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THE SOUTH INDIAN TEACHER

Vol. IX.

JUNE 1936

No. 6

FOLK SCHOOLS FOR INDIA

By

MR. A. G. VILVA ROY

The subject, Folk Schools of India, is so vital in its nature and the issues involved in it so urgent that it would require our first attention and careful thought. I write this article not to carry on an academic discussion but to exhort those in charge of the attack on Demon Ignorance in the land to strive, if possible, to change tactics so as to overpower the enemy in a definite period of time.

The Folk School as applied to India has necessarily to mean an institution the like of which is not met with anywhere in the world. This follows from the fact that conditions in India are unique. When the problem with India is unique it is but natural that the solution also is likewise unique. In any useful plan we evolve for the education of men, women and children in India, therefore, it is difficult to avoid a tinge of novelty.

The question arises, how is the problem in India unique? The fact that we have about ninety-three illiterates per hundred after many long decades of educational effort is in itself a feature unique enough. The second feature that renders the problem unique is the common elementary school which is about the only agency to-day organised on an appreciable scale attempting to educate the masses. The elementary school, it has to be admitted, is expected to touch mostly the children of school-age or roughly 14% of the total population. Taking the 93 illiterates in the hundred, therefore, the elementary schools are expected at best to take charge of 14% of 93 or only 13 illiterates. The third feature that renders the problem unique is the masses among whom the educational campaign is to succeed are poverty stricken. We need only go to an average village of the interior to convince ourselves of the fact that there are a large majority of people who toil hard from

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morning till evening to secure one meal a day and that, very poor in quality.

Under these circumstances, therefore, it is futile to look for precedents elsewhere. We have to evolve our own method of combating illiteracy. I offer my Folk School as one of the solutions of the problem before us. The Folk School I am describing here will be an improvement of the present elementary school so as to be a means of spreading literacy and culture among the rural folk.

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ards II to V. Hence the standards above the first may meet in the morning session of the school. The three R's alone could be given prominent attention during this session. The remaining subjects, usually termed as general knowledge subjects, could be taught them periodically at nights with the aid of a magic lantern and slides. By this arrangement all the subjects of the curriculum would be taught. Standard I might meet for two hours and a half at any convenient time during the rest of the day all the subjects of the curriculum being taught during such sessions alone.

The following diagram would enable one to visualise the rearrangement of school hours advocated :—

	Morning.	Afternoon	Night. (Visual Instruction) Twice a week only
Time of session :	7 to 9-30 or earlier	2 to 4-30 or earlier	8 to 9 or earlier
Standard or Standards that meet :	II to V	I only	II to V
Subjects taught :	3 R's	All subjects	General Knowledge subjects

Now it is required to prove that the efficiency of the elementary school does not suffer by this rearrangement of school hours.

In a day school in general, working four hours and a half a day, not less than one half the total number of school hours per week is devoted to general knowledge subjects. By devoting two hours and a half per day to the three R's, therefore, we make the essential subjects receive as much time and attention as they do in a common day school. For example, in one week, five periods are devoted to number work now and about ten periods to language work. By making provision for the same number of periods of the same duration for these subjects in the morning sessions of this type of school it must be clear that these subjects would receive as much attention as they commonly do anywhere.

By avoiding the First standard which is the most disturbing class and the biggest class—often comprising one half the school and more—it must be possible to teach the three R's to pupils in standards II and above much more effectively than now, for, the existing number of teachers in a school will teach a smaller number of pupils during each session.

As for the general knowledge subjects, they are at present taught mostly orally ; and as such they are the more apt subjects to be taught

under the limited conditions of illumination at nights : and it needs no great argument to show that visual instruction would be much more effective appealing to the pupil as it would through the eye and the ear.

Standard I is to meet for two hours and a half sometime during the rest of the day. Adverting to the number of hours of learning per day the Primary Education Committee of the North-Western Frontier Province headed by Mr. R. Littlehales have opined that "three hours or even, in some cases, two hours might suffice in the Kindergarten class." It would therefore be possible ordinarily to teach all the subjects of the curriculum in this standard in the single session of two and a half hours without any need to resort to visual instruction at nights. Besides, all the teachers of the school will have only this single standard to handle betwixt them when it meets and this would distinctly improve the efficiency of instruction in the bottom standard thereby tangibly decreasing the stagnation and wastage that are rampant in it to-day. Single-teacher schools could, likewise, become more efficient. Hence, in this type of school it is fair to expect efficiency of instruction to suffer no loss ; it could, on the other hand, be considerably better.

I do not suggest that this type of school should be introduced wherever there is a common day school at present. There are many villages where there would be no necessity for such a school. But, it has to be admitted, there are a very large number of villages where such a type of school is long overdue.

In several Compulsory areas this plan should work much more effectively than a common day school, for, the bogey of poverty cannot be raised after the introduction of this type of school.

It is likely there are a few parents in the villages where this type of school is introduced who might wish to have their children attend school the whole day. There is nothing to prevent the children of standards II and above from attending the reformed elementary schools in the afternoons as well. All that needs to be done is that such anxious parents should be prevailed upon to provide the children with a cheap notebook in which much individual work could be done without the speaker's immediate attention. The teacher could with advantage set the pupil enough assignments so as to keep the pupil busy throughout the afternoon at school. If this system could be accepted in principle it must be easily possible to get printed books containing suitable assignments for the purpose. The teacher would mostly announce the exercise to these pupils and mind his work with the children in Standard I. As the pupils that would be doing such assignments will be from the more grown-up group of children there need be no apprehension regarding their orderly conduct when left to themselves. If, on the other hand, the children belonged to Standard I it were best they are kept away from school during their off-time. It is needless to add that the school is at present

Standard I (say, 2-30 to 5 P.M.)

Days.	30 Mins.	5 Mins.	30 Mins.	5 Mins.	30 Mins.	5 Mins.	30 Mins.	15 Mins.
	1		2		3		4	
Mon.	Conversation		Transcription		Number Work		Stories & Songs	Games
Tues.	Language Work		Dictation		Do.		Hand Work	Do.
Wed.	Do.	INTERVAL	Drawing	INTERVAL	Do.		Gen. Know. subjects.	Do.
Thurs.	Do.		Dictation		Do.		Hand Work	Do.
Fri.	Sense-Training	INTERVAL	Transcription		Do.		Gen. Know. subjects	Do.
			Drawing		Language Wk.		Stories & Songs	Do.

Note :—A regular month-wise syllabus for Sense-Training must be followed.

not equipped at all for their retention without the direct supervision of the teacher. These children would be better fitted to learn during their school hours if they came in then afresh. Besides, we would be much more sympathetic with the lot of these children by allowing them during their off-time to have their own free play elsewhere than the school.

The following time-tables are suggested :—

We have also to take cognisance of the fact that there are indifferent parents. Compulsion, if introduced along with this plan in poverty-stricken areas, must be able to succeed in rooting out that indifference. It would be well worth a trial to empower not the usual Attendance Committee but the Village Vigilance Association in the school-area to be in charge of the aggressive steps that will have to be taken against the delinquents.

It is necessary also to prevent the employment of school-age children during school hours, and no other agency than the Village Vigilance Association would be in a position to enforce the measures in this regard. It is true that the Village Vigilance Association is as yet neither fully developed nor found organised everywhere. But that does not prevent our experimenting wherever it exists. In many villages in South India it is certified by the Police to work well.

Attempts at adjustments in a varied form in the elementary school were made, in the main, in Bombay, Central Provinces, Cochin and Assam ; but, obviously, the plan described here was not tried anywhere.

So far about the spread of literacy among school-age children. But this is no Universal Literacy. A major portion of the rural folk in India, the adults, will yet be illiterates. We shall, therefore, examine how this new type of school could extend its usefulness to adults.

Adult education in the West, for the most part, means the carrying of the torch of knowledge and culture to every man and woman. The method there corresponds mostly to our University extension lecture. There is no great need to bother about teaching the three R's there. California is reported to get the peasants together through dinners.

But conditions with India are such that we have no other go than to begin first an unprecedented campaign to spread literacy among adults. We definitely cannot afford adult education dinners though that would undoubtedly appeal to the masses. The fund of knowledge contained in books carried at a sacrifice to the door of the peasant by the library movement fails to be appreciated by him for he is unable to get over the barrier of the script. The experiences of

Russia and China in this regard are interesting, but the differences in conditions obtaining in those countries and India are obvious. It being so, we are obliged not to look for parallels elsewhere but to evolve our own method of surmounting the difficulties peculiar to India.

ADULTS

There is enormous possibility of linking up adult education with the type of school described here. The magic lantern lectures on the general knowledge subjects could be had in the open air so as to benefit men and women as well. Pictures on such subjects as Hygiene, Sanitation, etc., would be of use to the average peasant also. By adding slides of special interest to adults at the end of each show their general knowledge could be much improved. The fact that a magic lantern costs little over fifty rupees inclusive of Petromax illumination, the appreciable reduction in running expenditure consequent upon the elimination of carbide in the affair, and the comparatively cheap cost of making slides today are highly in favour of this move. The Radio is, no doubt, coming to the interior. It would surely reach the ears of the largest number at a time. But what the ordinary peasants need is a conversational method of instruction. The magic lantern will yet be indispensable so that pleasure and instruction could be given through the eye and the ear at once. Besides, there is nothing to prevent a clever attempt to teach them reading through the screen. There are slides for the purpose which could be improved in a trice by a committee of experts. The existing teachers could be fitted to the task of adult education through their periodical meetings and short refresher courses, the future entrants being equipped by the training schools. The Radio could still be there giving useful and expert information through cultured lectures in addition to aural entertainment, but it cannot take the place of lantern lectures done by the native teacher that knows the individual level and disposition of the listeners.

