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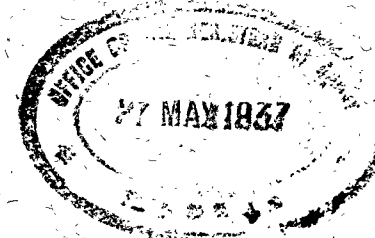
Vol. X

Regd. No. M. 2347

No. 4

The South Indian Teacher

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



APRIL 1937

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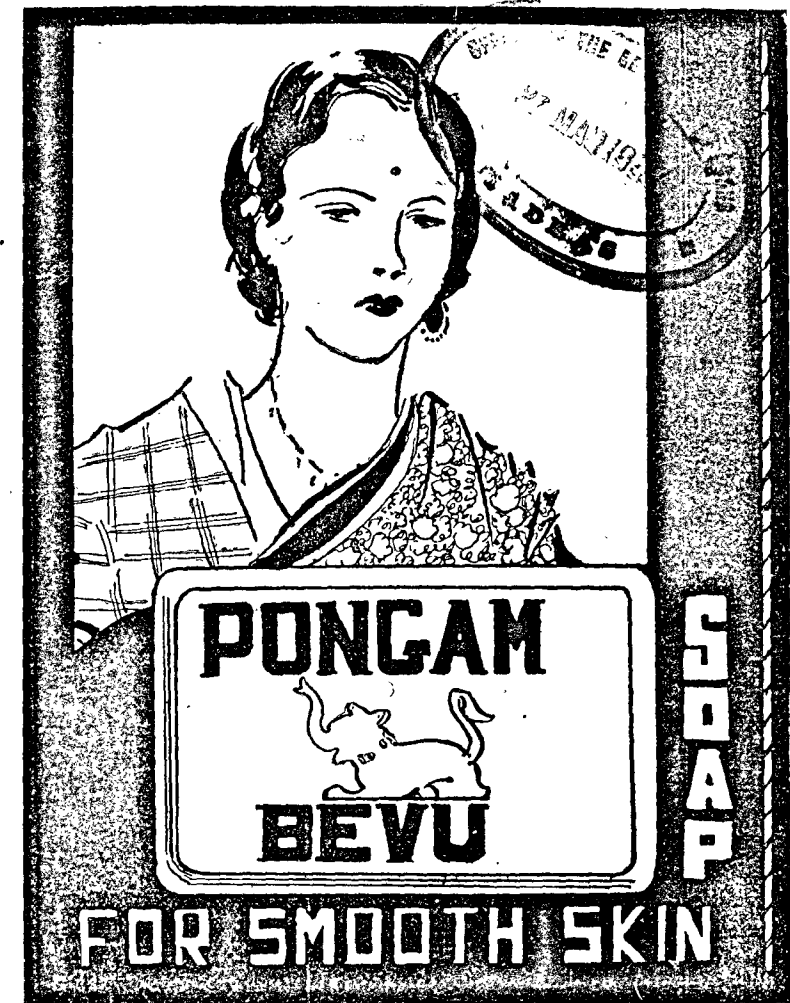
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—Journal of the Madras Geographical Association, Oct. 1936.

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THE SOUTH INDIAN TEACHER

Vol. X

April, 1937

No. 4

THE XXVIII PROVINCIAL EDUCATIONAL CONFERENCE, TANJORE MAY, 1937.

Bulletin No. IV.

The following General Programme is circulated to the affiliated associations for information.

GENERAL PROGRAMME

30th April.

8

A. M. Refresher course for the Elementary School Teachers. Mr. V. K. Raman Menon, M.A., Bar-at-Law, the District Educational Officer, will open the course.

5th May.

4

P. M. Closing session of the Refresher course.

8—30

P. M. Meeting of the Working Committee of the S.I.T.U.

6th May.

7—30

A. M. Reception to the President-elect (Sjt. C. Rajagopalachariar.)

8

A. M. Opening of the Conference.—Address of the Chairman of the Reception Committee. President's opening address.

10

A. M. Opening of the Exhibition.

11

A. M. Dinner.

2 to 3

P. M. *Geographical Conference.*
Opening Session.

3 to 4

P. M. *Physical Education Conference.*
Opening session.

4

P. M. Lunch.

- 4—30 P. M. *Pandits' Conference*,
Opening session.
- 5 P. M. Demonstration of Physical activities.
- 6 P. M. Public Lectures, Educational Reconstruction.
By Mr. N. Kuppuswami Iyengar, M.A., L.T.,
'Secondary Education,' By Rev. Father
Jerome De Suiza, Principal, St. Joseph's
College.
- 7—30 P. M. Dinner.
- 8—30 P. M. Kalari Pyat Demonstration.
- 9 P. M. Conference Subjects Committee Meeting.



Sjt. C. Rajagopalachariar,
President-elect of the Conference.

7th May.

- 8 to 11 A. M. Opening Session of the Conference.
- Papers (1) The role of Agricultural Education in
India's Prosperity—Mr. M. Venkata-
chalam, Bsc. Ag., Kovilpatti.
- (2) Partnership in Education—Masters'
Association, Hindu Theological High
School.
- (3) 'The Place of Religion in Educational
Reconstruction' by Mr. T. A. Rama-
chandra Ayyar, B.A., L.T., Head-
master, Board High School, Ayyam-
pet.

Secondary Education—Discussion and Resolutions.

- 11—15 A. M. Dinner.
- 2 P. M. Annual meeting of the S.I.T.U. Protection
Fund and Sectional Conferences (Geogra-
phy and Pandits).
- 4—30 P. M. S.I.T.U. meeting and Sectional Conference.
(Physical Education).
- 6 P. M. Public Lecture—'Teachers and Rural Recons-
truction' R. Suryanarayana Rao, Servants
of India Society.
'Science in Schools.' S. Ramachandra Rao,
M.A., Professor, Annamalai University.
- 7—30 P. M. Dinner.
- 8—30 P. M. Physical Education. (Subjects Committee
meeting.)
- 9—30 P. M. Dramatic Entertainment.
- 8th May.
- 8 A. M. Open Session—Elementary Education.
Paper by Rev. Koult.
'Industrial Education' by Dr. A.J. Pandian.
Resolutions.
- 11 A. M. Dinner.
- 1 to 3—30 P. M. Sectional Conferences (Concluding sessions)
- 4 P. M. Concluding Session of the Conference.

Tanjore,
22—4—1937.

K. M. SUNDARAM,
N. KALYANARAMA IYER,
Joint Secretaries.

THE VENUE OF THE 28TH PROVINCIAL EDUCATIONAL CONFERENCE.

(Contributed)

Tanjore, the royal city of the Cholas, the Nayaks, and the Mahrattas and now the district Headquarters, is the eighth largest in the Presidency, and is set amidst the vast deltaic tract of the Cauvery. As the seat of a succession of ancient Hindu dynasties, and in all ages, one of the chief political, literary, and religious centres of the South, Tanjore is full of interesting associations.

Tanjore, constituted a Municipality in 1866 has a population of 66,852 according to 1931 census figures. It is a Railway junction for the Négapatnam branch of the South Indian Railway opened in 1861. The station has a convenient set of retiring rooms, and close by is the Municipal Dak Bangalow, and the Raja's Chatram maintained by the District Board. There is also another rest house called the Tenkondar Chatram, adjacent to the Railway station. There are also the Sreyasi and Vennar Chatrams farther off in the north. The city possesses a fairly cool and equable climate, and is situated south of the Vadavar river, and a mile further flows the Vennar, a branch of the Cauvery. The new Mettur Canal passes through the city washing the walls of the Sivaganga fort on the west. The greatest length of the city south and north is about 4½ miles and the greatest breadth east to west is about 3 miles.

Tanjore comprises primarily two main divisions, the small fort of Sevappa, and the larger fort of Vijayaraghava, and the three suburbs, Maharnombuchavadi in the south east, Karantatangudi and Palliagraharam in the north, and the modern town extensions of Ganapathinagar and New Town in the South. The former contains the Great Temple of Rajaraja, the Sivaganga Tank, and the Schwartz Church which are all in a good state of preservation. The old walls and the moat are still a fine sight. The large fort covering nearly an area of 530 acres contains the Palace of the old Rajas. Within and without the fort, large and substantial houses abound and the four main streets of the city are fine and broad. On the eastern rampart of the fort is a monster cannon called *Rajagopala* twenty four feet and odd in length.

The Palace, a curious but majestic structure is an attractive sight with its two Durbar Halls, the Raja Sarfoji Saraswathi Mahal Library, a 'private' palace temple of Sri Chandramaulisvara (the family Deity of the Mahratta Rajas), the Gudagopuram once the armoury of the native kings, the Madamaligai, and the Sangeeta Mahal.

The Schwartz Church, "a striking and gratifying memorial of Christian excellence and Hindu gratitude and affection," is a gift of Raja Sarfoji in token of his affection and esteem for Rev. Schwartz and constructed by him in 1779. Its interior contains a marble tablet by Flaxman representing in basso-relievo the death bed of Schwartz and Raja Sarfoji at his side grasping the hand receiving the blessings of his dying friend. Another Protestant Church, the St. Peters Church, is situated in Maharnombuchavadi. The city is also a powerful seat of the Roman Catholic mission which dates from the first half of the 17th Century.

Tanjore contains within it 74 temples founded at different periods by a glorious line of rulers from the ancient Cholas to the last Mahrattas. An abundance of culture and wealth created these institutions which have enabled them to survive all these centuries and would sustain them for all time to come. The Big Temple (Rajarajesvaram) considered to be by far the greatest temple in India has all along been attracting floods of visitors and impressing them with its majesty and beauty. The temple is entered by an imposing gateway on the east. A court of 500 feet long and 250 feet broad is well paved with brick and stone and is surrounded on all sides by a cloister. The Sivalingam of Sri Brihadeesvara is probably the grandest in existence and the tower over this shrine is named Dakshinameru after the abode of Lord Siva at Kailas, the Uttarameru.

The shrine of Sri Subrahmanya has been pronounced to be "as exquisite a piece of decorative architecture as is to be found in the South of India," and "a perfect gem of carved stone work, the tooling of the stone in the most exquisitely delicate and elaborate patterns remaining as clear and sharp as the day it left the sculptor's hands." The great Nandi within an elaborately worked Nayak Mandapa is massive and striking, carved out of a monolith weighing about 25 tons. Northwest of the temple and within the enclosure of the small fort is the Sivaganga tank, the Kshetra Tirtha.

The *Rajaraja Chola Museum* located in the Mandapa adjacent to the Sri Subrahmanya Temple in the temple quadrangle is a recent feature of high educational and archaeological interest. The museum containing exhibits of historical and religious interest and forming the nucleus of an interesting collection of art gems from the Tamil Country is worthy of a visit by all lovers of art and Tamilian culture.

The Chola Desa is certainly a hallowed ground wherein there is no village which does not contain an ancient shrine or ancient monument.

associated with certain recollections of religious or historical persons. Every village or town is worthy of a visit on this score. Mariamman Koil, Trivadi, Vallam, the suburbs of Tanjore, are places of abiding interest in relation to their religious, historical, and cultural importance. Among a number of places in the interior of the district involving a similar interest may be mentioned the following:—Swamimalai, Darasuram, Tirunageswaram, Uppilappan Koil, Patteeswaram, Tiruvadaimarudur, Tirupuvanam, Nachiar Koil, Tirukkadaiyur, Tranquebar, Tiruchankattangudi, Nagore, Karaikkal, Velanganni, Kaveripatnam, and Vaideeswaran Koil.

Besides evoking religious and cultural interest, centres of educational interest lie scattered all over the district. Tanjore, Kumbakonam, Mayavaram, Shiyali, Negapatam, Tiruvarur, Nannilam, Pattukottai, Mannargudi, and others have educational institutions run by either missionary bodies, private managements, or the District Board.

Karaikkal and Negapatam are the two sea ports in the district worthy of being visited.

REORGANISATION OF SECONDARY EDUCATION.*

BY

N. S. SUBBA RAO, M.A., BAR-AT-LAW,

*Director of Public Instruction, Mysore and Vice-Chancellor,
Mysore University.*

Mr. N. S. Subba Rao said it was a great honour to occupy the presidential chair at the Annual Conference of the Teachers' Guild, and it was gratifying to meet in an institution associated with the honoured name of the great Head-Master, the Rt. Hon'ble Srinivasa Sastri. It was a matter of satisfaction that educational subjects were very much in the air, and educational topics seemed to be "news". At the same time there was reason to believe that this did not go with any large appreciation of the real importance of education in social economy. Educational topics were really distasteful to many and only elicited lip-respect from a few. The Educational organisation of the country was both the maid-of-all-work as well as the whipping-boy of the community, and like the doctrine of Karma was blamed for all the ills of society.

It was unfortunate that this should be so, when one realised how important a social weapon Education was. On it depended the transmission of the social heritage of culture and knowledge from generation to generation, and only by means of Education was the individual prepared for his role in society. Of course it was true that the effectiveness of education as a social tool depended on how well it was organised and what manner of men and women participated in the organisation.

