of the Victoria Wars, in Tamil, suitable for forms II & III. Rs. 0 3 0

Andhra Vignana Chandrika, Part 1 (Tel.) approved. Rs. 0 5 0
 Do. Part II (Tel.) approved. Rs. 0 10 0

New Model Revision Questions in Elementary Science with answers. (Revised and Illustrated) by the Science masters of the Hindu High School. Triplicane. Glazed copy Re. 1 4 (Rough Re. 1).

R. V. NATHAN BROS., Publishers : Triplicane, Madras.

Depend on a Mother's Judgment.

Dr. Jammi Venkataramanayya's

Liver Cure

The BEST Specific for LIVER & SPLEEN Complaints.

"You will be very glad to know that your medicine has SAVED my BABY. Thank you very much. May God bless you with long life to save many more children from the clutches of the disease. Thank you again."

7-12-33

(SD.) MRS. P. INDRA BAI, B.A., L.T.,

Sub-Assistant Inspectress
of Girls' Schools.

For particulars write to:—

Office,

8, Salai St., Mylapore, MADRAS.

Telegrams:
'Livercure'

Phone No.
8139

THE SOUTH INDIA TEACHERS' UNION PROTECTION FUND.

Dear Sir,

Some how, some day, each and every one of us would like to feel that our daily Bread did not come wholly from our daily efforts—that there is a Sum of Money saved for the rainy day or as a provision for our dependants in the event of any unforeseen risk on the life of the bread winner.

So many people think they will begin to make provision "After a while". But the "After a while" never comes unless we make an early start.

It is not the money you Spend now that will make you comfortable by and by. It is the provision that you make Now and during all the Nows of your PRODUCING YEARS.

Experience has shown that provision for old age must be begun early to be really successful.

Is there a better way of making this provision than insuring your lives—especially with a Professional Organisation like the S. I. T. U. Protection Fund?

Why don't you decide now to join?

The office of the Fund will be glad to furnish you further details.

Won't you write to the office at the earliest opportunity and join the Fund at least for one unit?

41, Singarachari St.,
Triplicane, Madras

Fraternally yours,
M. K. RAMAMURTI,
Hony. Secretary.