But this arrangement for the adults may not be as useful to spread literacy among them as it will be to widen their general knowledge, unless, the method of spreading literacy through the screen be reinforced by a little further individual instruction at some part of the day time. It is possible to make this new type of school answer such a purpose. The leisure the average peasant has during the off-seasons is a precious time which has to be taken by the forelock and turned to good account by the educationist.

In the type of school described here having more than one teacher, when the afternoons are devoted to the teaching of the first standard

alone, the teachers will divide the children in this one standard into small groups of, say, 10 to 20 each and pay good individual attention. This arrangement may be had during the busy seasons in the village; but during the off-seasons one teacher could well manage the single afternoon class. The other teacher may well be made to help adults to pick up literacy. He may be made available in a specified place, not necessarily the school, at a specified time say, from 3 p.m. to 5-30 p.m. or 4 p.m. to 6-30 p.m. or any other time suiting the men's convenience. No rigorous rule of attendance need be had. It could be left to the choice of the adults concerned to spend with the teacher any time not extending beyond the closing time of the adult session announced for the season. The adults need possess neither book nor slate, these being made available to them in the class free of charge. There is nothing to prevent an attendance register being maintained by the teacher. A progress register showing the attainments of each adult for the season will be a valuable record of the effective service rendered by this Folk School to the adults. The women adults of the village could, likewise, be benefited if one of the two teachers on the staff of the school happened to be a woman. In this case the woman teacher could meet the illiterate women at a convenient place by common consent, or meet them in their houses by turns. This activity could be made fool-proof by the men and women officers of the inspectorate by visiting these villages and testing the attainments of the adults concerned. It is needless to add that the method of inspection of such adults should differ from that of children.

Even if a few adults could in this way be made illiterate in each village, the total number for the province would be an unprecedented number growing steadily year after year. With Literary Franchise, public opinion is bound to be increasingly in favour of all organised attempts to spread literacy; and the opportunity afforded by the Folk School in the interior villages is very likely to be welcomed.

To sum up, the Folk School for India will be a school spreading literacy and general knowledge among men, women and children. All that it requires is the existing school with a magic lantern added to every two or three of them and a set of slides for every fifty of them or so. Throughout the year it works six days in the week the Standards II and above meeting for two hours and a half before 9 o'clock or so in the morning, and Standard I meeting separately later on each day for two hours and a half. The former meet again at night but only for two days in the week for about an hour each time to see pictures on general knowledge subjects. The men and women also have free opportunities of seeing these pictures in addition to the ones intended specially for them. An attempt will also be made to spread literacy among them through the

screen reinforced by individual tuition in the afternoons during the off-seasons.

I claim that the Folk School described here, if worked properly, would ensure rapid spread of literacy among rural folk in India. It seems to me that after a few experiments on these lines in some villages the Folk School would become a proved institution to effectively spread literacy among the masses. I visualise the day is not far off when the Folk School would come to stay in India as an agency to successfully compel at once the children and the adults to gain literacy.

I invite criticism.

Days.	10 Mins.	40 Mins.	10 Mins.	45 Mins.
	1	2		3
Standard II				
Monday		Number Work	Dictation	Prose
Tuesday		Do.	General Knowledge	Poetry
Wednesday		Do.	Transcription	Prose
Thursday		Do.	General Knowledge	Poetry
Friday		Do.	Drawing	Prose
Saturday		Games	Dictation	Dramatisation
Standard III				
Monday		Number Work	Dictation	Prose
Tuesday		Do.	General Knowledge	Poetry
Wednesday		Do.	Transcription	Prose
Thursday		Do.	General Knowledge	Poetry
Friday		Do.	Drawing	Prose
Saturday		Games	Dictation	Dramatisation
Standard IV				
Monday		Prose	Composition	Number Work
Tuesday		Poetry	General Knowledge	Do.
Wednesday		Prose	Letter-Writing	Do.
Thursday		Poetry	General Knowledge	Do.
Friday		Prose	General Knowledge	Do.
Saturday		Games	Drawing	Dramatisation

Duration of session :—Two hours and a half (say, from 6-30 to 9 forenoon.)

Note :—There will be lantern lectures on Wednesdays. The two periods set apart for the teaching of the general knowledge subjects on Tuesdays and Thursdays are meant to prepare for, and test the pupils on the lantern show on Wednesday.

2. Gardening could be done during these periods in the months of October, November and December in the higher classes when slides on Nature-Study would be shown.

3. Visual Instruction on Wednesday nights would comprise a hundred lantern lectures viz., 27 on Hygiene; 10 on Rural Knowledge; 25 on Geography; 13 on History and elements of morality; 7 on Civics; 12 on Nature Study; and 6 on other general information such as how we get cloth, books, pots, bandies, means of communication past and present, etc.

HONESTY OF STUDENTS

BY

AN ASSISTANT MASTER

Almost every teacher would have come across students adopting dishonest practices to secure credits or marks at the school examinations or tests. Such practices have got to be corrected and it is the duty of teachers to develop in the students a right attitude towards examinations. In almost every school there may be a few pupils who attempt to cheat the examiners; in some the number is disgustingly large. It is therefore worth while to study the factors that contribute to the adoption of objectionable practices so that we may be able to take steps to prevent cheating in school tests. In one school which I know of, the authorities found this problem of cheating or copying so menacing that they felt called upon to adopt certain strong measure to stamp out the evil. Stricter supervision, spacing out the students in the examination hall, expulsion from the hall of students found copying either from books or neighbours' answer papers, penalising the students who have adopted dishonest practices by giving them zero in all the subjects, talks to such pupils to point out the seriousness of the offence, reporting to the parent of such misconduct are some of the measures adopted. These resulted only in a temporary abatement of the malpractices.

Along with these measures, the authorities adopted a system of issuing monthly progress reports. These reports contained the marks obtained by the pupils in the previous monthly test, remarks by the teacher on the general progress and conduct of the pupils. These reports had to be signed by the parent or guardian and brought back to the school. The report was so drawn up that it would give the pupil's progress month by month for one whole year. The parent was thus kept informed every month how his boy was doing in the class. It is unfortunate that the majority of parents think that the one thing expected of them is to punish the pupil when he gets an unsatisfactory progress report. Sometimes this punishment is so brutal and inhuman that school authorities often hesitate as an act of mercy to send reports to parents. Teachers may recall several instances where parents have told them with pride 'I beat him very severely. I am sure he will work better hereafter' as though beating is a tonic to invigorate the mind! Progress reports will serve an educational purpose if parents understand their responsibility aright. The proper attitude of a parent when an unsatisfactory report is received should be to think as to why the pupil

brought such a report and as to what assistance he should be given. He should hasten to consult the teacher. A discussion with the teacher may lead to a discovery of a number of contributory factors. Thus the intelligent parent would be in a position to help the pupil. But as things stand, the pupil dreads taking the progress report to his parent; particularly if it is poor. Such a fear naturally has its own reactions in the test hour. In the school referred to, the students began to adopt very many ingenious devices for escaping the vigilance of the teachers. Some cases of such dishonest attempts were found out and the delinquents were all expelled from the hall. The other pupils also were told that the authorities disapproved of such practices and would deal with the delinquents very severely. Stricter vigilance was exercised at the succeeding tests.

But a new development arose. While copying from books or note books disappeared practically, a small number of pupils began to tamper the progress reports. They did it very cleverly too and were not detected for a long time. The marks as entered were altered in favour of the pupil and after the signature of the parent or guardian was obtained, they were re-altered before the report was returned to the school.

A superficial inquiry about the family life, occupation of parents and parent's attitude towards results was made with reference to ten boys who were found chronic offenders in this regard. It was not done with any thoroughness characteristic of any scientific inquiry. In practically all these cases fear of parent was the main cause for adopting such practices. In all the 10 cases the family was poor. Three of these pupils were recipients of financial assistance from charitable institutions and the continuance of such assistance always depended upon good progress in school. Two pupils came from families where the nature of the occupation of the parent was such as to take advantage of the carelessness of others. Four boys might be considered to be of fair ability while six were definitely backward by at least 2 years for the class. All the 10 were older for their respective classes. While these do not afford sufficient data for any conclusion to be drawn they throw some light upon the general but delicate problem of dishonesty on the part of pupils.

In this connection, an American investigation on the honesty of prospective teachers is worth knowing. That investigation too cannot be considered complete but as far as one aspect of it goes, it gives valuable suggestions as to the ways of minimising cheating in school tests. Blanche E. Atkins, of the Teachers' College, St. Cloud, Minnesota and Ruth E. Atkins, Normal, Illinois, conducted an investigation with women students. One set of investigations was conducted in 1927

and it was followed later by another in 1935.* Taken together they reveal how often a certain kind of cheating was attempted by prospective teachers. The results also indicate a general correlation between cheating and intelligence and effort. The bearing which fear of failure and ethical instruction have in regard to the dishonest attitude is also made clear.

One hundred and ten women students (prospective teachers) distributed in four classes were the subjects of the investigation. They were in the first year of the Teachers' college studying principles of Education. They were expected to do student-teaching in the following term.