It was a truism to say that educational politics and methods needed continuous revision and reconstruction, and had to respond to the social conditions of the time. At the present time what was needed was a system of Education directed not towards the maintenance of stability but towards the smooth operation of *changes at the least social cost*. It was no doubt true that some educational problems always remained with us, others only changed their appearance while some new ones made their appearance as the result of changes in the community. All this called for care and thought on the part of the educationist, and in our own country, the position was still more complicated by the impact of Western methods and western ideas in the field of Education as in other fields. The juxtaposition of the indigenous with the exotic made the task of the educationist difficult and complicated.

He would limit himself to the definitely professional problems, tempting although it was to consider educational problems with reference to the transition in religion, ethics, politics, and economics. Primary Education with the glaring contrast between the large expenditure and the poor results, Adult Education and the pressing need for mass-enlightenment, University Education with the pressing problems of parity of standards and of unemployment, all demanded the attention of educationists and administrators. Even though he did not deal with these pro-

* Report of the Presidential Address delivered at the Conference of the Madras Teachers' Guild on 10th April 1937.

blems, but confined oneself to those of Secondary Education, it was still true to say that the solution of these latter problems would react beneficially on the group of problems mentioned just now. For, extension of Primary Education and a well-considered scheme of Adult Education both needed the services of a large number of those who had passed through High Schools, while the Universities required the reform and the co-operation of the high schools for a solution of their own problems.

There was a general feeling that Secondary Education was not what it should be either in respect of quantity or quality, and the large amount of wastage both in this stage of education as well as in the University was rightly attributed to mal-adjustment of the pupils to curricula and career. The curricula intended in earlier years for a limited class of pupils whose social and economic goal was also a limited one, had been in recent years, in our country and elsewhere, extended to the increasing numbers that crowded our high schools with disastrous results all round.

Secondary Education had been described as a course of Education appropriately designed to meet the needs of the Adolescent, and in fuller language it might be described as differentiated Education having not only the aim of providing general culture but also of directing the adolescent towards a suitable avenue of occupation or towards further studies suited to his aptitude, with the least amount of unnecessary strain upon his faculties. There was increasing recognition that this stage of Education had the distinctive social function of acting as a sorting-house of adolescent talent, i.e., as an educational and social water-shed.

The need for differentiation arose for two reasons, *educational and social*. Educationally, the aptitudes and temperaments of children differed, and whatever the aim of Education, that should be realised through different media for different children, and it was both wrong and wasteful to attempt to give the necessary training through the same subjects for all. Socially, it was necessary that the courses should be differentiated, because training for livelihood was a legitimate and an important objective of Education, and the occupational pattern of a community required that the rising generation should be correctly distributed between the different occupations available in the community. These two considerations had been ignored, and there was the single-track system of Secondary Education leading to the University, and as a result, the University complex had made its appearance not only in India but in various other countries. The Universities were generally complaining that their courses were overcrowded with pupils not at all fitted to receive the kind of Education available within their walls. The conclusion followed that Secondary Education needed to be thoroughly overhauled so as to eliminate these evils: the misfit of the individual, disregard of the occupational pattern in a community, and lowering of university standards, and as a result of all this, immense social wastage.

The lines on which Secondary Education should be organised in the light of the above considerations could be summed up in three imperatives: *Break the spell of the specialist; Break the spell of the language method; Break the spell of the foreign language*. It was no doubt true that one of the objectives of education at the Secondary stage as indeed at other stages, was to train the mind and give what was called a background of general culture to the pupil. As they were all painfully aware, the number of subjects acquaintance with which constituted general culture, and the degree of proficiency in each were all dictated by the fanatic known as a specialist, and the result was that the curriculum in the Secondary stage always tended to be overloaded. Even limiting our consideration to the

pupils who would look to the University for further studies, there was need for some differentiation, and this could be best realised by limiting the amount of Science and Mathematics in the case of those who would proceed to the Arts courses and by limiting the amount of Arts subjects in the case of those that would proceed to the Science and Mathematics Courses in the University. As it was, every one was given what the specialist considered the necessary minimum in each of these subjects, and the result was an intolerable burden on the unhappy pupil.

It was necessary to go beyond the small number of pupils whose educational future lay in the University or at any rate in the narrow group of studies that now constituted the staple of University Education in our country. Speaking at a recent meeting of the Association of Technical Institutions, Lord Kennet remarked that for "hundreds of years language was education and education was language, and those of us who are capable of being educated by languages and literature are comparatively few and the great majority *thrive much better in education if there is in it a big practicable element*". The pressing need of the hour was the provision of alternatives to what might be called the literary or the language courses in the shape of realistic courses of study in the Secondary stage and corresponding follow-on courses of study in the University or outside. Both the needs of the economic frame work of the society as well as the aptitudes of the individuals needed that pupils in our High Schools should be trained in a manner and in subjects entirely different from those that now prevailed. While all the pupils that come to our High Schools should no doubt have a common group of subjects like the languages, Sciences, Mathematics and History and Geography, those whose aptitude lay in what might be called bookish work should be given an additional group of Arts subjects or Science and Mathematics. By far the larger number should be given facilities to equip themselves for what might be called the middle rungs of the economic frame work. For this purpose their limited study of a common group of subjects of the present character would need to be supplemented by facilities for training in subjects like Agriculture, a specific industry, or some branch of commerce. Provision of facilities for training in these subjects only at this stage would be ineffective, unless there were corresponding follow-on courses, preferably within the University because of our University complex, or at least organised with University co-operation by competent bodies. The provision of post-secondary diploma courses was indispensable, if diversion from the bookish courses was to be effective and if the present courses in the University were to find only competent recruits. Parental ambition and the pupil's own satisfaction would both be realised if Universities recognised for admission purposes not only the present bookish courses but also realistic courses like those mentioned just now. Once a pupil was within the University and his self-respect was satisfied, University authorities could distribute the admitted pupils among the different courses, degree and diploma, literary and realistic, according to the fitness of each.

A very important and much needed reform was instruction of non-language subjects through the mother-tongue in the High School stage immediately, and ultimately in the higher stages. It was axiomatic that one learned best through the mother tongue, but in the artificial conditions that prevailed in our schools and colleges, it was to be expected that people would view with hesitation any proposal to limit the study of English to the English classes. There were no doubt difficulties to be faced, but they were not to be found either in the want of capacity of the vernaculars for use as the medium of instruction or in the lack of

ability of teachers to adopt the vernaculars for teaching purposes nor even in a lack of suitable text-books. The real difficulty came from the side of the English. English was, and would remain for some years to come, the official language of the country, and it also constituted an important and necessary link with the life and culture of the West. English would remain a necessary second language in the Educational organisation of our country; and the doubt that had to be dispelled was whether the change over from English to the Vernacular in the teaching of the optional subjects would lower the standard of English would even rise, because at present a sort of Gresham's law operated in bringing down the level of English all round to that in the optional subjects. Here the level was fairly low because no attention was usually paid to language in the class-room and no large deduction of marks was made in the examination because of bad English. Further as the students learned to express themselves freely in their mother tongue and as the burden of learning a subject was reduced because it could be learned through the mother tongue, the level of attainment of English would steadily rise.

ELEMENTARY EDUCATION.

(REPORT OF THE TRICHINOPOLY DISTRICT TEACHERS' GUILD)

(Continued from page 134, S. I. T., Vol. 10, No. 3.)

THE RECENT ATTEMPTS AT REFORM

Before 1935, the Government was trying to adopt a policy of consolidation and concentration, known as the "Champion Scheme". The scheme was assailed by many denominational institutions and the change contemplated was given up after considerable expense, in surveying and planning and propaganda. In December 1935, an Educational Sub-committee of the Provincial Economic Council was asked to suggest a suitable method for carrying out the Government's policy "to introduce within the shortest possible time compulsory education for all boys of schools age in all villages and towns with a population of 5,000 and above," without resorting to or relying upon penal or co-service measures.

Mr. Champion in his note, wanted to secure literacy through bringing children to school, keeping them at school and avoiding stagnation of children at school. He wanted to secure these not by compulsion but by expanding educational facilities through discriminating qualitative expansion as against indiscriminate quantitative expansion. In August 1936, the draft report of the Education Sub-committee made its appearance. By this, the age of admission was recommended for boys as 5½ years and girls as 5 years. Stagnation was to be checked by bonuses to pupils of backward classes, subsidies to poor parents, by reduction of text-books, and by adjustment of hours of work, holidays, and vacations to suit local conditions. The school course was to be five years and double promotions were recommended. Grants were to be given only to complete schools, feeder schools and isolated schools and the grant formula was to take into account, pupils literates and minimum attendance. The syllabus was to be reorganised, class by class, and the course was to be revised with an examination at the end of it. Untrained teachers were to be eliminated and more women teachers were to be employed. Training schools were to be increased and made efficient. The methods to be employed were to be persuasive through parents and village munsiffs. However compulsion was recommended to be employed in areas having buildings, equipment and teachers. Free education in such areas was also recommended, aided institutions being compensated for the loss of fee income. Compulsion was to be enforced

in such areas for boys and girls. A modified form of compulsion was recommended after voluntary admission for boys of 6 to 8 years of age and girls of 5 to 7 years of age till they complete their fifth standard.

THE NEW EDUCATIONAL POLICY

In December 1936, the head of the Government in the province made a public announcement on Elementary education policy. Amendments to the rules regarding the Grant-in-aid Code have been brought forward. Steps to increase the Inspectorate have been taken. The recognition of the need for improving the financial and service conditions of Elementary schoolmasters is being recognised. The amendments to rules regarding the award of grants relate to assessment of grants, increase and reduction of grants, payment of grants, definition of an efficient school, application for aid and untrained teachers. The rules provide for reduction of grant, and withdrawal of grant for violation of rules and increase of grants for efficient schools.

DEFECTS OF THE NEW POLICY

The new policy makes much of the obstacles to the expansion of Elementary education. The goal defined, "of checking wastage and stagnation" aims lower than what the country has been asking for. The method of persuasion which it advocates has been tried with results not commensurate with the country's needs. The step proposed by way of increasing the rate of grant is not directly beneficial to the teacher but to the employer. The teacher in the aided school will continue to be no better than he is. He will help to earn grants but not benefit by it. His disabilities, it is said, will be remedied; but he wants a stabilisation of his service conditions giving fair wages and treatment and legal and administrative guarantees for him to labour honestly as an honoured member of the service. The rules proposed do not seem related to conditions as they are and cannot by mere enforcement create the conditions desired. Thus when the figures for the province point to only an enrolment of 25 pupils per teacher, the rules expect 35 pupils per teacher in average total attendance. The proposed rules for reduction and withdrawal and increase of grant are liable to abuse. Teachers may be made to cook figures and managers may adopt tricks to satisfy the conditions. Educational Councils constituted and functioning as they do cannot be expected to bring to bear only educational considerations. The administration of the grant-in-aid code is likely to suffer unless it contains a standard formula to be worked mathematically on the facts—not opinion—about schools as they are, as reported by the Inspectorate and the Educational Councils. The denial of grant to single

teacher and plural class schools is a retrograde step as it will curtail school services in the areas they serve. The assumption that all single teacher schools are uneconomical, ineffective and wasteful is not correct.

The definition of an efficient school must be based on work—on teaching and learning and its results. The amendments proposed are likely to defeat the very purposes for which they have been proposed by concentrating waste and stagnation in so-called efficient, strong and useful schools. They will help school with influence to bring about the elimination of similar schools by their side, with the aid of the rules and thus help the growth of vested educational interests in Elementary education, instead of national effort. A symposium of the amendments tabled by the various educational organisations and educational councils would conclusively prove that many of the amendments proposed by Government have come in for adverse criticism of varying degrees.

THE S. I. T. U. AND ELEMENTARY EDUCATION

The views of organised teaching opinion as represented in the South India Teachers' Union regarding Elementary education are to be found in the resolutions passed at various Provincial Educational Conferences. In 1919, the Union protested against the triple jurisdiction over Elementary education and demanded free, universal and compulsory education. In 1921, it demanded the abolition of the Educational Councils and grants based on the qualifications of teachers. In 1923, it wanted an amendment of the Elementary Education Act. In 1926, it called for an enquiry into the Elementary education system. In 1930, it embarked upon its social plan of the education week for the parents and the professional plan of refresher courses for teachers in various centres under the auspices of its conferences and guilds. Since 1935, it has embarked upon a policy of fraternising with the Elementary schoolmaster with a view to weld the teaching profession into a whole and exercise a moral control over him in the interests of the child. It is the aim of the Union to concentrate through *Balar Kalvi*, its vernacular organ of the needs of the child at home, at school and in the country, so as to make the child potential individually, literate socially and a good citizen politically. At its last Conference at Salem in 1936, the Union has felt called upon to make a survey of its own in respect of Elementary education, with a view to outline a programme for Elementary education, consistent with the needs of the country, in terms of free and compulsory education.