Two general information tests were drawn up. (They were tested on a group of 108 students and found to be approximately parallel). One of these tests was given to these students and they were asked to self-check their responses. In order that there should be many errors in the students' work and therefore many temptations to alter responses in an apparently plausible test, the 50 true false statements in the test were on what appeared to be common subjects but they were very tricky. Impossible of detection by students, a paraffin sheet duplicating the work was attached beneath the paper. The students' responses consisted in merely putting against a statement the sign + if it is correct and - if it is wrong. If they are doubtful they should leave the space blank. This paraffin sheet was removed by the instructor and the scripts were returned to the pupils on the following day for self-checking. A list of correct answers was put on the Black-board. There was no supervision while the class was self-checking. The class was told that the average expectancy was 8 errors (but actually it was 23). They were further told of the importance of general knowledge to teachers. The pupils were asked to circle every blank and every incorrect response with a pencil. Thus the pupils had every opportunity to make alterations and it was deliberately planned to decrease their resistance to alter their answers. When the results were checked, it was found that the group averaged 28.3 chances for alterations and utilised 2.45 or only 8.7% of these chances. Of the 110 pupils 56 (i.e. 50.9%) made from 1 to 14 alterations, 24 of them (42.9%) made one or two alterations and 4 (7%) more than 10 alterations. Counting the correct responses it was found "that the honest group was slightly better informed, the mean for the 2 groups being 30 and 28.3 for the honest and dishonest groups respectively. As

*A description of the investigation is given in 'Elementary Education,' March 1936.

the students had been asked to leave blank in case of doubt, the number of incorrect responses in this respect gave the over-statement. The difference in the amount of the over-statement was marked, the means being 12.9 and 19.8 respectively for the honest and the dishonest group with a critical ratio of 4:6. In intelligence the honest group made a mean score of 82.6 and the dishonest group 77.6. The intelligence rating was according to the Miller Mental Rating Test the difference being 2.37 times its standard error." It is evident from the above that there is a positive correlation of honesty with the amount of information and with intelligence while there is a negative correlation with over-statement.

In order to study the relation between effort and honesty, an effort rating for each student was made by keeping a record throughout the term on such points as neatness and punctuation, memorisation of occasional topical outlines and key sentences, collection of pictures for future use and faithfulness in the performance of other mechanical tasks in connection with the care of the classroom. The honest group had a score 27 while the dishonest group had only 20.9. The critical ratio of students (as classified in the self-checking test) had a mean effort of 4 proves that there is a definite positive correlation between honesty and effort, thus supporting the popular belief that the laborious and studious, be they dull or bright, are not likely to stoop to dishonesty!

EFFECT OF ETHICAL INSTRUCTION

The same investigators also tested the effect of ethical instruction concerning one form of honesty on another form after a lapse of time. The class was divided into 4 groups. One group of 30 students was regarded as a control group. To this group nothing was said of honesty. This group received the same instruction in all other respects as the other classes with 80 students in all. To this latter group, which may be called the experimental group a short talk was given before each of the six fortnightly tests on the subject matter of the course. The task lasted for about 5'. It was generally on how the pupil teachers could keep their pupils honest during test time. The need of vigilance in the examination hall, the method of controlling the eyes, the avoidance of all appearance of evil, the correlation between effort and intelligence, between honesty and intelligence, etc., were the subjects talked on. Most of the points on the problem of preventing children from getting help from their neighbours' papers were emphasised but nothing was mentioned about honesty in self-correction. In the last week of the term the parallel form of the general information test (that was administered in the beginning of the term) was administered to all the four classes. The pupils' responses were self-checked as before. 70% of

the students of the control group altered some answers in the second test while only 46% of this group did so on the 1st test. In the experimental groups there was only a very slight increase in the percentage of dishonest students. It must be mentioned that there were various factors tending to increase dishonesty in the pupils. No effort was made to check these factors. They were (1) It became necessary to emphasize in the course of the term the need for a large amount of general knowledge. (2) The test was given at the end of the term. The test was a part of the scheme in the final examination. (3) The pupils felt that their performance in the general information test would influence the results of the final examination and also be a determining factor in the recommendation given them for teaching positions. These factors had their effect on the control group, but in the experimental groups something has completely balanced that effect. That something should be the short ethical talks made to them. These talks generally occupied about 1' per student in the whole term. The time was certainly well spent, considering the fact that the Experimental group having ethical instruction are found to be more honest than the control group having no such instruction.

TABLE I

Showing the effect of ethical instruction on pupils' honesty

Group.		Dishonest Students.		Mean number of alterations of answer.
		Number.	Percentage.	
Experimental				
Group.	Test I	42	52.5	2.49
	Test II	43	53.8	2.21
Both Tests.		54	67.5	
Control				
Group.	Test I	14	46	2.36
	Test II	21	70	3.46
Both Tests.		24	80	
Both Groups.				
	Test I	56	50.9	2.45
	Test II	64	58.2	2.55
Both Tests.		78	70.9	

In order to find out how far facilities for cheating influenced the students, they were seated in a triple semi circle with answers on a side-board at the rear. By this arrangement the answers were directly in front of some of the students, some others had to turn 45° to look at the answers while the rest had to turn clear round. It was found that the percentage of dishonest students in these groups were 80, 75, and 60 while the percentages of students making over 10 alterations were 25, 16 and 11. Thus both the number of dishonest students and the amount of individual honesty increased with the ease of dishonesty.

EFFECT OF DIRECT ETHICAL INSTRUCTION

Eight years later (i.e., in 1935), the same investigators studied with another group of pupil teachers the effect of ethic instruction suited to the exact situation if the fear element be somewhat relieved. Under the pretext of telling students that they should never allow their pupils to self check their responses especially when the responses consist in using + or - signs, they were told that while children might alter the responses because of their undeveloped nature they— the pupil-teachers were trusted not to do so. This instruction was given to the four classes of students at different periods. For one group it was 5 days before the general information test, for 2 groups the day immediately preceding the self-checking and to the last group just before self-checking. In addition the groups were told about the existence in life in a large measure of small sins and also the scarcity of great sins. The statement that small and trivial acts of indiscretion mar the impression of an altogether good life was explained and this was connected with cheating in tests. The results of this investigation is given in Table II, which also shows the results of the earlier experiments, for purposes of comparison.

TABLE II
Effect of various factors on honesty in school tests.

Tests.	Critical situation.	Nature of Ethical Instruction.	Time of instruction.	No. of students.	Mean number of alterations in response.	Critical Ratio.
I. 1927	Earnest	None.	—	110	2.45	.17
II. 1927	Tense.	None.	—	30	3.46	—
II. 1927	Tense.	Control of eyes & Vigilant supervision.	10 to 2 weeks before test.	80	2.21	1.46
III. 1935	Earnest.	On control of eyes and on self-checking of test.	4 days before the test.	26	1.5	1.71
IV. 1935	Earnest.	Do.	Same day.	41	.45	5.22
V. 1935	Earnest.	Do. and specific remedy for the temptation.	Same day.	39	.25	5.77

A study of the above table will show :—

The mean alteration in a normal group was 2.45. But when fear of failure and its consequences, became great, this rose to as high as 3.46. When the group had some moral instruction on honesty, though not of the form needed the number of alterations was reduced to 2.21. But when the moral instruction included a specific reference to the situation of the group, the mean number of alterations was reduced still further. It was 1.5 when the instruction was some days before the test. It went down still further to .45 when the instruction was immediate. This number became insignificant when the group had a specific remedy for the temptation. Thus ethical instruction on the specific form of temptation suggesting a specific remedy, given immediately before the test proved very effective.

The above investigation, as already pointed out cannot be called quite complete. However it indicates that there is a direct relationship between the proportion of dishonest students and the procedure of the teachers. Under normal conditions cheating increases with the facilities for cheating. Students who are hardworking or who are intelligent are generally honest. The honesty of a group could be increased according to the investigation with specific reference to the class tested if class management makes cheating difficult, if the emotional atmosphere is wholesome and especially if specific ideals related to the form of procedure at hand have been recently presented or recalled."

THE SCHOOL MAGAZINE

BY

AN EDITOR

Many school magazines can be described only as tragedies. Our secondary schools for boys are supposed to be centres of knowledge and culture; they are staffed by University men of no mean attainments; and they send out annually batches of young men with academic laurels, green and flourishing, around their lofty brows. Some of these go on to the Universities, others into the professions and business; but all alike must, like Wordsworth's "Mighty Prophet", take with them into the world some consciousness of that light which has been the "master light of all their seeing." Has any literary venture a more promising hope than that which lies in the loyalty and ability of this varied mass of humanity, old and young? What variety should be possible; and what a high standard of matter be anticipated! Yet there is nothing so stereotyped as the majority of such magazines, nothing so dull and impersonal, so hopelessly uninspiring. The few exceptions only serve to enhance the dullness of the remainder. And the cause? Just the dreary fallacy that the school magazine has no purpose but to serve as a record of school activities. Or rather, a fatal misconception of the proper nature of such a record. If the magazine is to be worthy of a school those responsible must enlarge their vision.

We must try to envisage the school as a living organism. It does not consist merely of six sets of forms ranging from 10-18, but is a living influence reaching back into the past and forward into the future; it is a force which has modified the outlook and personality of many who are now bringing its influences to bear on those within their sphere; it is a force which is now similarly modifying the character of those who will later spread the influence of the school in the world, and in their turn will react on those who shall pass through its classes after their departure: veritably an ever widening stream of influence that flows into the national life itself. This is not a grandiose picture of phantasy: it is a statement of sober fact, as every one who thinks of the real import of education will realize.

Of this entity the magazine should be the most complete single expression; a function, as it were of the very being of the school thus widely understood. Its proper work is to link the spirit of the past with the present, the present with the future, and this is only possible when

it is the co-operative production of the present boys and the old boys. This statement is intended to be taken at its face value. It is not enough that the magazine should circulate amongst a few old boys: it must be in part the production of the old boys. An official Old Boys' Association forms a convenient link for news, but the magazine should be quite independent of any such association. It should circulate amongst, and its columns be open to, all old boys, organized or otherwise. There should therefore be no old boy co-editor. A magazine of such small size, linking up so many scattered elements, cannot be managed by any but a single person at headquarters. I make this statement after trying both methods myself and making some inquiry into the experiences of others.

Every school should publish its own magazine. There is nothing that so admirably focuses the unity of interests in the school; nothing that so successfully keeps old boys in touch; nothing that so vivifies this larger life of the school as a magazine run under the inspiration of a comprehensive conception of the meaning of the "school". The writer has seen a tiny school rise from a lethargic existence into a fullness of life almost incredible to one who has not witnessed it, gathering to itself the loyalty and enthusiasm of its old boys, who, merely through lack of some definite link, had fallen away.

With the inauguration of a magazine on the lines indicated above, one could almost feel a breath of life passing over the dry bones of apathy, and a new stirring of the vital forces. It may be well, therefore, to pass on to those practical considerations which must be reviewed before any one ventures to undertake such work, for it cannot be accomplished by airy visions alone. We deal with these matters in the following order: finance: contents: the editor.

Finance:—Let it be supposed that the magazine will appear twice a term. This is unusual, but I am all in favour of the double issue. I have tried both, and I say without the slightest hesitation that we are more likely to succeed in our main purpose with two issues than with one. I cannot go into the reasons for this here, but I have always found more enthusiasm for the more frequently issued journal, and greater ease in filling it. Given then six issues a year, we have to face a very considerable expense. In some schools, particularly the large ones, the financial burden is borne by the school funds. A nominal charge, more often than not, six pence, is made to the boys, and the deficit made up from the funds. It has never been my fate to run one under these circumstances. No doubt their editors are duly thankful, but I think they and the school miss something of the spirit of adventure enjoyed by those who have made the magazine pay its way. In most small schools there

are no funds, except those provided by the receipts from the sales, and from advertisements. This need be no deterrent even in the smallest school. The writer once revived a defunct magazine in a school of less than 50. It had died a bankrupt's death; yet within 2 years it had paid its way and yielded a balance which increased to such an extent that we were contemplating creating a fund from it for certain other projects. Unhappily the War came and swallowed a great part of its balance, though when I last saw it in the last year of the war, it still had several pounds in hand.

Possible advertisers should be interviewed first of all. In most towns advertisements are easy to get and the prices need not be severely competitive ones. Then the circulation amongst old boys must be worked up. In this connection I had a curious experience. They had been, many of them, circularized by the previous editor by means of duplicated copies of a letter. I decided to try a personal letter to each, and this was so successful that nearly every one to whom I wrote became a subscriber. The W. P. B. is not so handy for private letters as it is for circulars. Next an estimate should be obtained from a number of printers, both locally and away; the latter merely for the purpose of bringing down the local man if necessary; for not only is it a great nuisance to have them printed away, but it is frightfully bad policy. In practice I have always found it possible to get better terms locally.

Armed with advertisements, circulation, and estimates, who cannot settle the price of the magazine? I have never had to fix this higher than three pence.

A word may be interpolated here concerning the arrangement of the advertisements. A school magazine which is properly fulfilling its function will be kept and bound by many of its subscribers. I have had to advertise for odd back numbers on behalf of those who wished to do so but had lost some of their copies, and I know the whereabouts of many bound volumes. It is, therefore, desirable to place advertisement matter in such positions that it can be detached before binding. My own practice was as follows. The inside of the covers, and the outer side of the end cover were filled, and then pages were inserted in the middle for others; not single stuck-on pages, but detachable sheets which could be removed without trace. Another precaution concerning advertisements may also be mentioned. They should be accepted only on a yearly basis, so that the year's advertisements may all be printed at one setting. If they have to be set up for each issue, much of the revenue from them is absorbed in the cost. I found no difficulty in this, not even with the local cinema.

Contents:—In general these should provide a continuous record of that wider life of the school indicated above. This does not mean that they should be a series of bald statements of what teams, societies, or individuals have done. The place of these is a very small one. The magazine is a convenient means of keeping a permanent record of facts—sports records, etc., but they should be kept within strict limits. A great part of the matter which is now so widely spaced out to fill the pages should be condensed to the smallest possible dimensions, full reports being given only of the specially noteworthy achievements of the school. And too much mention of individual names is to be deprecated: they are of no interest except to those whose vanity is thereby undesirably tickled. A record of the school sports results is desirable, with a few concise general comments by an expert, since they are of permanent value to the history of the school athletics. Similarly with examination results, and really notable achievements of old boys, in whatever sphere; but again references to common place doing are not helpful. There must be a real sense of proportion in these as in all other matters, only the really significant being admitted. In general, with due allowance, mere reported matter cannot fittingly occupy more than half of the magazine, if so much. And all these reports might very well be enlivened with a more personal style by the reporter, who should be chosen with great care. Above all avoid anything like school self-glorification.

My own plan was to get everything reported by an observer, never a participator. By this plan I was able to achieve a better literary standard, and at the same time provide an interest where previously there was one.

There remains roughly half of the magazine to fill. These pages also will be a record of the fuller life of the school for they should contain the original contributions of past and present boys. Now, what a boy, old or young, actually contributes is as much a record as the driest set of statistics. By such contributions we can evaluate the quality of mind and character developed by the school, as manifested in the new or the older generation. That is the most valuable kind of record, because it is one that tends to be of general and permanent interest, and so helps to maintain connection of a living kind with those who have passed beyond the school boy stage and those still in the school.

I can see editors all over the country appalled at the prospect of having to fill a dozen pages six times a year with unpaid contributions from a few pupils and old boys, of a sufficiently high standard. Let them be reassured. If the school is worthy of the dignity of a magazine, the necessary contributions will come in. Not perhaps for the first number,

but a little perseverance will lead to success. For the magazine so often mentioned above, the writer was able to obtain in the course of the first year the beginning of a regular series of delightful reminiscences from a well known novelist who happened to be an old boy; another series from an old boy university professor, and others at intervals from a member of the House of Lords, who was also a writer of some reputation. In addition to these regular contributions which formed a basis for some years there was ultimately a steady supply of matter from other old boys whose occupation or pleasures provided them with material. There was, for instance, a ship's doctor, who wrote very interesting travel articles for me. And the quality of these was not without its effect on the boys, whose contributions were not only always available, but frequently of such quality that they were not unworthy of figuring amongst those of their more experienced elders. During six years of editorship I was not compelled to write more than two or three pages to fill up. Frequently there was no room for an editorial without shutting out matter of interest.

I must add, in anticipation of the inevitable suggestion that I was more than usually happily situated in the type of school, that it was just an ordinary grammar school drawing its pupils from the same mixture of classes as any other such school.

The Editor.—A man of first rate literary ability, able at need to bear the whole brunt of the writing is not a necessity. What is needed is a man with no fads, but of catholic tastes, of infinite patience, faith, and courage; faith in himself, faith in his possible contributors, and courage to persevere in the course he has mapped out. There is much donkey work to be done. Personal letters take a lot of time, and the writing of them should be preceded by some enquiry concerning the kind of person to whom he is about to write. There is a little financial risk, for the post does not carry even charitable letters free. Much tact is necessary in approaching possible advertisers, not to mention a considerable amount of ingenuity in finding good reasons why this or that tradesman will find it profitable to insert his little announcement. This aspect of the work is perhaps the most interesting, even exciting; though I have no space to tell how, during those lean advertising years, I persuaded new men to take space so that, far from losing anything, I actually increased my income from that source.

But I look back upon it as a time of successful adventure, and it was one of the proudest moments of my life when I was able to produce a magazine full of advertisements at a time when every other was al-

most entirely denuded. The work filled all my spare time, and occupied nearly all my summer holidays; but it gave one the feeling that one had ventured out into the great world of business—for I had several London firms advertising—and had more than held one's own there. Moreover it led to many pleasant acquaintances.

One word more. I have spoken of the ease with which I obtained good literary matter. Let there be no mistake: it did not pour in automatically. It is the work of the editor of a school magazine to *find* his contributors. It is quite unfruitful to announce that "contributions will be welcomed." It is the personal touch that counts here as everywhere. Find out who, and what, and where old boys are. Invite those who are likely to have anything interesting to say to write it for the magazine. Give them the subject if necessary. Edit the matter if desirable, either openly or surreptitiously according to circumstances. Adopt the same plan with boys in the school. They can rarely think of subjects for themselves, but respond willingly to editorial suggestions.

But above all, do not fear to reject offered contributions if unsuitable, from whatever source they come. The main thing is to maintain the standard so that it will be an honour to be accepted. Again I speak from experience: I have never lost a contributor through refusing to accept offered matter, though I have frequently so refused, even from a professional writer.

Finally, the great secret of successful school magazine editorship is thought: constant vigilance and long forethought months ahead. But the pleasure is well worth the work, and the rewards, if intangible, are intensely satisfying.

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OBJECTIVES IN INDUSTRIAL EDUCATION

(From the Proceedings of the 63rd Annual Meeting of the National Education Association of America, 1925.)

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Industrial education, as I shall use the term in connection with this discussion, is to be interpreted in a broad way and is meant to include all those courses offered in industrial schools and classes for the purpose of giving training in manipulative processes and the acquisition of trade and technical knowledge, similar in kind to that required for performing production, service, and technical jobs in the trades and industries. This definition of industrial education courses is meant to include not only trade education courses but also such courses as may be designated under the head of manual arts courses, sometimes classified as industrial or mechanical arts courses, provided the content of training for all such courses is based upon manipulative processes and technical information drawn from the trades and industries and given for the purpose of developing skill and trade and technical knowledge. I am, therefore, not dealing in this paper with any types of industrial or manual training courses that may be given purely as courses in general education.