WANTED STATE EFFORT

The time has now come for a definite step in the matter of choosing between voluntary and state effort in Elementary education. The

country is on the eve of constitutional reforms which require for their success, a literate population. 14% of the population have been enfranchised and if democracy is to be effective, nation wide franchise and literacy must go together. Voluntary effort in education and state effort have gone on side by side during a whole century. Voluntary effort has left its impress on Elementary education by the promotion of a number of school agencies, some with secular, some with religious, and some with monetary motives. Voluntary effort has not to its record any substantial educational achievement in the development of the science or practice of foundation teaching. It is true that voluntary effort has, through local initiative, fulfilled the educational needs of the locality to some extent but it has thriven only through grants and subsidies and through economising teachers' emoluments. Under lax conditions voluntary effort has led to the consolidation of agencies of education at the expense of the child and the teacher. The child's education has been made insecure by the teacher and school being kept insecure. Shortcomings in policy and in objective and efforts are telling upon the nations' child-capital which is made to suffer by a denial of real education. Hence there is need for the absorption of all voluntary effort in a state managed system. State effort in education has achieved wonders in the course of a century in England, in America, in Europe and in Japan through expenditure of money on progressive effort. What has been found to be good in other countries has to be done in India if we are to advance the pace of political evolution.

WANTED NATIONAL EFFORT THROUGH COMPULSION

During a century of Elementary education under British rule, there has been joint responsibility of the people and the state for education. Neither the state nor the people have been singly responsible. The vocal section of the country have been calling upon the state to take up the responsibility but it has refused to shoulder it. The agencies in charge of Elementary Education at present stand in the way of state education, on religious, communal and private considerations and are dividing the country even in the decision of the fundamentals of Education. It is therefore imperative for the new government to plan out an educational drive on a nation-wide scale, so that a literate nation might back up the political aspirations of New India. Anything short of compulsory and free education for the nation is a crime against every interest in the country.

STATE GUIDANCE AT HOME AND ABROAD

In India, we have had state supervision over voluntary effort through the Education Department, Educational rules, Grant-in-aid code, Inspec-

tion code, Education Acts and Rules and G.O.'s, but that effort has failed to achieve nation-wide literacy. But other governments all over the world have made the elementary school system effective not only by inculcating the 3 R's but also by creating a literate population, able to live, and appreciate an improved social and economic life. Education has been made to articulate with local situations. Education has bridged the gulf between the home and the school. Standards of Teaching have been raised. The importance of Education has been recognised and realised. Schools are adequately supported by the people. The Education programme has improved the standard of living and has given economic independence, improved health, sanitation, and a better family life. Free nations have redirected the objectives modernized the curriculum and reorganised the programme of pooling all the financial resources of the country. State legislations regarding school problems have planned advance and have solved the problems of control, inspection, enrolment, accommodation, equipment, libraries, school age, care of children and courses of study. These have been possible because of centralisation of education under the state agency. They have adopted, a number of devices to spread literacy. Parents are checked for negligence of education. Care of children at home and at school is rendered compulsory. Dormitory schools take charge of children. Small schools are abolished but central schools are established to cater to the schoolless area and measures are taken to bring the child to the school. Where transportation fails, the itinerant teacher goes to the child in his home. Part time and continuation schools take care of the child or the illiterate adult. Double sessions are held and the shift system is adopted. Children are grouped according to ability to avoid stagnation. The teacher is well looked after and provided for and he is made to think in terms of expertness. Instruction is on an improved technique and efficient teachers are given a greater number of pupils to coach up. There are also periodical short courses of literacy. Effective control of Teaching personnel and Management is made through an Inspectorate, capable and honest. But above all, budgetary improvements are made by Government according to the growing needs.

FUNDAMENTAL PRINCIPLES

We are in an age when the world is just beginning to realise the importance of childhood and child education and the enactment of legislation providing for the establishment of decent child education. Among the objectives underlying the reform of Elementary Education the following are recognised all the world over :—

1. A physical and social environment which is wholesome and educational for young children.
2. An adequate educational programme adapted to the mental and physical needs of young children under the direction of adequately prepared teachers.
3. Sufficient flexibility to enable all types of schools to establish and maintain adequate educational facilities commensurate to the needs of young children.
4. Stimulation of local community interest and initiative in maintaining desirable educational programmes.
5. Affording school officials and teachers the freedom to devise and administer educational programmes according to the needs of young children, in different stages of educational and physical development.
6. Nursery school facilities as an essential feature of the system.
7. State supervision and guidance of local programmes as part of the work of the state department of education.

A DRAFT PLAN FOR REORGANISATION

To put these principles in action the following methods are suggested :—

1. A first hand survey of the elementary school system with the aid of specialists to bridge the gulf between the Indian home and the public school.
2. A rehabilitation programme for the country extending over a definite period.
3. An educational administration, in sympathy with such a programme, reorganising the curriculum in harmony with the nation's programme.
4. The opening of schools conditional upon a petition of parents of at least 25 children in any schoolless centre. It should be made obligatory on the part of the state to continue to maintain it. A legislative provision must be made making it compulsory on the part of parents to report to the village munsiff in the absence of educational facilities for his child on attainment of age 5.
5. Specific legislation to classify and certify teachers in foundation schools.
6. Teacher training institutions up-to-date in current educational philosophy, trends and practices and separate institutions for kindergarten and elementary schools.
7. The academic work to include the three R's, history and Geography, citizenship, nature study and physical education.

8. Vocational courses for boys (optional, differing among schools) to include agriculture, carpentry, shoe-making, trades, and industries of the locality and marketing. Vocational courses for girls to include embroidery, needle-work, lace-making, cooking and practical training to fit them for home-keeping with the limited resources of the home and the village.
9. Rural school life to be made more attractive by statutory parent-teacher associations organised for each school. Schools should become community centres around which the social and intellectual life of the people should revolve. Community improvement through the school must be conceived as a co-operative project.
10. A double enrolment plan by which one teacher must teach two sets of children in the lower grades.
11. A distinction in the code for average daily attendance in rural schools and in urban schools.
12. Directed scientific research to be provided for by-legislation in respect of District Education area to enable curricular revisions involving modern methods and necessitating research and investigation and to find a solution for teaching problems.
13. Systematised school lunches.
14. A periodical survey of the duties and qualifications and salaries of all teaching personnel with a view to ascertain if they are growing professionally. This is necessary to ensure that the staff is up to the standard of requirements.
15. Legislation concerning the certification, placement, in-service training, extension courses for academic and professional training and supervision of teachers and unification of the Teaching Service under a code.
16. Compulsion of parents by law to send their children to school and keep them there until they are literate.
17. Compulsory provision—one school at least in every village.
18. Special aid to poor parents to enable them to send their children to school.
19. Collection of a statutory education cess in each Education Panchayat.
20. Free housing and garden and a salary to the village school master to maintain his humble independence. The salary of the teacher must be at least Rs. 360 per annum.
21. The city school to be a central school or a group of central schools run by a cess levied and collected by the Municipal authority providing academic and vocational instruction.
22. Provision by state of grants for school buildings and school equipment and for progress by education panchayat or municipality.

23. All common good funds of the rural or urban community to be, by law, welded into an education fund for the locality for special school services—athletic and health clubs, social clubs, etc., etc.

24. The first elements of education to be imparted to every child, thoroughness of teaching rather than appearance of efficiency to be the aim.

25. Abolition of the multiple and denominational system of agencies with its rivalries of managements.

26. Grants-in-aid conditioned by and proportional to the Education Fund of the locality and the cost of the Education Panchayat school or Municipal central school.

27. The Education Panchayat or the Municipality to have authority as school managers.

28. Placing of all schools in a district under the general direction of a statutory elected District School Board for the purpose of controlling, teaching and inspection, for making provision for the educational wants of a locality. The country must be mapped out into districts with its urban and rural centres.

29. Formation of a Provincial School Board for the province with the Director of Public Instruction as President and the members chosen by election from the District School Boards, to supervise the activities of the District School Boards.

30. All schools should follow certain rules laid down by the Act. They must be worked by a conscience clause. No teacher is to be appointed from outside the Register of teachers kept for the purpose without the sanction of the Provincial Board and the D. P. I. Every school is to be open to inspection by Government. Every child between 5 and 13 should be put to school by the parent.

31. An educational Endowments Act to weld together all charities and to use them for education. All endowed accounts to be audited and inspected.

32. The cost of this system to be estimated.

WE WANT GOOD SCHOOLS, DO YOU ?

The following ceremony, prepared by an Ohio fifth-grade group, was published in October 1936 :—

First Group of Children Chants.—Some people say that education costs too much.

Second Group of Children Chants.—Not half as much as guns or ships or luxuries.

FIRST GROUP.—And so they put some forty children in a class.

SECOND GROUP.—In crowds our special needs are not apparent.

FIRST GROUP.—Crowded classrooms cramp our thinking.

Second Group.—Space to move and do helps learning.

FIRST GROUP.—Some people say that education costs too much.

Solo 1 : Suppose they cut the term.

Solo 2 : They'll close the doors,

Solo 3 : Nail the windows shut,

Solo 4 : Lock up the books.

Solo 5 : They won't give us our chance !

FIRST GROUP.—Some people say that education costs too much.

SECOND GROUP.—Our country can afford good education.

Solo 1 : Our parents want it.

Solo 2 : We demand it.

Solo 3 : Childhood has some rights.

Solo 4 : In a democratic country.

FIRST GROUP—Millions of dollars are spent on war.

SECOND GROUP—We don't want war ! Give us schools instead of battleships !

FIRST GROUP.—Some people say that education costs too much.

Solo 1 : Kindergartens aren't needed. Our grandparents got along without them. (Pantomime : Enter kindergarten children, walk to centre, and place kindergarten materials in a heap.)

SECOND GROUP—Solo 1 : There we learn to live and work and play together.

FIRST GROUP.—*Some people say that education costs too much.*

Solo 2: Take music out of the schools. Why should every child learn music? (Children enter and drop music books and instruments on top of kindergarten materials.)

SECOND GROUP—*Solo 2: Enrich our lives with beauty, art, and song.*

FIRST GROUP.—*Some people say that education costs too much.*

Solo 3: Do away with gym. That's not important. (Children in gym. suits enter with equipment, place it on other articles in center.)

SECOND GROUP—*Solo 3: Gym. gives us freedom, health, and happiness.*

FIRST GROUP.—*Some people say that education costs too much.*

Solo 4: Take away such fads as industrial arts. (Enter children with tools and lumber, place in the centre.)

SECOND GROUP—*Solo 4: We learn much by working with our hands.*

FIRST GROUP.—*Some people say that education costs too much.*

Solo 5: Make high school pupils pay a fee. (Enter high school pupils and deposit books on center pile.)

SECOND GROUP—*Solo 5: Free education is our heritage.*

FIRST GROUP.—*Some people said that education costs too much.*

ALL—Who are those people? We won't believe them. We have our rights. We want free schools. We want a full term.

Solo 1: With gym. and music, art and sewing.

Solo 2: With health and safety teaching,

Solo 3: And lessons to help us understand

Solo 4: This mixed-up world today.

A.—We want our chance! We want good schools. Do you?

HIGHER EDUCATION IN INDIA.

(Press communique.)

How some Provinces are attempting by the introduction of vocational subjects such as manual training and agriculture to alter the prevailing literary character of the high school curriculum, is revealed in the report of the Educational Commissioner with the Government of India on Secondary Education in India in 1934-35.

In the Punjab there are 30 manual training centres, while agriculture is taught in a large number of secondary schools. In the Central Provinces, there are 17 manual training classes attached to high schools. Bihar refers to "a growing tendency on the part of the authorities of middle English schools to introduce vocational teaching." Six schools now teach carpentry, 12 agriculture, 7 tailoring, 3 weaving, 3 carpet making, and one each cane work, book-binding and soap-making. In Assam, all schools do some sort of manual training. The United Provinces reports that manual training is increasing in popularity, 12 more schools taking the subject, while agriculture is being taught in a few schools having the Anglo-Vernacular system of education. Bengal reports having middle English schools as giving instruction in manual training, while other secondary schools teach carpentry, blacksmith's work, weaving, dyeing, etc. Fifty-two teachers were given allowances for teaching agriculture in secondary schools. In Madras there were 484 manual training classes attached to various schools and colleges, with 66,315 boys and 2,123 girls. The subjects taught include wood-working, weaving, horticulture, book-binding, cardboard-making, rattan and coir work, tailoring and engraving.

The general trend of Anglo-Vernacular education is still mainly literary, but the need for training the hand and the eye by practical work is being increasingly recognized. The aesthetic side of education is, however, generally neglected, and there is little teaching of art in the real sense and no training in aesthetic appreciation. Until this need is recognized, our secondary education at the best can only be one-sided.

TWO SYSTEMS OF SECONDARY EDUCATION

There are two systems of secondary education in existence—Anglo-Vernacular, where English is a compulsory subject, and in many Provinces still the medium of instruction, and vernacular, where instruction is given through the medium of a modern Indian language or languages.

Anglo-Vernacular education is controlled in various ways. Some of the institutions are maintained directly by Government, but the majority are under private management and receive grants-in-aid from public funds. The matriculation or the school final examination colours all the educational activities of the schools and it is its generally pre-dominantly literary character which has recently come in for criticism.

Recognition up to a middle standard is given by the Education Department of the Province, but it is the University or the Board which raises to high school or Intermediate standard. Undoubtedly standards of recognition have been lowered in recent years, and an increasing number of unfit schools obtain high school status. Recognition committees have not been able to maintain the standard of aloofness from private pressure which is so necessary, and the result has been a steady increase in high schools and a corresponding increase in unfit students appearing at school leaving and matriculation examinations.