The theory underlying this conception of industrial training is to the effect that there is some activity of life having to do with the production or use of some trade product or service, for which there is a social need and a consequent demand and for which some individual can be trained by one who already knows how to do the job. I make, intentionally, the qualifying statement that the activity of life for which the training is given must have to do with the manipulative processes and trade knowledge, involving the use of trade skill and experience. This thought is in line with the modern theory of scientific curriculum-making.

The objectives to be set up for these industrial education courses are best defined on the basis of function. What contribution does the training offered in one of these courses make toward qualifying one to perform any of his life activities that require, on some level, trade skill and knowledge for its performance, is the first question to be raised in determining what courses shall be offered and to whom they shall be offered. We must ascertain in a definite way the use to which such train-

ing is to be put when the course is completed. Is the course to prepare the student for production in a particular line of trade work, or is it for the purpose of preparing him to perform the necessary trade and technical jobs encountered in the intelligent and efficient use of such products? In short, is the course to be given from the standpoint of the learner becoming a producer or from the standpoint of his becoming a consumer of the trade product or industrial service?

At this point a criticism may be raised to the effect that it is not always possible to know whether a student should take industrial work given from the view-point of his becoming a producer or whether he should take a course given from the view-point of his becoming a producer or whether he should take a course given from the view-point of his becoming a user, for the reason that it is not known whether or not the student will become a producer or user, or whether he will become either. My answer to such a criticism would be that it is a dangerous proposition to set up two objectives for the same course each to be considered of equal importance and to receive equal emphasis. Too frequently in such situations we fail to accomplish either sufficiently well for it to function as fully as it should in connection with life activities. If a flock of wild ducks rise before my gun, I may desire to bring down two fowls, but the experienced and successful hunter will first make sure that his gun is aimed true for one and hope that another fowl may come within the range of the shots. The best the hunter can do is to select for his definite aim one fowl that is in near proximity with another one. So it is with these objectives for training in industrial education. We must conceive of them as being either for training for production purposes or for training in use, and admit students to them with regard to the objective set up. Again, I am excepting any industrial education courses given for purely general education purposes. For those students who desire some industrial training, but do not know whether they will become industrial workers or not, there must be made, as is done in many instances in life, a chance decision. If the decision proves correct, well and good; if it does not, we can only hope that some worthwhile life activities that the student will perform have come within the range of the course.

So far we have viewed industrial education as offering training either for the purpose of producing or for the purpose of using industrial products or service. If the purpose of an industrial course is to give training in some specific trade for the purpose of preparing the individual to enter advantageously upon profitable employment in the industry, and upon the particular occupational level of the trade-training given, the objective is vocational. If the purpose of the industrial course is to give

training in trade manipulative processes and trade knowledge needed for the efficient use of an industrial product or service the objective is non-vocational.

In addition to the strictly vocational type of course whose objective was defined above there is another type of course, also given from the view-point of offering training in the production rather than in the use of a trade product or service, which is for the purpose of offering some training experience to pupils who are either too immature to carry on specific trade training at an occupational level or who have not as yet arrived at a decision relative to a life occupation. Because the pupils taking such courses may later take up some specific trade training course, they may be considered as pre-vocational course and the objective thought of as the pre-vocational objective in industrial education. Courses with such an objective are for the purpose of giving preliminary or propaedeutic training in some particular line of trade or technical work, or for giving some training experience in a variety of industrial work, such training in each instance to be characteristic of a particular trade. In the first instance the experience acquired is for the purpose of giving elementary, fundamental training as a basis for later vocational training. In the second case, where a variety of work is to be offered, the major objective is trade finding through exploratory work, such as is found in the general shop.

The field work covered by the first objective—namely, the vocational one, is now quite well defined and many specific courses, having for their single and unqualified objective training in a specific trade for entry upon employment, are now universally offered. It is the objective forming the basis for vocational courses reimbursable under the Smith-Hughes Act and administered by the Federal Board of Vocational Education.

With regard to the objectives for industrial courses other than those of the strictly vocational type, much confusion exists and it is with these that I desire to be critical. There is a great need for clarification of aims. Some good clear thinking is demanded. I am doubtful if clear thinking alone will be sufficient to solve the problems involved. In some instances there probably will be needed some scientific research work to determine just what does or does not function sufficiently in life's activities to warrant its inclusion or exclusion in an industrial course. For example, how are we going to determine what should be included in a home-mechanics course? If such a course is to be of real use to the individual in helping to make necessary adjustments to his home environments, it is essential that the course includes those things which the individual will be called upon to perform. What these definite activities are have

not been determined. Moreover, there have been developed no definite methods and technique for attacking the problem. There is the same general lack of knowledge with reference to specific objective and content material for courses that are to be set up for users of mechanical products and service. What is to be included in a course for car owners, for individuals who drive their own machines, is an important problem for those who are trying to develop industrial courses that will function in the non-vocational activities. The same questions might be raised with reference to many other industrial courses, such as wood-turning, forging, and printing. Some studies must be made in a scientific manner before such questions can be satisfactorily settled. Their solutions will certainly come through the development of ways and means for determining the specific activities in life that can be efficiently and economically trained for in a formal course of study.

A moment ago I said that a great deal of confusion exists with reference to objectives for courses other than the strictly trade ones. Let me cite you a few illustrations: Mr. Lynn E. Stockwell, of the University of Minnesota, has done some research work, reported in the current number of *Industrial Arts Magazine*, with reference to the aims for industrial arts courses in the junior high school. A canvass of the writings of experts in the junior high school field shows that the most commonly accepted objectives ranked in order of their popularity by these experts are as follows:—

First, for the purpose of giving *general training*, which "means the training for general educational purposes. This aim deals with, not the training for skilled workers but with the general training of the boys to increase their outlook and broaden their development." Truly such an objective would not be for vocational industrial education. However, I doubt if the most commonly accepted objective for the industrial arts courses in the junior high school should be for general educational purposes. There certainly should be some course whose first and major objective is to give preliminary training for later specific vocational work and courses for vocational guidance—trade-finding courses, if you please; possibly some of the non-vocational type including certain levels of home mechanics courses and courses for consumers or users of products and service requiring some trade skill and knowledge for their efficient use.

The second most commonly accepted objective is listed as *vocational training*, for a specific vocation. An explanatory statement is made to the effect that the "need for more practical training is being recognized." Surely we will all agree that there is need for more practical work in the junior high school, but I would raise a question, owing to the imma-

turity of the student, of carrying on much specific vocational training in the junior high school. The fact that the objective as vocational training ranks second as to general acceptance by this group of experts seems to me to bear out the statement that there exists much confusion as to these objectives. Especially does this seem to be true when we consider the first objective, the one most commonly stated, was that of general training for general education purposes. From that as first choice we are jumped clear over to the other extreme—namely, objectives of specific vocational training for second choice. No middle ground, no objective closely related to first choice, is acceptable for second choice.

The third most commonly accepted objective is summed up in the word *exploratory*, which gives opportunity "to try out several lines of work". This certainly is a commendable objective for junior high school work. While it is realized that but few of the many vocations can be represented in tryout courses, some first-hand direct experience in manipulative processes as applied to the most commonly used material and equipment in industrial plants seem desirable. I refer to such materials as iron, steel, wood, concrete and to such equipment as electrical and mechanical, the use of which the boy may have some opportunity to learn.

The fourth most commonly accepted objective is that for *preliminary vocational training*. "This means the preliminary work leading up to the specific vocation the boy has in mind". Certainly we will agree that this is a definite aim to be served by the junior high school and a most worthy one at that.

The fifth objective is given as *industrial information*. "This means teaching the industrial subjects for the informational values and not for the skills which could be derived from the work". I see no reason for neglecting the development of skill in connection with industrial courses that give trade knowledge and industrial information in any particular line of manual work.

The sixth aim is given as *physical development*. The physical education department has this as its major objective. I would question the advisability of setting this up as the major aim for any industrial course. Even if an industrial course could effectively accomplish this aim, which is doubtful, there are other departments whose work is more specifically along this line.

The seventh objective is *the development of appreciation for manual labour*. Such an aim is worthwhile but probably not a major objective for an industrial education course. The attainment of this aim would

come as an accompaniment along with the training given for the purpose of furnishing experience in the doing of the tasks.

The aim falling in the position of eighth choice is *recreation, or hobby*. Training for leisure-time occupations or avocations is of growing importance, especially with the shortening hours of labour. Tasks requiring specific forms of skill and trade knowledge are frequently performed during one's leisure time.

The ninth aim is *relaxation*. "Manual training is a reaction from the overemphasis upon book work." This, again, I would assume as not a sufficient objective for manual courses in the junior high school.

Mr. Stockwell has reported in the same article the results of a questionnaire with reference to objectives for manual arts in the junior high school, sent to 166 teachers of this subject in various schools throughout the United States. The objectives as selected by the teachers, listed in order of greatest frequency are:—

1. General training.
2. Industrial information.
3. Appreciation of manual labour.
4. Exploratory.
5. Preliminary vocational training.
6. Vocational training.

Three others, physical development, training for recreation or hobby, and relaxation, are listed, but the writer says they were chosen by so few teachers as not to be significant.

On the face of the returns it looks as though the teachers have done a better job of it than have the specialists. They have at least put their extremes in their relative positions. The extreme objective, that for merely general training, is in position of greatest choice, and the other extreme objective, that of vocational training, is placed in position of least choice. They have recognized a middle ground between these two extremes of choices, including therein the objectives of industrial information, exploratory work, preliminary vocational training, and appreciation of labour.