This misguided tendency, to call it nothing worse, is one of the main causes of the increase in the so-called educated unemployed. A further comment on the un wisdom of lowering the standards of recognition is afforded by the recent debacle in results in the Bombay matriculation examination, while the University's permission for private candidates to appear at the matriculation is a further cause.

VERNACLUAR SCHOOL MORE PRACTICAL

The vernacular middle educational system is definitely more practical. Here manual training, agriculture, and rural knowledge or rural science are subjects which have been widely introduced and framed to suit rural requirements. To quote from the report from the United Provinces "for a sum commensurate with the income of the parent the boy receives an education covering most of the subjects that he is likely to need on leaving school. The school is in or near the village, the course is designed for village life, text books and curricula alike put emphasis on the rural character of vernacular middle education. While the high school passed boy and the B.A., are generally divorced from the atmosphere of village life and definitely trained to think and act in terms of city life, the boy who passes the vernacular final examination is definitely a product of the country."

The Punjab has a large number of schools which teach agriculture. In the Central Provinces, more stress has been laid on the practical side of agricultural teaching. In the United Provinces, there are 34 manual training classes in vernacular middle schools, 36 schools where agriculture is taught, and 126 taking rural knowledge which includes agriculture. Bombay has a large number of agricultural bias schools in rural areas.

Unfortunately, however, in spite of their distinct rural and agricultural character, it cannot be said that middle vernacular schools are universally popular. Thus in Bengal "the vernacular system of education which should be the prop and stay of rural development, tends more and more to deteriorate. The thought of matriculation still dominates, with the result that a very large number of students, whatever their bent and competence, flock to secondary English schools. Indeed no education, even the primary school, is popular in Bengal unless it includes some teaching in English. Over this enormous mass of institutions there is no well-organized control. Many of them are private schools and many receive no grant from public funds and escape even that measure of supervision which the receipt of grant entails."

UNIVERSITY EDUCATION

So far as University education is concerned, there is generally agreement that the numbers indiscriminately crowding the University register can be reduced not indeed by refusing admission but by diverting those not suited to an academic career at an earlier stage. Unfortunately Universities depend in varying degrees on the fees of the students who attend them, and there are quite natural forebodings among the University staffs that a reduction of students will mean a reduction of staff, and thus there is a general reluctance to commit *hari-kari* by agreeing to a scheme of reorganization.

Amongst the new developments in University education during the year under review, mention may be made of a new University Department of Chemical Technology which has come into existence in Bombay, with two courses—Textile Chemistry and Chemical Engineering.

NUMBER AND ENROLMENT

The total enrolment in Universities, of which there are 18 in India including Burma, was 117,641, with a net increase of about 4,000 over the figure for the preceeding year. Of this number the largest proportion belongs to Calcutta University which has an enrolment of 29,851, the Punjab comes next with 21,653, Bombay third with 17,494, Madras fourth with 14,757, while the smallest enrolment, which is 508, is in Annamalai.

The total number of anglo-vernacular schools for boys in British India during the year was 7,086, with an enrolment of 1,369,726, and that of vernacular schools was 5,696, with an enrolment of 747,113. The total number of boys reading in the secondary stage, class VI to end of high school stage, was 1,265,842. There has been an increase in the number of English institutions by 149, while there is a fall of 48 in ver-

vacuolar schools. The increase in enrolment, however, is 42,801 in anglo-vernacular schools, while there is a decrease of 12,484 in vernacular schools. There has been a loss of no less than 58,176 in the last three years in vernacular middle schools, and it is a loss where it can least be spared. Economic causes are undoubtedly one of the reasons for the fall as rural parents could not afford even the low fees charged. The total expenditure on secondary schools for boys has increased from Rs. 6,94,75,273 to Rs. 7,06,28,258, that is by Rs. 11 lakhs. Of this amount, Rs. 2,29,81,535 or 32.5 per cent came from Government funds. The percentage of Government contribution to total expenditure was the highest in Coorg, where it was 80.3; the North West Frontier Provinces was second with 68.3, and the United Provinces third with 52.4. The percentage is the lowest in Bengal, with its huge system of private schools, where it is 14.0.

WASTAGE

An examination of the results at the high school or matriculation stage shows that for the whole of British India the pass percentage is only 62.4 per cent. From the figures available, it appears that this percentage is the lowest in Bombay, where it is 36.5, and the highest in Baluchistan, where it is 87.4. Low figures in certain other Provinces are 38.7 per cent in Burma, and 39.2 per cent in the Central Provinces and Berar. These are very marked variations, but a more serious matter is the deterioration in standard from year to year. There is no scientific control of examinations or examiners, and such control is badly needed. Not only do individual examiners undertake to examine more papers than they can possibly do justice to, but there is little attempt at co-ordination. There is a definite need for a more systematic and scientific method of evaluating examination papers.

TEACHERS

The percentage of trained men teachers has gone up from 57 to 57.4 by 1,056. Bombay and Bengal with their low percentages of 20.3 and 19.8 reducing the average considerably. In Bengal out of 25,778 teachers employed in secondary schools, no less than 20,806 are untrained.

There is a disposition in some quarters to belittle the fact of training for teachers. It is true that training will not make a bad teacher a good teacher, but it will make him a better teacher. In no other walk of life would unlicensed and unqualified practitioners be allowed to practice on a patient, but in education there is a disposition to allow any quack to experiment on the helpless child.

TWO QUESTIONNAIRES ON THE TEACHING OF ENGLISH.

Mr. R. Ramakrishnan, Secretary, English section of the Coimbatore District Teachers' Guild writes:—

The English section of the District Teachers' Guild, Coimbatore and the Nilgiris proposes, as usual, to have a discussion on two problems of topical and current interest, at the time of the annual session of the Guild which will be held at Udumalpet in the last week of April, 1937. The two subjects are: **The Position of English in a reorganised Secondary School Course** and **The Theory and Practice of Composition work**. Two questionnaires on the topics are enclosed. The English section requests affiliated associations and individual members of the Guild to be good enough to consider the questionnaires and send their replies to the Secretary. (Mr. R. Ramakrishnan, M.A., L.T., Board High School, Udumalpet).

The questionnaires have been prepared in consultation with the President of the section (Mr. V. Rajagopala Iyer, M.A., L.T., Board High School, Erode), and are just meant to be a skeleton to weave thoughts about. The section will be thankful if, instead of a mere reply to the questionnaires, a symposium is sent. But it is earnestly requested that the questionnaires at least may be answered. A discussion on the basis of the replies received will be held during the annual conference.

The section requests the co-operation of associations and members in its humble endeavour to help the cause of bettering the teaching of English.

QUESTIONNAIRE I.

- (1) Do you agree with the widely held opinion that the present Secondary school course needs a radical reorganisation?
- (2) Do you think that the position of English in such a reorganised course must be different from that in the existing course?
- (3) Do you think it advisable to dislodge English from the dominant position it holds at present in the curriculum?
- (4) Do you think that English may advantageously be made a compulsory second language in either the middle or the high school course, or in both?
- (5) In case you feel that the vernacular must be given more prominence than it now enjoys, do you think that this end can be achieved only at the expense of the present position of English? Are there no other ways of realising the same end?
- (6) If the secondary school course is to be bifurcated into a course for university-bound students, and into a course for those who directly enter life from the secondary school, i.e., roughly into a literary and a technical course, what are your suggestions regarding the amount of English to be taught in the two courses?
- (7) What are your views about the teaching of 'basic' English?
- (8) Are you for having a simplified English course common to all pupils, and a highly specialised course, (under C group) for the more ambitious and thoughtful pupils?
- (9) Do you agree with the view expressed by eminent thinkers that English books written by Indians should be discarded, and those written by English writers alone should be used in our schools?

(10) Is it true that the 'real' attainments of present-day pupils have deteriorated? Is it true that even the so-called 'eligibles' score marks only because of artificial coaching? How do you account for such deterioration? What remedies do you suggest?

(11) Do you think that the fact of a non-English birth has anything to do with the difficulties experienced by Indians in mastering English? If so, what is the extent of the influence of that factor?

(12) Are you in agreement with the opinion that just as there is, for instance, an American English, there may also be an Indian English, which in the matter of pronunciation, idiom, etc., may not be cent per cent. English?

(13) Are you satisfied with the present quality of English used in the 'official and business spheres'?

(14) Are you of the opinion that, as the study of language is an art in itself, our aim must be to ourselves become, and to produce, 'language purists'? Or do you think that language is only a means to an end and that therefore we need not be very touchy about correctness of pronunciation, etc?

(Points bearing on the topic at issue, but not covered by the questionnaire may also be noted.)

QUESTIONNAIRE II.

(1) Do you agree that the composition work done in Secondary schools at present is capable of a vast improvement both in quality and quantity?

(2) In what respects, do you think, is composition work in respect of a foreign tongue different from that in respect of the mother-tongue?

(3) Do you think that the two periods a week of composition work now generally allotted in the time-table are at all sufficient for the needs of language-study?

(4) What is the relative importance of matter and manner in a High School composition exercise?

(5) Do you think that it is better in correcting composition exercises to use signs as sp. (spelling) gr., P., ?, etc., etc., leaving pupils to find out mistakes and correct them, or are you in favour of the teacher writing down the corrections in full? What are your reasons for holding either view?

(6) In the matter of rewriting composition exercises corrected by the teacher, do you think that pupils should be asked to rewrite the entire exercise even though a large portion of it may not have had to be corrected at all? Or are you in favour of pupils rewriting only isolated sentences, wrongly written by them and corrected by the teacher?

(7) Do you feel that correcting composition exercises in the absence of pupils is at all worth the trouble? If not, what means will you suggest in the matter of a teacher of a class of forty correcting each exercise in the presence of each pupil?

(8) Do you not think that the thirty or so exercises a class does in a year are after all a drop in the ocean? What means will you suggest to get a lot more of written work done by pupils?

(9) Do you, as a result of your observation, agree with the theory that a boy writes as he speaks?

(10) Do you agree that in consequence of our promoting pupils solely on the results of a written examination, oral composition is not given the prominence it deserves?

(11) Do you think that there is such a thing as a knack for English or an English sense—i.e., do some pupils take to English as fish to water, while others do not breathe freely in the atmosphere of English?

(12) How do you explain the persistence even in the S.S.L.C. Examination of elementary errors like *your's* *it's* etc., in spite of the fact that these errors are being corrected from the second form onwards?

(13) Wherein are our pupils generally weak—profundity of thought or felicity of expression? What measures do you suggest for increasing the thought content and ease of expression?

(14) Other things being equal, and broadly speaking, do you think that girls do better in English than boys?

(15) What measures will you adopt for eliminating Indianisms and vernacular idioms?

(16) Do you think that generally speaking, students who take to the study of history with zest do better in composition work than others?

(17) What practical effect has the diligent use of the library hour on a pupil's ability to write?

(18) Do you not think that the failure to include a question on 'dialogue, in the S.S.L.C. Examination has resulted in the neglect of conversational English?

(19) What place will you assign for the following devices to improve English?

(a) Substitution method.

(b) Importance of reading aloud as an aid to composition.

(c) Oral narration and repetition from memory followed by writing (making use of phrases and idioms).

(d) Conversation among pupils.

(e) Dramatisation of stories.

(20) Composition means 'Proper words in their proper places'. Is the definition exhaustive? How will you improve this faculty of using proper words in proper places?

(21) What importance should be attached to diction, style and literary appreciation in High School composition exercises?

(22) How far is the distinction between mere forms of expression and thought content, real? At what stage will you combine the two in the high school?

(23) Does the teaching of formal grammar help good composition?

(24) What place will you give to translation and retranslation in a scheme of composition work?

(25) How will you utilise the literary association and the school magazine to improve the quality of composition work.

FROM OUR ASSOCIATION.

THE MADRAS TEACHERS' GUILD

ANNUAL CONFERENCE

The annual Educational Conference of the Guild took place on Saturday the 10th April, 1937 in the Hindu High School, Triplicane. Mr. N. S. Subba Rao, Esq., M.A., Bar-at-Law, Director of Public Instruction, Mysore, presided. Mr. M. D. Manikkam, B.A., L.T., the President of the Guild, in welcoming the members said that the re-organisation of Secondary Education was a momentous issue of the present day and the Madras Teachers' Guild had been bestowing its time and attention for sometime on the question. The various aspects of the subject formed the themes of discussion and he felt that the guidance of the President with his scholarship, and practical wisdom would be very useful in guiding the deliberations of the Conference.

Mr. N. S. Subba Rao then delivered his address.

During the course of which he said that the educational organisation of the country was both the maid-of-all-work and the whipping-boy of the community. Schools were expected to teach the pupils all subjects from "Safety in streets," to "Internationalism". Though such a heavy burden was laid on school-masters, the importance of their work was only recognised by lip-service. It was unfortunate that this should be so in view of the importance of education as a social weapon. At the present time what was needed was a system of education directed not towards maintenance of stability, but towards the smooth operation of the changes at the least social cost. There was a general feeling that secondary education was not what it should be either in respect of quantity or quality, and the large amount of wastage both in this stage of education as well as in the University was rightly attributed to maladjustment of the pupils to curricula and career. Secondary education might be described as differentiated education having not only the aim of providing general culture, but also of directing the adolescent towards a suitable avenue of occupation or towards further studies suited to his aptitudes with the least amount of unnecessary strain upon his faculties. The need for differentiation arose for two reasons, educational and social. It was both wrong and wasteful to attempt to give the necessary training through the same subjects for all. Socially, it was necessary that the training courses should be differentiated, because training for livelihood was a legitimate and important objective of education. But these considerations had been ignored and there was the single-track system of Secondary Education leading to the University with the result of the University complex. But the Universities too were not satisfied with the materials sent from the High schools. Thus there was a need for thoroughly overhauling the system of Secondary Education.

The lines on which Secondary Education should be organised could be summed up in three imperatives. "Break the spell of the specialists, break the spell of the language method, break the spell of the foreign language." Even from the point of view of the pupils proceeding to the University there was need for some differentiation. This could be best realised by limiting the amount of Science courses in the case of those who wished to proceed with the arts subjects and vice versa. With regard to the spell of the language method, Mr. Subba Rao quoted the remark of Lord Kennet who said that "for hundreds of years, language was education and

education was language and those of us who are capable of being educated by languages and literature are comparatively few and the great majority thereof would profit much better by education if there is in it a big practical element." While all the pupils that came to our High Schools should no doubt have a common group of subjects, like the languages, sciences, mathematics, History, and geography, those whose aptitude lay in what may be called bookish work should be given additional groups of Arts subjects or science and mathematics. By far the larger number of pupils should be given facilities to equip themselves for the middle rungs of the economic framework. Even training in such subjects as agriculture, industry, and commerce, should be succeeded by follow-on courses preferably within the university. The provision for post-secondary diploma courses was indispensable if diversion from the bookish courses was to be effective. Parental ambition and the pupils' own satisfaction would both be realised, if universities recognised for admission purposes not only this present bookish courses but, also realistic courses mentioned above.

A very important and much-needed reform was instruction in non-language subjects through the medium of the mother-tongue in the high school stage immediately, and ultimately in the higher stages. It was axiomatic that one learnt best through the mother-tongue, but in the artificial conditions that prevailed in our schools and colleges, it was to be expected that people would view with hesitation any proposal to limit the study of English to the English classes. However, the difficulties were not to be found either in the want of capacity of the vernaculars for use as the media of instruction or in the lack of the ability of the teachers to adapt the vernaculars for teaching purposes, nor even in the lack of suitable text-books. The real difficulty came from the side of English. The doubt that had to be dispelled was whether the change from English to the vernacular in the teaching of optional subjects would lower the standard of English. There could be no hesitation in holding that the standard of English would even rise, because at present a sort of Gresham's law operated in bringing down the level of English all round to that in the optional subjects. Here the level was fairly low, because no attention was paid usually to language in the class-room and no large deduction of marks was made in the examinations because of bad English. Further, as the students learnt to express themselves freely in their mother-tongue, and as the burden of learning a subject was reduced, the level of attainment in English would steadily rise.

READING OF PAPERS

After the conclusion of the presidential address, the reading of papers was taken up. Dr. Meenakshi, M.A., Ph.D., read a paper on "Education under the Pallavas." The study of the Educational institutions in ancient India, she said, was a fascinating subject. The results of investigation showed that education in those days rested on three principles, the acquisition of knowledge for its own sake, the inclusion of social duties and religious rites, and the formation of character. Ancient educational institutions that existed before the Muhammadan conquest consisted chiefly of Hindu centres of learning, of Buddhist and Jain monasteries. The Pallava rule covered nearly five centuries, and culturally, the Pallava period occupied a prominent position in South India. The Pallava monarchs were great patrons of Sanskrit learning. Tamil culture also flourished independently and the poetic compositions of the three Nayanmars and of the Alvars revealed the high-water mark of achievement in Tamil literature. The contribution of the Pallavas to Art, sculpture, painting, dancing and music was of no ordinary kind.

The structural monuments in the capital city of Kanchi and the rock-cut caves, monoliths of rocks and bas-reliefs found in Mahamallapuram displayed the skill of the contemporary artists.

Chief among the institutions of learning were the GHATIKA, VIDYASTHANA, AGRAHARAS, BHATTAVRITHIS, TEMPLES AND MATHAS. Buddhist and Jain centres also made great contributions to education in South India.

The next paper was on the "Reading habit competition among children" by Mr. N. Ganapathy Aiyar, M.A., L.T. In his paper, he referred to the competition instituted by the Madras Library Association a few years ago. This competition was a healthy move at the present juncture when Secondary Education was on trial, when the scheme was condemned on the ground that it only encouraged cramming of notes and the repetition of ill-digested ideas. The qualities developed by the reading habit were self-reliance, enthusiasm and industry. Now, the demand was made for more and more education and it was therefore necessary that the pupils should be trained in the methods of the acquisition of knowledge. His own experience had proved to him to be a chapter of revelations. The pupils' repugnance to study and self-effort was easily got over by the purposive reading habit. Indeed the enthusiasm displayed by pupils in their efforts was surprising. The pupils' diaries showed them the amount of interest taken by the youngsters in their work. He quoted many instances in support of his statement. This enthusiasm on the part of pupils had to be guided properly and it was not an easy task for the teacher to do so. The pupils had to be taught in hunting for information, in taking down notes, and in presenting facts. With the limited resources of the school libraries, it was rather a difficult problem. So the teacher needed patience, sympathy and resourcefulness. The interest of the pupils was not confined to one particular subject. Indeed it covered an extraordinarily wide range. Some of the subjects chosen were biographies of Buddha, Shivaji, Napoleon, Mussolini, the glories of towns like Madura, Vijayanagar. The Corporation of Madras and its Working, The Metur Dam, A Peep into the Wonders of Chemistry, The Radio, The Growing of Sugarcane and Tobacco.

In trying to help the pupils in their study, the teacher has compelled to abandon his self-complacent attitude. He discovered the talents of the pupils, and in educating them, he had to educate himself. Thus the reading habit was a gain both to the pupils and the teacher. The educator learnt to revise his notions and he came to know what appealed to the young pupils. Finally he referred to the wrong idea that this was another fashionable fad and said that it was not so, but genuine stuff. It was only a variant of the Project Method and its object was the intellectual nourishment of the pupils.

Dr. G. F. Andrews Ph.D. then spoke on "The Programme of Physical Education in the Re-organisation of Secondary Education." He referred to the memorandum prepared by the Provincial Physical Education Association and said that physical education was necessary for the harmonious development of the body and the intellect of the pupils. The old idea was that it consisted in a few exercises included under the heading of "Drill." This was defective in many ways. These defects were removed in the present programme which had three objectives. First it should be natural, and not artificial. The boy liked to kick a football rather than lift and bend and move his limbs in a particular way. Secondly physical education should be based on daily participation. In this connection, he appealed to a greater portion of time being devoted to games in school hours. The third aspect was that the pupils should be taught to understand the theory along with

practice. If the why and wherefore of physical education were taught to pupils they would take to it more intelligently and with enthusiasm.

REORGANISATION OF SECONDARY EDUCATION

The main topic of the Conference, "The Reorganisation of Secondary Education," was opened by Mr. S. Natarajan, B.A., L.T., who spoke on the question whether we had too much of Secondary Education. His answer was an emphatic "No." The reason for the discussion of such a subject was to be found in the proposals for re-organisation that were coming from different quarters. Many were struck by the apparently large number of pupils in certain secondary schools and were of the opinion that there should be some sort of restriction. The Rt. Hon'ble V. S. Srinivasa Sastri had expressed his view that certain secondary schools were run on uneconomic lines. There was also the circular of the Director of Public Instruction, which recommended that small and uneconomical secondary schools should be abolished. But a comparison of the number of pupils in secondary schools in India with those in other countries, would show that it was a wrong notion to think that we were having too much of secondary education from the point of view of the number of pupils in schools. The percentage of pupils in secondary schools to the total population in the most advanced country, namely Scotland was 7 while India was last in the list with only 27 per cent. In Madras, the figure was 44%. These figures refer to the year 1933.

Apart from statistics, the argument for more of secondary education in our country was strengthened if the ages of the pupils in secondary schools here and in foreign countries were taken into consideration. In most countries, education up to the age of 14 was free and secondary education in those countries meant education above that age. But here, pupils above the age of 10 were supposed to be receiving secondary education. Such being the facts, the necessity was not for restriction, but for starting more schools and for increasing the number of pupils. In this connection, the speaker quoted the views of Lord Curzon who had said that secondary education was the key to employment, the condition of all national advance and prosperity and the sole stepping stone for every class of the community for higher ends. What he said twenty years ago was true even to-day.

That we were having too much of secondary education could not be held even on the ground of our higher curricula. In fact, an examination of our curricula with those in foreign countries would show that we were below their standards. There was indeed a big gap between the secondary school stage and the University stage. The present secondary schools were only glorified forms of Elementary Schools. That was why there was complaint from the Universities.

Again, according to modern conceptions everyone had a right to secondary education. With regard to the question of cost, education was almost free in other countries. In England 47% of the pupils paid no fees, whereas in this country about 85% paid fees. Therefore, while the pupil was prepared to pay the cost, it was wrong to restrict secondary education. Finally he said "that it must be the high-way along which the coming generations would march and branch off into different channels at different stages. Restriction would be unnatural. It would be a retrograde step and the country must be made to recognise that any such restriction would in the words of President Hoover turn back the clock of progress by several centuries."

Mr. G. Srinivasachari opened a discussion on "The Middle School course—What it is and what it ought to be." He said that there was restriction not only in the secondary school stage, but also in the elementary stage. The Government Reports

had been viewing the progress of education from a different point of view after the introduction of the Montague-Chelmsford Reforms. Before the Reforms, they were content with increase in the number of pupils, but after the Reforms, they began to question whether the money spent on primary education had its return. In other countries Governments wanted to catch the children young and had started nursery schools, but curiously enough, here they did not want to admit pupils in schools before the age of five. Again, according to a recent circular of the Director of Public Instruction, the Higher Elementary Schools were to be restricted in number. Therefore the burden of education fell more and more on private agencies.

He would go further than the previous speaker and say that the present colleges were only glorified forms of secondary schools. With regard to the so-called middle-school stage, he thought there was no such thing. The present middle-school was really in an anomalous position. But these schools would continue and all the efforts of teachers were needed to make them serve purposes like the extension course of elementary education, the preparatory stage for secondary education and the stage at which vocational bias might be given to pupils. To perform the above functions, administration must be elastic, experiments should be encouraged, and there should be no external examination. Each school should be considered as a special unit with its own particular opportunities and difficulties, its own resources and its needs. The present position needed intelligent planning and organisation for securing the purposes set forth above. It must also be recognised that schools of all denominations were only a means to an end, namely the improvement of the nation's common life and not merely for maintaining it as it actually existed.

After lunch, Mr. Rajagopala Aiyar, B.A., L.T., said that the present middle schools had no aim except the S.S.L.C. examination. The courses in middle schools should be made lighter. Mr. Lakshminarayana Aiyar, B.A., L.T., complained that there was no freedom in middle schools and they had only to do what they were asked to do. Even in the matter of text-books, their freedom had been taken away.

Mr. Rajagopala Aiyar, B.A., L.T., then spoke on "External Public Examination—What it can do and what it cannot do." He said that the present S.S.L.C. Examination was unreliable. It branded the majority of the pupils as unfit. Such a policy was suicidal. The energies of thousands of young men were going to waste. The Examination had many defects. Difficult papers were set, high answers were expected and there was also the manipulation of marks to secure a certain percentage of passes. The examination was unwieldy. University standard was expected from the students. Consequently there was a waste of effort on the part of the pupils. The evils of the examination had their own effects on teaching in schools. Boys were made to cram answers and there was no real education in schools. To avoid the above defects, he advocated the system of periodical tests. Such a system would compel the boys to work regularly, instead of becoming active only at the time of the public examination. The courses should be lightened and there must be time for the boys to play games.

Mr. Narayanaswami Aiyar could not see how public examinations could be abolished. He considered them to be necessary evils. In order to avoid the unwieldy nature of the present examination, instead of the S.S.L.C. Board, District Examination Boards could be constituted.

Mr. M. S. Sabhesan stoutly opposed the idea that things should be allowed to remain as they were. In politics, things were moving rapidly and even extreme

views were pressed on the Government for speedy realisation, and teachers should not be behind the times. Another speaker suggested that the system of marking should go because it introduced the ideas of superiority and inferiority in the minds of boys.

Dr. K. C. Rama Rao M.A., Ph.D., then delivered a lecture on "The Psychographic Record of the Pupils' Abilities and Achievements." Mr. Rama Rao began his lecture with the remark that psychologists were not specialists. The whole of psychology boiled down to one thing and that was commonsense. The present system of school records was defective in many ways. These defects could be removed by the adoption of the "Psychographic Record." This took into account not only the intellectual factors, but also the emotions, the artistic abilities and the special aptitudes of pupils. The record also showed the previous history of the pupils, and their future possibilities. In order to maintain such a record, the intelligence tests usually applied in foreign countries could be adapted to suit Indian conditions. There were also the tests which were entirely independent of languages and so they could be applied to children in all countries. It was therefore necessary that the educational associations in the country should undertake research and publication work.