Why should we trouble ourselves as to definite objectives any way? may be asked. My answer would be: First, in order that we may choose the right kind of content material for the course. Material should be chosen for a definite purpose and so organized. Second, for the purpose

of determining where emphasis of instruction shall be placed. Third, In order that proper methods for instruction may be selected.

With the exception of the manual work of the grades or such manual arts courses as have for their chief purpose general training—that is, having general education objectives which must be justified on the basis of general education needs, I would say, in summarizing, that industrial education courses may be classified as of three distinct types, serving three distinct purposes: First, those courses whose objective is training in some specific line of trade or industrial work for the purpose of entering upon employment on the occupational level represented by the training; second, the pre-vocational industrial education type which gives exploratory work in the selection of vocational inclinations or for preliminary training previous to taking up trade work in a particular line; third, the non-vocational type of course offered to train the individual for some of the activities of life, similar in kind to vocational work but with the view to making the learner a user, not a producer of trade and industrial service.

CAN EDUCATION BE "NATIONAL" ?

BY

MR. C. JINARAJADASA, M.A., (CANTAB.)

(Extracted from the symposium on National Education published under the authority of the Board of National Education in 1918.)

Can Education be "National"—some ask, holding that an education based on the pure principles of education is the goal to aim at to produce the best results. The simplest reply to this is: "Everywhere you look, education is National; there is no such thing as a non-National scheme of education in any country, except India." Pure and abstract principles of educational theory and method may be universal, but the moment they are applied in any particular land, at once the education must become National, if it is to be a success. Education in England is intensely National; every stage of it is intended to bring out what is conceived to be the best *English* character, not a French Manhood, not an Italian temperament. The studies, the methods of teaching, the games, are all arranged to develop the English character. The public schools of England are intensely National in their education; they take definitely into consideration the economic condition of England, which makes it necessary for the younger sons to go out and colonise and make for themselves homes away from England. So the studies are arranged accordingly; art and imagination are put into the background; a "practical" outlook is taught to life; and games are enforced to develop grit and self-reliance and push.

In Italy, on the other hand, where too I have studied in a University, the education is National in a different way; imagination and aesthetic sensitiveness are emphasised, a keen delight in style and taste is inculcated, but games are practically ignored. For Italy's mission is not that of a coloniser.

In America, where I have lived for six years, education is intensely National; the ideals of Democracy are insisted upon, and each boy and girl is taught to feel that he or she, as a citizen, is the equal of the richest and highest in the land, and that no work of hand or body is "low" or "common", so long as by that work a man earns his own livelihood, retaining his self-respect and without relying upon another. In America, specially, the "Star-spangled Banner"—the flag of America—is everywhere; the children are taught to love it, to salute it, and to feel that their life is to increase its greatness.

But in India there is nothing National in Education. A few hours a week of Sanskrit, or the vernacular, or of Indian History, do not make

education National ; the spirit permeating the system is alien. Take, for example, one simple instance ; the chief Government College in Madras is the Presidency College ; the College building is in the Italian Renaissance style. To try to build up the Indian character in an Italian *Palazzo* is ludicrous ; there cannot be by any chance any "atmosphere" to the college studies, as there is for instance in the College buildings in Oxford and Cambridge, where every building is National representing some period of the Nation's architecture. In Italy, during my University courses there, the study of the great Italian poet Dante was obligatory on all ; three times a week the literature professor lectured on the National poet. English was there a *foreign* language, and studied as such, as too was Samskrit. There were lectures on the Italian poets and on what made for distinction in Italian literature. Moreover the whole attitude to Greek and Latin authors reflected the distinctly Italian outlook—a most refreshing change from the English outlook towards the ancient classics as taught in England.

Every country with any kind of an education to boast of has a clearly National Education ; that is why for post-graduate studies, graduates of one nation go to another. Before the War, American and English graduates went to Germany ; why ? Because the German Universities were German, and hence had certain excellences which other nations did not possess. So too men and women went to French Universities, and Italian and Dutch and Belgian Universities, to gain something which could not be gained in England. Can one imagine a foreign graduate coming to the University Colleges in Calcutta, Allahabad, Bombay or Madras to learn anything typically Indian ? There is nothing typically Indian in them which makes it worth his while to come ; what is taught in them he can learn far better at home.

I conceive therefore that education in India must be thoroughly National, and be marked by four main characteristics :

1. It must be primarily based on Indian traditions of the past ; the background of the studies must be familiarly Indian. Education must make a man understand his environment, and sympathise with it ; to an Indian, living in India, each Indian man or woman must be as a fascinating book to read. All round us India of the past is speaking from every temple and tomb, from the roads, from the trees of the wayside ; this mighty tradition must be given to each child as a priceless heritage, to protect and to add to.
2. The data of educational method must be Indian ; the books must first rouse an interest in *Indian* things—plants and animals, common ways and customs. If we are to teach Arithmetic, the sums must deal with Indian things ; *Lilavati* and *Bijaganita* provide Indian data that make an

appeal to the Indian imagination in a way *Hall* and *Stevens* can never do. If Botany or Zoology or Geology is taught, the beginning must be made with Indian Botany and not with the Botany of a foreign land ; and so with Zoology, or Geology, or any other branch of science.

3. Education in India must be given in Indian surroundings ; the school-buildings must be Indian in style, not as now—Portuguese or Italian or English. Every article of furniture, desks, seats, blackboards, should have some characteristic Indian touch which reflects the Indian feeling for life. For it is the business of education to teach what life is, and if the scholar can be taught first to understand the Indian life around him, he will do the rest for himself.

4. Education in India must have as the goal the making of the Indian citizen. This sociological trend in education must be emphasised, especially in our generation, because India now needs her young men and women to make every Indian more healthy and prosperous by developing India's industries and arts, and by making more efficient all municipal and provincial administration.

Some object to the word National because just now, owing to political upheavals, it has a certain political significance. But the word National applied to education or industries has nothing to do with temporary political movements, for National means what characterises a nation. The word has for those of us who work for National Education its normal meaning. There are in England many organisations which are "National" ; there is a National Education Association, a National Association for the Prevention of Consumption, and the well known Royal National Life-boat Institution, and so on. In Mexico there is "National University of Mexico."

Our National Education, then, must be distinctive in the past, as we find it in the literature which reveals that past. We in India have our own standpoint to life, a standpoint held in highest regard by all in the West who prize religious culture. This standpoint is called by some "subjective", "other-worldly", "philosophical", "mystical" ; names do not matter, where there is the reality. It is this Indian standpoint, which was fostered by our past educational systems, which has made India persist as a religious people, retaining their civilisation and culture, in spite of invasions and conquests. India lives on because of her unique culture ; and it is the business of those who educate Indian youth to make them assimilate all that is best in that culture. The present system of education ignores that culture, and so cannot bring out the best and greatest equalities either in the individual or in the nation. One scheme alone will do it, and that is National Education.

FROM OUR ASSOCIATIONS

THE DISTRICT TEACHERS' GUILD, COIMBATORE AND THE NILGRIS

The Eleventh Annual Conference of the above Guild began its session on Sunday, 26th April 1936 at noon in the hall of the hostel attached to the Diamond Jubilee High School, Gobichettipalayam. There was a good representative gathering. The delegates were welcomed by M.R.Ry. V. N. Venkatarama Iyer, Avl., B.A., L.T., Headmaster of the Diamond Jubilee High School, Gobichettipalayam, President of the Guild and Chairman of the Reception Committee. M.R.Ry. K. Sankara Menon, Avl., B.A., (Cantab.), District Educational Officer, Coimbatore and the Nilgris in declaring the conference open dwelt upon the great task that the guilds should undertake in social service such as removing the illiteracy of the masses through Adult Education. He wanted that the guilds should tackle the pressing problems of the day in Elementary and Secondary Education and organise Refresher courses in various courses of study with a view to make the work of the teachers easier and more effective. M.R.Ry. C. Raghunathan, Avl., B.A., L.T., (Madras) T.D. (London) M.R.S.T., the President then delivered his Presidential address.

The following is an extract from the address:—

"We can make a survey of the conditions around and urge that education should take cognisance of the latest developments in Psychology, of rapidly changing conditions economically, industrially and socially and reconstruct both our social and through it our educational fabric. The more the discontent, the more is the hope. At no time can any one find a contented state of things and especially in education. Education is co-existent with life and consequently has to be changing—only the changes should be more of an evolutionary type rather than a revolutionary one.

The backbone of any system of education in every country is Elementary Education. This has to be most efficient, in democratic countries where the vote plays such a large part in governing. In our province, within the past fifteen years or so, so many specialists and Committees have examined the state of Elementary Education. The latest one now is the appointment of the Economic Board and already some meetings have been held to tackle the problem successfully.

There is a lot of room for any enterprising teacher to make the situation as comfortable as possible and suitable to local conditions. The Schools can be made to work during any part of the day as long as 4 or 5 hours of work are turned out. The curriculum can be so planned that it will easily fit in the pupil to his environment. I do not think the Department insists on doing things on a pattern. This does not mean there is all perfection. Much remains to be done. Steps have to be taken to see that the teacher who works in the school gets his legitimate share from the grant and in good time. Grants are given as 'in aid', hoping that managers by contribution from their fund and from fees would pay the teachers monthly a decent salary. People in villages when they saw that in the other neighbouring "Board School" nobody paid fees, felt that they need not pay any fees to their School. Some go to the extent of threatening the village aided School Master by pointing out that his grant depends on the strength he has to show to the Inspecting Officer, for which strength he must look to the support of the villagers. The fact is that when one set of public gets education free, there is the tendency for all to get the same privileges. We have come to a stage when we should seriously think of free and compulsory education. It should be borne in mind that when education is made

free and compulsory, facilities have to be given for free books and other stationery. To make compulsion effective, attendance officers, medical inspection, school clinics, all these have to be inaugurated. If the people are prepared to tax themselves for the purpose, then the goal will be reached earlier. At a time when countries like England are agitating for the raising of the school leaving age, it is a pity that we have not adequately grasped the need even for compulsion up to 11 years. All progress can be achieved if and only when the public are keen about it even to the extent of being taxed for the purpose. It is only then, that we can wipe off the defects like stagnation and wastage and the first step in that direction is to have well conducted efficient schools in all villages. In this connection I am sure you will agree with me when I say that our boys and girls who play out together at home and in the streets can read together in one school surely upto the age of 11, and personally I believe the task has to be initiated and run by the Government for a certain period at least, when after the necessary experience gained, local authorities will be able to carry on.

We have met at a time when the Department has issued a questionnaire regarding the S. S. L. C. It is up to us to give a definite, well considered lead in the matter so that later on we may not find fault. Herein there must be proper visualisation, a correct perspective, a thorough realisation of the practical consideration before we commit ourselves to recommendation. It is easy for each specialist to come forward to press his claims but the pupil must be the criterion and not our knowledge and our desires.

I would invite your attention to the existence of what are called central schools in England where children after the age of 11 are selected partly by means of Examination and partly by the record of progress and conduct from the Elementary School. These schools have a definite bias either commercial or industrial. The curriculum is planned to be of practical value to the average type of child and contains scope for more practical work than is found in Secondary Schools. This provides a four year course, the fourth year devoted to Vocational Training.

It looks to me that nearly 75 per cent of our children are not of the academic type and therefore not suited to the present system of secondary education. There is a need for other schools in which the engineers, electricians, house contractors, bus owners, big hotel keepers, cinema producers, musicians, can find their needs satisfied. These kinds of schools would bring variety and probably be a relief from the standardised mediocrity seen in our Secondary Schools. There is obviously a need for 2 kinds of schools one that will cater to the University requirements and another that will give a self-contained education which will enable a pupil to start in life on any walk of life.

In the new type of school the treatment of the subject of the curriculum should be practical in the broadest sense and should be brought in direct relation with the facts of every day life. The school work should centre round the interests arising from the social and industrial and rural environment of the pupils. For this due regard should be paid to the varying capacities of pupils and local environment. Practical bias may be given in the last 2 years of this school life after due consultation with local industrial or commercial magnates, wherever possible there must be room for practical apprenticeship even during school career, so that boys may get real love for manual labour. As at present, the admissions to High School forms are not all perfection; hence even after realising the hardships of an external examination, one feels the need for an examination at the end of the middle school

so that there may be common basis for selection. The reasons for the present state of affairs are too obvious to need reiteration. The teachers and the public both are in a way responsible.

One thing must be borne in mind, whatever changes we may suggest or recommend, nothing is possible unless the general outlook of the public changes. As long as people have conservative notions of prestige of caste, or creed, of looking down upon manual labour, so long there is no hope. All people who advise more often advise to other people's children and when it comes to their turn the tale is different. Unless preaching and practice go together there is no room for improvement. It is just like our time honoured Dowry system.

Above all stands the teacher. The teacher transcends the adjuncts like apparatus, school's furniture, new methods, etc. It is the personality of the teacher that is important. Is the teaching profession even now on the same status as that of a Doctor, a Lawyer or a Government Official? Why should this be so? It is a matter of deep concern when we realise that the future citizen has to spend his plastic periods of life under the least lively, least enterprising, most conservative and innately self-protective type of teacher. We have to erase the barrier that exists between one grade of teacher and another. The profession must bind us all together no matter the pay or higher education. It is up to us to make our profession an art based on scientific and psychological knowledge, giving ample scope to the best of talents. Then it would be possible for us to stem the inroads made by all sorts of people into the education field. I remember an experienced District Educational Officer remarking, "Education is a pasture land where no trespassers are prosecuted". Every other profession is guided by expert knowledge; only when education comes up every one is an authority and the teacher who spends the whole life in the cause is nowhere. It is up to us to maintain our self-respect by a due recognition of the sense of our duty and responsibilities. We have to keep abreast with the latest psychological knowledge and see its practical effects in the class room and outside. Even in the midst of red-tape and other inconvenience it is possible, for some of us to do some research work in the field of Education . . ."

The conference re-assembled at 4 P.M., after lunch and the following lectures were delivered:—

1. "Education in Ancient India" by Mr. K. Kannan Menon, Headmaster, Dharampuram.
2. "Teacher and the Public" by Mr. S. K. Viswanatha Ayyar, Tiruppur.
3. "Relationship between the Teacher and the Student." By Mr. K. C. Subramaniam, Akhilandapuram.
4. "Where We Are" in Tamil by Mr. Venkata Rao, Pollachi.

Mr. S. Natarajan, Secretary of the "South Indian Teacher" and Mr. M. K. Ramamurthi, Secretary of the South Indian Teachers' Union Protection Fund appealed to the teachers to support the activities of the Union by contributing for the Union Journals, viz., *The South Indian Teacher* and *Balar Kalvi* and by benefitting themselves by joining the Protection Fund. This was followed by a Physical Demonstration by Mr. S. Natarajan, Weight Lifter of Tiruppur.

At 9 P.M., the Subjects Committee sat after supper to consider the resolutions to be moved at the open Conference. The next day the Conference re-assembled to discuss in detail about the Questionnaire on the reorganization of the S.S.L.C. scheme recently communicated to the heads of Secondary Schools and District Educational Officers.

The Conference re-assembled after dinner at 1 P.M. Papers on "The Place and Teaching of English Poetry in Secondary Schools" and "Vernacularisation of Science in High Schools" were read. "The New Middle School Geography Syllabus" was discussed.

Re-assembling at 4 P.M. after lunch resolutions were passed. The General Body meeting of the Guild was then held at which the report and the financial statement for 1935-36 were read and adopted. This was followed by the election of office-bearers for 1936-37.

At the concluding function the President delivered his concluding address in which he exhorted the members of the Teaching Profession to hold high their dignity, to work up for solidarity and for the common good of the Teachers and the Taught. Mr. S. K. Subbarama Ayyar, B.A., L.T., who was re-elected Secretary for the 5th time proposed a round of vote of thanks and the Conference closed at 6-30 P.M.

S. K. SUBBARAMA AYYAR,
Secretary, the District Teachers' Guild,
Coimbatore and the Nilgiris.

RESOLUTIONS

1. This Conference places on record its deep sense of sorrow at the demise of late His Majesty King George V.
2. This Guild affirms its sense of loyalty to the person and throne of His Majesty King Edward VIII.
3. This Conference places on record its deep sense of sorrow at the demise of (i) H. Champion Esq., (ii) Boulton Esq., (iii) S. K. Devasahayam Esq., (iv) P. V. Seshu Ayyar Esq., (v) C. R. Namasivaya Mudaliar Esq.
4. This Conference places on record its great sense of sorrow at the untimely demise of Mr. G. Vaidyanathaswami Ayyar, Assistant, Mahajana High School, Erode, the first Secretary of the Guild and conveys its sorrow to the members of the bereaved family.
5. This Guild is of opinion that the power of prescribing text-books in schools shall rest with the heads of institutions.
6. This Guild requests the Government to cancel the G.O. prescribing the five-year limit for the retention of the text-books in schools.
7. This Guild requests that the rate of interest allowed to P.F. amounts of teachers in non-pensionable service in aided-schools should carry a rate of interest of not less than 4% and that withdrawal of sums from P. F. amounts be allowed to pay off Insurance Premia as in the case of Board and Municipal Schools.
8. This Guild requests the Government to have the scales of pay introduced in G.O. 4619 to be revised liberally.
9. This Guild requests the Government to revise the scales of pay of Elementary School teachers introduced in G.O. 1219.
10. This Guild appoints a committee consisting of the following five members to take immediate steps to implement resolutions (8) and (9) and submit memorandum of work done before 1st October, 1936. (i) President, D.T.G.; (ii) Secretary, D.T.G.; (iii) Mr. V. Rajagopala Iyer; (iv) Mr. R. Ramakrishnan; (v) Mr. Bhuvanawara Ayyar.

11. This Guild is of opinion that the recent cut of personal allowance of Elementary School Teachers in the District Board Schools be restored as it causes considerable hardship to the teachers.
12. This Guild requests that the Government be pleased to make adequate provision for paying at least the assessed grants to the Elementary schools.
13. The Guild requests that when Elementary School teachers are transferred on public grounds travelling allowance be paid to them.
14. This Guild while agreeing with the proposal of the University of Madras to raise the percentage of marks in English to 40% in S. S. L. C., is of opinion that the rule must be made applicable only from next year due to the late communication of the rule this year.
15. This Guild is of opinion that ample provision must be made for alternative courses of study in existing schools, to start with to cater to the varying aptitudes of pupils and that Government should start Industrial or Vocational Schools in suitable centres.
16. Resolved that the D. T. G. do meet at a special session at Coimbatore in June or July to discuss the reorganisation of Secondary Education and that a Committee consisting of seven persons with powers to add do consider the question before the session meets and submit a report. (i) President, (ii) Secretary, (iii) Mr. V. Rajagopala Iyer, (iv) Mr. K. V. Subramania Ayyar, (v) Mr. R. Srinivasa Ayyangar, (vi) Mr. M. J. Sargunam, (vii) Mr. R. Ramakrishnan, (viii) Mr. S. S. Viswanatha Ayyar, (ix) Mr. R. Kuppuswami Ayyar and a representative from other unrepresented complete High Schools.
17. That the amendments to the rules of the S. I. T. U. notified in "S. I. Teacher" regarding subscriptions are not acceptable while we agree with the need for increasing the financial resources of the Union and we shall come to a decision after the Salem Conference.
18. That relating to the amendments regarding the abolition of the Journal Committee, this Guild is of opinion that the Journal Committee is necessary and should not be abolished.
19. That the Guild welcomes the idea of the creation of a post of Vice-President and suggests that either the President or the Vice-President may be in Madras.
20. That in the interests of the service conditions of Board and Municipal School teachers, the creation of Election Boards be postponed till the functions of such boards are clearly defined.
21. That it be a recommendation to the Executive Board of the S. I. T. U. to consider the question of starting an Employment Bureau to tackle the question of unemployed.
22. That the Guild recommends to the S. I. T. U. to make consequential amendments to the changes notified in the light of our views expressed (Item 11) and that the post of Joint Secretary be retained.