The next aspect of the discussion was on "Alternative Courses in Secondary Education". Mr. T. P. Srinivasavaradhan, B.A., L.T., dealing with the present courses said that they were not self-contained. The only aim was to lead the pupils to the University, and even this aim failed, with the result that there was a mass production of misfits. No provision was made for students who were unfit to proceed to the University. The necessity for diversified courses was recognised by the Mysore Government, The Sapru Report, The Hartog Committee, and the Central Advisory Board of Education. The speaker suggested three types of post-primary education as in England. They were the Junior Schools, the Senior Schools, and the High Schools. The High Schools should have a technical side as well as a literary one. The object of such a scheme was to enable the majority of the pupils as soon as they left school to earn their livelihood, and the few who were literary minded to proceed to the Universities. The objection that technical courses had no cultural value was without foundation. Technical education had its own cultural value. Rural schools should be made technical schools. In this connection, agriculture was a fit subject to be introduced in them.

Mr. Srinivasachari was doubtful if the starting of agricultural schools would prove useful. The social structure of India was such that each craft constituted a community, and they could not interfere with these institutions. Again, no country could progress with agriculture alone, and this was clearly shown by Sir M. Visvesvaraya's book "A Planned Economy For India."

Mr. M. S. Sabhesan thought that the present time was most opportune for carrying out their ideas in regard to the reorganisation of Secondary Education. There was a lot of unemployment and the parents were dissatisfied with the present system. So they were in a mood to try other courses. The Government also were considering the question. It was therefore essential that the teachers should give out their opinions and be able to bear the responsibility.

The President said that he was in sympathy with the idea of starting agricultural schools, because India was mainly an agricultural country. He would even go further and say that agriculture should be made compulsory. Whatever advances they might have in the industries, the country would remain predominantly agricultural for two or three generations to come. They could of course change the system later if necessary.

Mr. K. Kurivilla Jacob's lecture on "Some Aspects of Handwork in Practice." was the last item in the programme. At the outset, he wanted to clear the misunderstanding that hand-work meant vocational training. The term meant the use of the hand to carry out effectively the directions of the brain and was applicable to every disciplined use of the hand. Hand-work was fundamental to the educational system. This was evident from a study of the physiology of the brain. Every part of the brain controlled certain sets of muscles and it was necessary to train all of them. Hand-work was essential to art and it helped pupils to express their artistic ideas in concrete form. Further it could be correlated with all subjects taught in schools. There were numerous types of hand-work like basketry, leather-work, linocuts, stick-painting, pewter work, pottery-painting and toy-making. Many of these crafts could be worked with very small outlay in schools. At present, the only form of hand-work in schools was wood-work, which was however expensive. The other forms of hand-work were not recognised by Government and he appealed to the authorities to recognise and give grants to the many forms of hand-work mentioned above.

Mr. Subba Rao, in his concluding speech, said he was glad to have participated in the Conference. He would always be willing to respond to any invitation for such educational discussions.

With a vote of thanks proposed by Mr. M. S. Sabhesan, the Conference came to a close.

TANJORE DISTRICT TEACHERS' GUILD

An ordinary meeting of the Tanjore District Teachers' Guild was held on Saturday the 13th March 1937 at the Banadurai High School, Kumbakonam. Mr. V. Mahadeva Iyer, the President of the Guild, presided on the occasion. There was a representative gathering.

Mr. K. M. Sundaram Iyer, Joint Secretary of the Provincial Educational Conference, gave a short report on the work so far done by him. He reminded the members of the vast work before them and appealed to them to collect donations and otherwise help to make the Conference a complete success.

Mr. R. Swaminatha Iyer, Retired Headmaster of the Town High School, Kumbakonam, then addressed the audience on 'Elementary Education'. He deplored the alarming illiteracy, the inadequate equipment, the indifference of the public, the lack of proper supervision and control and above all the complete maladjustment of the course with the environments of the child. He then detailed a scheme of Elementary education suited to the children and gave his considered views on the school accommodation, the standard of attainments of the teacher, the school hours, the school subjects and examinations. He insisted on Higher grade teachers for Elementary education and desired that L.T.'s should teach the higher standards in Elementary schools corresponding to II and III Forms. He also pleaded for the introduction of some kind of instruction in handicrafts and agriculture with the co-operation of local industrial concerns and agricultural farms. He supported the idea of having an examination at the IV Form stage with a view to divert pupils not having a literary taste into technical and other branches of study. Lastly he made a strong case for giving teachers a higher salary to maintain themselves decently above want and suggested uniform progressive scales of pay for various grades of teachers in the Province. He concluded by saying that the panacea for all ills would be compulsory Primary education in addition to a scheme of adult education to wipe out illiteracy and to improve rural areas.

Mr. T. S. Arunachalam Pillai followed and gave a very interesting talk on Elementary Schools. He was not satisfied with the recent policy of the Government in doing away with smaller schools but he desired that the Government should come forward with more of expansion by way of the introduction of compulsory Primary education. He was not one to encourage the inefficient school or teacher but such inefficiency on the part of institutions and individuals existed everywhere. The remedy should be to improve them and not to end them. If the Government wished he was sure that they knew how to promote efficiency by proper supervision and encouragement and at the same time give more facilities for rural schools to grow. With the expansion of knowledge in the present age he could not think how an ill-equipped teacher would satisfy the new children. Without any hardship to the existing incumbents of the lower grades—some of them possessing a wider range of knowledge and experience—he insisted on the Government to staff the schools with at least Secondary Grade teachers. He then gave a lively account of the ways and methods of deciding and paying salaries of teachers and hoped that the Government would soon realise the urgent need of adopting adequate standardised scales of pay for the whole Province. He made a strong appeal to Secondary school teachers to take up the cause of their brethren in Elementary schools and place them on a sound satisfactory basis. For, he said, the progress in Secondary education entirely depended on the work done in the Elementary schools. Further, the growing neglect of Secondary education was due to the want of proper consciousness on the part of the public who had not tasted even the little benefits of Elementary education. To bring about an intelligent electorate for deciding on vital issues of the country and on problems of education and culture, will be the duty of every educated person in the land and more especially that of the teachers. Unless and until the problems of Elementary education were solved he was sure that Secondary educational problems would not present themselves to the attention of the public.

Mr. N. Kalyanarama Iyer then gave his impressions on the reorganisation of the Secondary education. He said that the Secondary schools did not satisfy anybody. The Public Service Commissioners often remark the lack of knowledge of the candidates, the businessmen are not satisfied with the new products of Secondary schools and the University authorities complain of a low standard. Lastly the public are dissatisfied that the Secondary education does not equip a boy for life. All great minds of the country are seriously engaged with the reorganisation. He said that the S. I. T. U. would concentrate on the question at the ensuing Conference. He also mentioned in outlines the scheme as prepared by the S. I. T. U. and desired that every one should bestow thought on it.

Mr. V. Mahadeva Iyer, in winding up the subject made an impressive speech on the present condition of the Secondary Schools and on the real needs of the situation. He agreed to the natural way of teaching subjects in the vernacular but said that as long as the University examines in English, boys should be taught in English in the Vth and VIth forms. He criticised the modern fad of vocational bias and said that it would be an insult to the technical education if boys in schools should attend carpentry classes for one period a week or sometimes in a fortnight. He agreed to have some literary education in technical schools but the present arrangement of some vocational classes would never have anything in return. He was personally against all examinations and could not think of a public examination at the IV Form stage. He desired to place the teachers on a sound status to act independently and wished the public to rely on their opinions of boys rather on the Public Examination results. He also said that the subjects for the examination

should be reduced and only two subjects English and Mathematics would be enough at the VI Form stage while systematic real work could be ensured in the classroom in all useful subjects.

The Guild unanimously nominated Mr. C. Rajagopalachariar for the Presidentship of the Conference.

Resolutions passed at the meeting of the Tanjore District Teachers' Guild held on 13-3-1937, at the Banadurai High School, Kumbakonam.

1. That a Committee consisting of the following gentlemen be formed to frame resolutions on the reorganisation of the Secondary education and to communicate the same to the S. I. T. U.:—Messrs. V. Mahadeva Iyer, R. Swaminatha Iyer, V. Raghava Iyengar, T. A. Ramachandra Iyer, N. Paramasiva Iyer, N. Kalyanarama Iyer, and S. Sundaresa Iyer (Convener).

Proposed by Mr. R. Satagopachariar and seconded by Mr. T. M. Venkataramanayya.

2. That this meeting of the Guild requests the Government to simplify the proceedings regarding the closure of the Provident Fund accounts with a view to avoiding the present undue administrative delay in the matter, and further prays that, in view of the progressive decline in the rate of interest on the S. B. account and Cash Certificates, the Government may be pleased to allow a rate of $4\frac{1}{2}\%$ interest on the contributions to the Provident Fund or in the alternative to raise the Government contribution from $\frac{1}{3}$ to $\frac{1}{2}$ so that the teachers may derive the full benefit from the scheme.

This meeting further requests that the teachers in aided institutions may be afforded facilities to pay premia on Life Assurance Policies out of P. F. contributions as it is done in the case of Local Fund employees.

Moved by Mr. K. S. Krishnaswami Iyengar and seconded by Mr. N. Kalyanarama Iyer.

3. That this meeting prays that, in view of the hot enervating weather at the time of the examinations, the Public Examination may be held only for one session a day.

Moved by Mr. K. M. Sundaram Iyer and seconded by Mr. K. S. Sundaresa Iyer.

4. That this meeting feels strongly that it is unfair that the Chief Superintendents who have to do very responsible work during the Public Examination are not to receive any remuneration and therefore it is requested that they may be remunerated in a manner befitting their position and responsibility.

Moved by Mr. R. Satagopachariar and seconded by Mr. T. M. Venkataramanayya.

5. That this meeting of the Guild is strongly of opinion that the new arrangement of gathering young children for the purpose of Public Examination in select centres far away from their stations and in a strange atmosphere will cause untold hardship and strain on them and also involve considerable expenditure and therefore the meeting requests that the unwholesome arrangement be given up immediately and the old system restored.

Moved by Mr. N. Paramasiva Iyer and seconded by Mr. T. N. Arjuna Iyer.

THE TRICHINOPOLY DISTRICT TEACHERS' GUILD THIRD QUARTERLY MEETING OF THE GUILD

The third Quarterly Conference of the Guild was held on 4-4-1937 under the auspices of the Rajah Higher Elementary Teachers' Association, Bikshandar Coil,

a rural centre and zamindari in Trichy District. 24 associations out of 30 sent their delegates to the Conference.

The morning session was presided over by Mr. S. Natarajan, B.A., L.T., Managing Editor, the South Indian Teacher and Balar Kalvi.

The proceedings began with prayer by the local school children and welcome by the local Teachers' Association. The President in the course of his address dwelt on the current problems of Education, Secondary and Primary, and exhorted teachers to organise themselves effectively to make their opinions felt.

The resolutions (enclosed) were then passed.

Mr. S. Srinivasa Iyer, Vellore, addressed the members on the need for developing the S. I. T. U. Protection Fund and for eligible members joining forthwith.

Mr. S. T. Ramanuja Iyengar placed the report of the Managing Committee on the model bye-laws for associations and the District.

After lunch, the Conference reassembled with Mr. V. R. Ranganathan, D.E.O., Trichy, in the chair. Mr. Rajagopala Pillai, F.R.H.S., Zamindar of Bikshandar Coil, welcomed the Guild. After a demonstration of cub activities and recitals, Mr. S. Srinivasa Iyer of Vellore delivered a lecture on "Elementary Schools and Administration" and put in a plea for vesting greater control in Departmental hands. Mr. S. Natarajan of Madras delivered a lecture on "The Backward Child" and urged the need for teachers devising ways and means to study the backward child and improve it.

After the concluding remarks of the Chairman and vote of thanks, the meeting terminated.

Resolution passed at the Third Quarterly Meeting of the Trichinopoly District Teachers' Guild (Estd. 1890), held on 4-4-1937 at Bikshandar Coil, Trichy District.

1. **Political Impasse and Education.** This Guild Conference views with regret the breakdown in the formation of the first responsible and representative ministry in Madras under Provincial Autonomy and expresses its concern that Education will continue to suffer in a state of political tension and uncertainty.

2. **Secondary and Higher Education.** This Guild Conference is of opinion that the draft resolution of the Government of Madras on Secondary and Higher education is defective in that it restricts expansion, places unwanted emphasis on public examinations and prolongs the school course unduly; and hence it urges that the resolution be so modified on the lines suggested by the S. I. T. U., viz.,

- (i) That the duration be only six years.
- (ii) That there should be no examination at the middle school stage.
- (iii) That there should be bifurcation after the third form stage and that provision for alternative courses in our secondary schools be made.
- (iv) There should be no definite restriction of the number of students in Secondary schools; and
- (v) That the University should conduct its own entrance examination for which 'school leaving certificate' holders should be eligible to appear.

3. **Official representation to the S. I. T. U.** This Guild Conference urges that the S. I. T. U. should be represented officially in any committee to reorganise Secondary and Higher education.

4. **Examinerships.** This Guild Conference draws the attention of the Department of Education to the dissatisfaction of Secondary school masters in regard to the policy pursued in the appointment of examiners and assistant Examiners for the S. S. L. C. Examination and urges that the claims of non-recipients should always be given the first preference.