EDITORIAL

A NEW SOUTH WALES EXAMPLE.

No detail connected with education seems to evade the vigilance of the Education Department in New South Wales. The minister seems to have made enquiries regarding the weight of books carried by school children and come to the conclusion that in many instances the weight carried was too much and might prove injurious to healthy development. He has therefore asked teachers to exercise close supervision over school bags and their contents and has advised them to take such steps to lessen the number of books taken home by each pupil on any one day. In Madras, the Minister for Education has a big portfolio and education may not get the attention it deserves. No serious thought seems to have been given at any time to the various factors affecting the health of children. It is not very uncommon to see young boys of 6 to 10 in elementary schools carrying a big load of books and note-books, and walking long distances to and from the schools. It should certainly affect the posture of children, and also their ability to concentrate on their class-room work. Whether the authorities in charge of the administration of Education in our province find time to attend to these useful details or not, it is our duty as teachers to take care that nothing which would act adversely on the health of children is allowed to continue.

MAL-NUTRITION AND UNDERFEEDING.

A nutrition research in England has shown that at least 10% of the population was underfed and this percentage is considered by the authorities a very serious menace to the Nation's health. We would like to know the percentage of the population in our province that may be described as 'underfed'. It should be pretty large probably 90%; for the average income in India is estimated at Re. 0-1-6. Some years before, medical inspection of some sort was attempted in our schools and we are glad to know that some schools provide for medical inspection though no aid is given under this head. A study of these medical inspection reports must reveal a large number of pupils suffering from malnutrition or undernourishment. A large amount of wastage of educational effort must be taking place every year on account of this cause. It is for teachers and school authorities to create a public opinion in favour of better diet to school children. The interest His Excellency the Viceroy is evincing in nutrition problems in general and in the diet of school children in particular augurs well for the future. We hope the authorities in charge of schools will remember His Excellency's remarks that in his country the supply of milk to school children

resulted in an increased health and efficiency of the children. The Simla Municipality which has made a provision of supply of milk to school children has found that such a supply for 6 weeks has resulted in an average increase of 2.5 lbs. in the weight of children. It is needless to expatiate on the advantages of a healthy diet. In England the King George Memorial Fund is proposed to be spent on the acquisition of playgrounds for school children. Playgrounds are indeed necessary here also. But as Dan Edwards in his presidential address at the South Port Conference of the National Union of Teachers' said "Physical education forced upon a semi-starveling is not an education. It is inexcusable. In many cases a square meal is a more urgent necessity than a horizontal bar, a pair of boots than a pair of dumb-bells." These words are quite true of Indian conditions—and particularly of Madras conditions. May we therefore suggest that Government should try to assist with liberal grant any scheme for the supply of milk or nutritious food to school children. The money now collected for the King George Memorial Fund may well be used as a *corpus* for such a scheme. It may well be augmented by additional annual grants from Government and by contributions by philanthropists. The active and healthy manhood this scheme will serve to rear up would certainly be a glorious monument to the blessed memory of the late monarch whose interest in children was very abiding.

THE TEXT-BOOK MUDDLE.

Those who sow the wind should reap the whirlwind. The G. O. on Text-Books was issued in an unfortunate moment and we pointed out in our columns immediately how complications would very soon arise. The public were told that the G. O. had to be issued to relieve the strain on the purse of the poor parent. Will any one care to inquire whether the selection of books bears any relation to the purse of the parent or to the needs of the child? Boards and Committees have been constituted for the several municipalities and district boards to undertake the responsible and difficult task of the selection of books and it is not to be expected that in our presidency a place in such committees will ever be given to a teacher. But for the stipulation that the selected books should be from the list of approved books, the situation will be more amusing. It should not be supposed that books approved by the text-committee are of the same standard and quality and that there is no difference between one book and another even if it be a book on arithmetic or history. Can it be said that books are now selected on considerations of suitability? Teachers might have made mistakes before in regard to the selection of books but they are always amenable to the control of the inspecting officers and management. If the selection be unsound, the defect may be remedied next year. As it is, no one can criticise

the action of the committees and ordinarily a change will not be permitted within a period of five years. To ask for a change within five years is to admit indirectly that proper care has not been taken. A good deal of confusion has been caused by the indefensible G. O. Schools have re-opened but the list of selected books is not ready in certain centres. Teachers are perhaps expected to keep the pupils engaged somehow and it is hoped they will not be taken to task if sufficient ground is not covered. Certain other local bodies are seen to be over active; and lists and counterlists cross each other. The muddle is amusing if we forget for the moment the interests of the child. We pity the inspecting officers who, in the midst of their heavy work, have to get on with representatives of local bodies who are more keen on exercising their rights. It is much to be wished that the same enthusiasm is displayed by the members of the local bodies in regard to other questions relating to schools. It will be good for the department to call for information from the heads of institutions under local bodies regarding the selection of books. Teachers in schools under local bodies cannot be held responsible hereafter if instruction be ineffective owing to the unsuitability of books. But it is their duty to bring to the notice of the Union and the authorities instances where the educational interest happens to suffer. Is it not strange that books intended for pupils should be chosen for teachers by committees consisting exclusively of laymen? Is it not more strange that our public men should accept the responsibility for book-selection when they know that they can hardly do justice to the work? Serious troubles are still ahead of us. The atrophied teacher, the acute publisher, the busy politician and the perplexed inspecting officer are several elements brought together by the G. O. Will not this curious combination result in starving children intellectually and hampering the progress of the country? We deplore that the public does not choose to look into the question and make its influence felt.

STRANGE POSITION.

The Government deserves to be congratulated on its decision to let the Nandyal High School continue. We are glad that the public of Nandyal has been able through its numerous representations to influence the Government. It is also a matter for satisfaction that the Municipal High School at Palni is not to be abolished. But a strange position has arisen in Nandyal and this should make the Government realise the necessity for reconsidering the entire question of "higher education and Municipalities." The public of Nandyal seems to be definitely in favour of the retention of the high school but the Municipal council which is after all a creature of the public is definitely for abolition. Will the members of the council resign and make this an

ART OF TEACHING.

It is proposed, if there be an adequate response, to open a new section where will be published short articles (of 1,800 words or less) dealing directly and intimately with the various problems that arise in the actual teaching of the different school subjects in the classroom. It is hoped thereby to actualise the successful experience and innovations of a few. *The South Indian Teacher* believes that there is hardly a teacher who has not developed a successful method of teaching some topic—or who is not responsible for some original contribution be it even so small—to some phase of classroom procedure. To such teachers we appeal asking them to write up their ideas and send them in. No one should fear that his ideas are too obvious or too simple; for every phase of the teaching process is important and deserves consideration. Often many minor improvements have major consequences. Moreover it is the professional duty of each one of us to share his discoveries with co-workers in his field.

Any note on such topics as "Home work—correcting, examining, checking and assigning—How the topic..... was made interesting. A successful lesson in A new way of introducing a etc will be very welcome.

THE SOUTH INDIA TEACHERS' UNION.

41, Singarachari Street,
Triplicane,
Madras, 22nd June 1936.

The SECRETARY,

District Teachers' Guild/Teachers' Association.

Dear Sir,

I am sending herewith a copy of the Annual Return form, and I am to request you to forward the same to the office with all particulars.

Your attention is invited to the resolutions passed at the XXVII Provincial Educational Conference, held at Salem which appeared in our May issue of "*The South Indian Teacher*", especially to the following resolutions on S. S. L. C. Questionnaire and conditions of service of teachers in Elementary schools.

1. The President took a "straw vote" of the house on the following points:—
(i) whether the present scheme should be continued; (ii) whether the syllabus should be lightened; and (iii) 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 lightening 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. Manickam, Madras; Mr. Sithapathi Naidu, Madras; Mr. Guruswami Sastri; Mr. Rajagopala Iyer and Mr. E. H. Parameswaran) be appointed to prepare a memorandum on the basis of suggestions received from Guilds and to forward it to the authorities.

2. 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.

Secretaries of affiliated Guilds and Associations are requested to communicate their views regarding the points in the S. S. L. C. Questionnaire in a definite form as early as possible, say, 20th July 1936.

They are also requested to get all possible information from the Elementary School Teachers' Associations in their locality regarding the conditions of service in Elementary schools in their respective areas and to forward it to the office of the Union on or before 1st August 1936 so that a memorandum may be prepared and submitted to the authorities.

Yours faithfully,

M. S. SABHESAN,

Secretary

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THE SOUTH INDIA TEACHERS' UNION PROTECTION FUND.

Dear Sir,

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41, Singarachari St.,
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Fraternally yours,
M. K. RAMAMURTI,
Hony. Secretary.