5. **Budget provisions for Technique of Teaching.** This Guild Conference urges with a view to improve the technique of teaching that Government do make the budgetary provision for annual refresher courses and vacation lectures to teachers under the direction of District Educational Officers and under the auspices of District Teachers' Guilds.

6. **Amendment of Contract in M. E. R.** This Guild Conference requests the Director of Public Instruction to amend Appendix 28 of the M. E. R. relating to contracts in aided institutions so as to include a provision that no termination of teachers' services shall take place unless with the approval of the Director of Public Instruction.

7. **Conference of Department and S. I. T. U.** This Guild Conference requests the Director of Public Instruction to call at an early date for a Conference of the S. I. T. U. Executive and District Educational Officers with a view to discuss professional and educational questions and decide upon an agreed programme of co-operation between the teaching profession and the Department of Education for the advancement of Education in the province.

8. **The New Elementary Education Rules.** (i) This Guild requests the Government to allow rent grants for the aided Elementary schools;

(ii) This Guild requests the Government to include in the Rules framed under the Madras Elementary Education Act the clause that the Deputy Inspector of Schools should mention in his inspection report of the schools the amount of grant recommended with the increase and also send a copy of the review of the D.E.O. on his recommendation so that the management may have sufficient knowledge of the nature and extent of the Government's aid for the year.

(iii) This Guild requests the Government to fix scales of grant for Vidwan and Drawing and Drill masters whose services are indispensable to any Higher Elementary school.

(iv) This Guild requests the Government to revise the constitution of District Educational Councils so as to give sufficient representation to District Teachers' Guilds.

9. **Reading rooms in Trichy District Board Schools.** (i) This Guild notes with regret the practice of obtaining in the Trichy District Board of the levy of a reading room fee on school teachers to meet the cost of dailies and periodicals.

(ii) This Guild requests the Boards to end this practice which strikes at the root of the academic and professional freedom of teachers.

(iii) And also urges the District Board authorities to provide such equipment at the expense of the concerned Boards for the benefit of the staff.

10. **Lowering of Service Emoluments.** This Guild notes with regret the recent advertisement of a school in the District for an L.T. on Rs. 35 and deprecates such lowering of service emoluments in the recruitment of teachers in aided institutions.

SALEM DISTRICT TEACHERS' GUILD

A meeting of the Salem District Teachers' Guild was held in Salem on 3-4-1937 under the Presidentship of Mr. Bernard Thomas M.A., (Oxon.), President, Salem District Teachers' Guild. There was a discussion on the reorganisation of the Secondary Education and the following Resolutions were passed:—

1. That the duration of the Secondary Education Course be only six years.

2. That there should be no Public Examination at the end of the Fourth Form Stage. (Passed by a majority of one).

3. That there should be bifurcation after the Fourth Form stage and that provision for alternative courses in Secondary Schools be made.

4. That there should be no definite restriction of the number of students in Secondary Schools.

5. That the University should conduct its own Entrance Examination for which School Leaving Certificate holders should be eligible to appear.

With a vote of thanks proposed by Mr. V. Duraisami Iyer, the Guild Secretary, the meeting terminated.

THE PASUMALAI REFRESHER COURSE FOR ELEMENTARY SCHOOL TEACHERS

The Pasumalai Training School has been trying its very best to help the teachers employed in Elementary schools by keeping them in touch with the present day changes in school conditions and modern methods of teaching through Refresher Courses held from time to time. It sent some of its teachers to Aruppukottai, Periakulam and Manamadura to take part in Refresher courses conducted there in past years. Even this year some of the members of the Training school staff went to Usilangulam to help Mr. S. Palanichamy, one of our old students, who organised a short Refresher course for village teachers during the first week of this month.

A Refresher course of this kind was first started in Pasumalai and our District Educational Officer gave us his encouragement and help by presiding over the closing function and awarding the certificates. The success of the attempt has been greatly responsible for organising a similar course this year. We earnestly hope that this will become an annual feature of the Pasumalai Training school, thus giving us increased opportunities of serving the cause of Elementary Education.

Thirty teachers have finished their Refresher course. Eleven of them came from the Madura District Board schools, fifteen from Kallar schools, three from Municipal schools at Bodinayakanoor and one from a private school. The course began from Thursday 12th March. It consisted of training in Hand work, First Aid, games and physical activities, together with lectures on Child Psychology, School Organisation and up-to-date methods of teaching such as the Project method the Individual method, Group method and Kindergarten method with demonstration lessons. The course covered 12 working days having 100 periods on the whole which were distributed among the various subjects as follows:—

Games and Physical Training	..	26
Manual Training	..	22
Methods of Teaching	..	22
School Organization and discipline		
and psychology	..	8
First Aid	..	4
Music	..	5
Rural Reconstruction and Character Study	..	7
Drawing	..	6
Total	..	100

The daily programme was as follows :—

6.30 — 7.15 A.M	Games and Physical activities
7.15 — 9.15	Bath and Chota
9.15 — 12.10	Morning classes of 4 periods
12.10 — 2.10	Noon recess
2.10 — 4	Evening classes of 3 periods
4.30 — 6	Games and Physical activities
8.00 — 9	Lectures and entertainments.

We have tried our very best to make suitable arrangements for the boarding and lodging of the teachers taking the Refresher course. They were staying in one of the hostels of the Training school, namely the Glenridge Hostel fitted with electric lights and other comforts.

On the 24th morning the teachers taking the course went on an excursion to Capron Hall and Rachanyapuram under the leadership of Mr. L. L. Lorbeer to learn from personal observation the kind of training given to children in those institutions and in the evening at 4 they paid a visit to the Mahalakshmi Textile Mills.

Our thanks are due to the authorities of the Madura District Board, the Kallar department and the authorities of the Bodinayakanoor Municipality for their hearty co-operation by sending some of their teachers to attend this course. Our thanks are also due to Mr. T. N. Krishnamurthy Ayyar, M.A., L.T., District Board Educational Officer, Madura, Miss G. E. Chandler, Mrs. Esther Job Doss, Mrs. Pemimah Manoharan, Mr. G. Venkatachalapathy and Mr. S. Palanichamy for having been kind enough to take some of the classes of the course and thus helping us to offer instruction in such a variety of subjects as Kindergarten method, rural reconstruction, school organisation and character study.

The closing meeting was held on Thursday the 25th March at 3 P.M. in the Ashburn Hall. S. V. Balraj, Esq., District Educational Officer, Madura was proposed to the chair by Mr. L. L. Lorbeer, Manager of the High and Training schools. An interesting programme of songs and reports was gone through. The chairman awarded the diploma to the teachers who had finished their course, and in his concluding speech called upon them to make the best use of the valuable course they had taken and to discharge their duties honestly and efficiently. Mr. S. Bernard, Head Master of the Training school, proposed a vote of thanks to the Chairman. After singing the National Anthem the function came to a close.

TEACHER'S BOOK SHELF

Principles of Education : with special reference to Educational Psychology.

Part I. By Anjilvel V. Mathew of the Teachers College, Kolhapur. Published by the Arya Bhushan Press, Kolhapur.

Much advance has been made in recent times in the field of Educational thought especially in European countries and America, that a raw young graduate entering the portals of a Teachers Training college with a view to qualify himself to the "noblest of all professions" is naturally bewildered by the vast amount of literature to be mastered so that when an experienced guide like the author takes the recruit by the hand promises to place his accumulated experience at his disposal the youngman heaves a sigh of relief and feels thankful. The book under review formed the subject matter of eleven lectures. We are glad to note that more are to follow.

After dealing with the need for the study of the Theory of Education and the importance of Psychology to the Teacher, the author takes up the various fundamental factors of Education. We know Man to be a living being, having a mind in a body. He is, moreover, endowed with many deep-seated instincts and general tendencies and recent advances in Psychology have revealed the significance of the Unconscious mind. These tendencies are both inherited and are developed by the environment, physical and cultural of the human organism which is expected to function not in vacuum but as a member of a group. These fundamental facts about a human being are made the subject matter of nine discourses.

Mr. Mathew knows his subject thoroughly well and hence he moves with free easiness among the mass of materials he is handling. His presentation is quite lucid and his exposition very clear. The reference (definite and specific and not vague and misleading) given at the end of each chapter would be appreciated by every student making use of this book.

We would go a step further and recommend this book not only to the students of the Training colleges but to two other classes of people. Older generations of Teachers who were in the Training Institutions two or three decades ago and who had not many opportunities of keeping themselves abreast of the times cannot have a better book for a Refresher course. We would recommend the book to enlightened parents as well whose intelligent co-operation with the school is so much emphasised upon by all modern educationists.

Having said so much in favour of the book we hope we would not be misunderstood if we give expression to a feeling that the book seems to be like a plant in the hanging gardens and has no root planted deep in the native soil. What we mean is if the front sheet be removed and the text alone be put into a student's hands he would be hard put to it to find out that the author is an Indian and the book was produced in India. It might as well have been produced in London, New York, or Berlin. The rich experience of this vast country which has a longer cultural past than most of the modern countries can boast of, has not been tapped at all. To take one point, the author might have well discussed in the chapter on the Ideals of Education the Indian ideal of a harmonious development with the four-fold objects in view, **Dharma, Artha, Kama and Moksha**. We hope this omission would be rectified in the volume to come.

S. K. Y.

Educational Reformation in India. By "Experience." Published by J. C. Basak, 363, Upper Chitpore Road, Beadon Street, Calcutta or Dayal Bagh P.O., Agra. Price Re. 1.

This is an extremely interesting book written by the publisher himself as the perusal of the book will show. The very dedication arrests our attention; and the interest thus roused is kept by the Introduction and the Text proper. The author by his confession is more than 75 years old and it is evident from the notes—like nature of the contents of chapters and the tendency to repetition characterising him. These two minor defects apart the book is a mine of useful information and shows that the author has thought long and deep upon one of the most important problem of the day—Educational Reformation.

The problem of education is lifted from dry details to the high plane of national requirements and everything is viewed from that exalted point of view. Mass illiteracy should be abolished. Men and money required for it would be something enormous if worked out on the present scale and hence the author appeals to the self-sacrificing youths to take up this stupendous task. If the task be approached with zeal characterising Christian missionaries (whose details are given on page 127) it should not be difficult to achieve the end.

We are in perfect agreement with the author on the following points:—

- (1) The educational system of foreign countries will not suit us in toto, but suitable modifications have to be effected.
- (2) The educational system not only of England should be studied but those obtaining in Germany, Italy, Japan and America and their good features should be also accepted.
- (3) That full use should be made of modern scientific improvements and the educational possibilities of the movies and the talkies (and may we not add the radio as well) should be explored and availed of to the fullest extent.
- (4) The obstacles that stand in the way of spread of women's education should be removed.
- (5) The existing Museums should be reorganised and they be utilised as valuable adjuncts to schools as is being done in the children's museum at Brooklyn (New York).

But we cannot follow the author when he recommends the abolishing of many of the post-graduate departments of the Calcutta University and advocates throwing open all examinations to those who study the subjects at home. Sciences can never be studied at home. Moreover there is something in the personality of the teacher and social qualities cannot be effectively cultivated if home study becomes the rule.

A really thought-provoking book by a person of great experience.

S. K. Y.

1. *Love's Labour's Lost*: Edited by F. E. Budd; 2. *As You Like It*: Edited by Cicely Boas; 3. *King Henry VIII*: Edited by M. St. Clare Byrne; 4. *Richard III*: Edited by Lionel Aldred; 5. *Much Ado About Nothing*: Edited by F. E. Budd; in the Scholar's Library series. Published by Messrs. Macmillan & Co., Ltd., St. Martin's Street, London. Price 2sh. each.

These additions to the well-known series maintain the high reputation already established by the previous publications. The features common to the whole series are retained, i.e., notes, appendices, questions and essay subjects. Each play has a learned introduction which deserves to be studied carefully by students.

In the introduction to the *Love's Labour's Lost* the comparative unpopularity of the play is explained as being due to its being "essentially a topical piece, a fashionable satire of affectation current in the early 1590" and to the presence of innumerable verbal jokes and quibbles which, owing to the changes that have come about in the language itself, have become obscure and can be understood only with the help of learned annotations. The part of introduction dealing with the "speech fashions" in the play is particularly helpful.

As You Like It is one of the most popular of Shakespeare's comedies and there are few contentious points in the play to be elucidated in the introduction. The elements of improbability in the play are discussed and also the question whether the play itself is pastoral or is intended as a caricature of that variety of the drama. The study of characters is, as usual, very fine and suggestive and we particularly commend the study of Jaques's character wherein the author's motive for introducing this queer figure is discussed.

King Henry VIII affords ample scope for a learned introduction and it is fully availed of. The question of the authorship of the play is fully discussed. The casual remark of "the poet Laureate with a long black beard" is pitted against the intuitive remarks of "an equally famous poet with a short red beard", though no definite conclusion is arrived at and every student of the play is asked "to weigh the evidence and to come to what conclusion he may". The episodic nature of the play itself is analysed and due recognition is awarded to the intensely dramatic passages in the play.

The learned introduction to *Richard III* points out how the play is an early work as the highly artificial "stichomutic" passages of dialogue carried on in alternative lines and "Staccato-self-questionings" of Richard as contrasted with the tense and subdued soliloquies of Hamlet and Macbeth would show. Shakespeare's being under the influence of Marlowe though he outshines his master in his "profounder ethical and artistic instruct" and makes retribution the recurrent theme of the play is emphasised upon.

Historical sketch of the period, the various dates and events of the Wars of the Roses and a genealogical table explaining the relationship of the main characters add to the usefulness of the edition.

The introduction to the *Much Ado About Nothing* discusses how rather unpromising material of the original has been rendered at least plausible by the clever handling of the plot by Shakespeare and does justice to the new element introduced by him, namely, the characters Benedick Beatrice, Dogberry, Vergis and the Watch. There is an equally interesting note on the Comic spirit in the Play.

These additions come up to the high reputation earned by their predecessors in the very useful and popular series.

S. K. Y.

Paradise Lost. Books IX and X. By John Milton. Edited by Cyril Aldred; Published in the Scholar's Library by Messrs. Macmillan & Co., Ltd., St. Martin's Street, London. Price 2sh.

The scholarly introduction makes it clear that the *Paradise Lost* is not to be taken as a great religious poem and that "it has never been an obstacle in the way of those who do not approach the poem for religious instruction." It is a great heroic poem though the author was somewhat reluctant to call it by that name lest the question should be raised as to who the hero of the poem is. The question, how-

ever, is deliberately raised by the editor and answered that not Adam but Satan is the hero; and this thesis is well established. Two notes on the life of Milton and the History of the Paradise Lost (which come after the critical appreciation of books IX and X and which might well have preceded that) are of great help to the average reader whose task is rendered easier by a synopsis of the story of books I to VIII. The text of the two books is followed by a brief resume of books XI and XII so that the student may have a general idea of the great epic as a whole. The notes are very helpful especially the charts and maps explaining Milton's Cosmology and Geography.

A very valuable addition to this extremely useful series.

S. K. Y.

An English Course for Schools, First Book. By M. Alderton Pink, M.A., Published by Messrs. Macmillan & Co., Ltd., St. Martin's St., London.

This book is intended for the English boys and girls of classes corresponding roughly to our III and IV forms. It follows the now popular method of creating interest in Synthesis and Composition before going on to Analysis and Grammar. Judging the book from the point of view of an Indian schoolmaster we are constrained to observe that the various parts of the book are not of the same easiness or difficulty. Part III for example, dealing with First Steps in Grammar would be pronounced to be too simple for the classes in our High Schools whereas Parts I and II may be studied with advantage by the freshmen of our colleges; and Part IV would occupy a middle position.

The above statement is based on the state of affairs in this Province and is by no means meant as a reflection upon the book. The book, as the author himself states, is intended for English children "in the first and second years of the normal Secondary School course" who, we are sure, would find this book a very helpful guide in their study of English.

1. **Prose of Yesterday, Dickens to Galsworthy**, selected by Guy Boas;
2. **Fact and Fiction**, selected by Cairncross;
3. **Quest & Conquest**, An Anthology of adventures; selected by E. V. Odle. Published by Messrs. Macmillan & Co., Ltd., St. Martin's St., London. Price 2sh. each.

These three additions to the well known Scholar's Library have a sort of family likeness and yet with a distinct individuality of their own.

Mr. Guy Boas is a confirmed admirer of the Victorian classics and he identifies himself with the swinging back of the pendulum to the Victorian masters as a reaction from the tendency to decry everything Victorian which characterised the present and post-war writers of the twentieth century. His reference to "that daily masterpiece" which we read at "the bidding of publishers, critics, and even the authors themselves in reverent wonder" ought to teach humility to critics and authors alike.

The selections are sufficiently representative, though one would like to see certain neglected departments of literature, like the Essay and Literary criticism, being given a place even at the cost of some of the proportionately numerous representatives of Fiction.

Fact and Fiction has been specially compiled to fulfil a long-felt want in Education, i.e. "to complete the unfinished character moulded by facts, and the

drug-addict shaped by fiction." Fact and Fiction are complementary to each other and where either of them alone is cultivated there is sure to be lopsided development. These selections are intended to help the young student who ceases to be a child and becomes a youth "when the mind is beginning to awaken to new wonders and the world." The extracts are classified under such main headings as "Myth and Fable," "Youth," "History," etc., and one is glad to find there are some passages grouped under "Wit and Humour." That is a department of literature whose appreciation should be cultivated at the adolescent stage, because Wit and Humour would enable youth to preserve balance and prevent his being obsessed by any section.

Quest and Conquest is intended for slightly older pupils who can sympathise with the adventure-mentality who would not be satisfied with the existing stock of human knowledge, but would defy obstacles and push, however little, further and further the frontiers of knowledge and win from Nescience more and more territories. This instinct for Quest and Conquest may be physical, over space, or spiritual over Ignorance. Hence extracts dealing with Travel and Discovery find a place by the side of those elucidating the Pioneering instinct and scientific enterprise.

The extracts are in the words of those who conducted the quest and effected the conquest and hence they reveal the individual personality of these heroes and pioneers.

These three volumes deserve to find a place in the library of every school where English is the medium of instruction.

S. K. Y.

Literature Recitals, A Pageant of English Literature. By Alys Mamour; published by Messrs. Macmillan & Co., Ltd., St. Martin's Street, London. Price 3sh.

According to the author of the book 'Literature Recitals' are designed to provide a new kind of entertainment, an original and interesting way of presenting and recapitulating English literature. There are 24 recitals with as many prominent sub-divisions and personalities of English literature arranged in the chronological order from the days of Roman occupation of Britain to the present machine age. Edmund Spencer, Shakespeare and Milton alone are given each a recital and all the others are included in recitals dealing with types or movements such as 'The Sonnet,' 'The Novel,' 'The Essay' or 'The Caroline Lyricists,' 'Eighteenth Century Poets and Playwrights,' 'The Romantic Poets' and so on.

Let us take one of these recitals for a closer study. Greek and Roman Myths standing at the very head of the list is as good as any other and may serve as a sample. First the Introducer announces the subject. Then the various speakers coming on the stage develop the theme and show how the wonderful literature of ancient Greeks and Romans introduced by the Roman soldiers when they occupied Britain has continued to be popular to our own days and Keat's famous sonnet on his first reading Chapman's Homer and extracts from Lamb's Ulysses, Tennyson's Lotus-Eaters, Hawthorne's version of the story of Hercules and Kingsley's Heroes are given and it is pointed out how we still use the names given to the stars by the Ancients and how our names of the days of the week and months of the year continue to be what the Greeks and the Romans gave them. There is appropriate music at intervals so that at the end of the recital any intelligent student who has

been following the whole cannot help getting the impression that these ancient literatures have been a perennial source of inspiration to English literatures.

In the recital on the Essay for example, extracts are given from the Essays of Lamb, Hazlitt, Leigh Hunt, De Quincey and Arnold Bennett.

We agree with the author that "the Education provides the Entertainment and the Entertainment provides the Education, making the 'Literature Recitals' a practicable Education-Entertainment Scheme." The book is evidently intended for English children. In India the background necessary for appreciating the chronological presentation of English Literature is absent and hence the book can be recommended to the undergraduates of our Universities for study.

S. K. Y.

The British Empire and Commonwealth. By James A. Williamson; Published by Messrs. Macmillan & Co., Ltd., St. Martin's Street, London. Price. 6sh.

The author has two books to his credit on more or less the same subject. "A Short History of British Expansion" in two volumes and "The Foundation and Growth of the British Empire" have already preceded this book. We are ready to take the assurance of the Publishers that this "book is in no sense an expansion or abridgment of its authors' earlier works, but is independently written."

There is no denying the fact that the story of the British Commonwealth of Nations from its humble origins to its present glorious condition of its having spread over the whole globe in such a way that the Sun never sets there, is a fascinating subject for a text book of History; especially so to a young citizen of the Empire who is proud of his ancestors who have toiled and moited to build up this mighty structure. A citizen of the Indian Empire may not get so enthused over this mighty expansion and the story, so far as India is concerned, can certainly be told in two ways. The book under review tells it in the usual English fashion. To give one example, the author's holy horror as to what would have happened if Sedition had triumphed in India which General Dyer so effectively put down at Amritsar, is, to say the least comic. Such things apart, the story of the slow but steady growth of the Empire is described through its different stages and in different geographical areas, such as Canada, South Africa, Australia, etc., very lucidly and we have no doubt the book would be found to be very useful not only by those preparing the School Certificate Examination in England, but also by the average reader.

S. K. Y.

Children's Every Day Science. Books I to III suitable for Forms I to III respectively. Author and Publisher Mr. M. S. Subramanya Iyer, Teacher, Hindu Secondary School, Viravanallur.

Book I of this series was already noticed in these columns. Books II and III have been prepared on the same lines written in a simple and easy style, it is profusely illustrated with attractive illustrations. The author's treatment in such as to arouse and stimulate the pupils' power of observation and curiosity. As observed in the general instructions for teachers given along with the departmental syllabus in General Science for forms I to III. His is an attempt "to answer successfully the questions in the order what, how and why". Biographies of eminent scientists and the history of important discoveries are so written as to make

the pupils feel a thrill of joy and gratitude to great men and women who have helped in the onward march of science. The books are printed in bold type and encased in good cover. We are sure the book will secure the encouragement they richly deserve.

The Coronation English Readers. Primers Part I and II and Book I. Editor J. C. Rollo. Publishers. Messrs. B. G. Paul & Co., Madras. Price As. 3, As. 3, and As. 6 respectively.

These are three attractive English readers edited by the eminent educationist J. C. Rollo. They are intended for class, 3, 4, and 5 respectively. There are many readers in the field but we feel that this set is in refreshing contrast with almost all of them. The material and the order in the primers follow generally accepted principles and ample provision is made for the repetition of words and a clear grasp of concept of these words. The exercises given at the end of each lesson are a noteworthy feature of this series and as the editor remarks in his preface it is desirable for teachers to devise many new exercises on these lines. We would particularly commend to the teachers the suggestion contained in the preface that questions framed should be such as to involve action or dialogue or have some fun in them.

We are told and there is ample evidence that these books have been prepared by those actually teaching the lower classes and that the editor has very carefully revised them.

The illustrations are clear and fine. The printing is attractive. Children will surely feel a delight in reading these books.

S. N.

EDITORIAL.

EDUCATION IN INDIA (1934-35)

A more disquieting report than the one under review we have never had. At a time when the reforms are being ushered in, it is good that the Government of India should paint the picture of Education in India in such a way as to make the autonomous provinces know where they stand in the matter of education, the diagnosis of the causes for abnormally high percentage of illiteracy and what should be done to reduce the percentage. There is general agreement on all hands that Education in India is not what it ought to be. What are the causes? The report says,

"Provincial reports are unanimous in stating that but for the adverse financial condition the increase in enrolment would have been far greater." Bombay remarks "the present financial stringency prevents expansion of primary education." The Central Province report says "Growth has long since outstripped financial position"

But the inference which the report draws from the above observation is "All this gives point to the need for a better utilisation of the assets available. . . . The present system is wasteful and readjustment is essential." The readjustment contemplated seems to be merely a "re-allotment within the existing limits and a stricter control of money allotted." No one will doubt the wisdom of trying to get the maximum benefit for the money available to be spent on education. That policy should always be there. Public funds ought to be spent in directions producing the greatest good to the public. But such a policy should not ignore the imperative need for greater and more rapid expansion of primary education in view of the appalling percentage of illiteracy of our land. The greatest obstacle to progress in Education in all the provinces seem to be according to Mr. H. R. Harrop, Director of Public Instruction, U. P., the unwillingness of the finance committee to allow the larger demands made by the Education Department. As the authors of the Report on the Unemployment Committee, U. P., observe, "we should have thought that, having regard to the poorly developed economic life of these provinces, the urgency of any measure, calculated to add to the efficiency of the youth in rural areas would be allowed to prevail over certain other demands."

Mr. H. R. Harrop, commenting on the development of primary education in the U. P., says, "The whole development of education is hampered by lack of adequate funds. . . . I estimate that there are, in round figures some 18 lakhs of boys and some 30 lakhs of girls between

the ages of 6 and 11 for whom no education provision of any sort exists. I also think that *the existence of this uneducated mass constitutes a great, if not the greatest obstacle in the way of an increase of wealth per head of the population*, and this need for primary education is the biggest need of all. Funds for any large development in this direction cannot be found at present." *

It is a sad comment to find in the report that the administration of education by local bodies left much to be desired and that "the volume of discontent against this avoidable mismanagement is steadily growing . . . the extreme irregularity in payment of salaries, the indiscriminate transfers which defeat the aim of education, the severe cuts in the salaries of teachers—the stoppage of increments and promotions, the imposition upon teachers of extra work bearing no relations to their real duties and other factors characteristic of maladministration of primary education have retarded expansion in all directions and created gloom and despondency in the minds of the teachers by whom the solid foundations of real progress must be built."

The real solution to our mind is the removal of this deplorable state of affairs. The teachers on whom the 'solid foundation of real progress must be built' have to be made not only contented but enthusiastic about their work. It is the duty of the Government to see to it that conditions of service are imposed if they are anxious to bring about any progress in Elementary education. We are glad that the Commissioner of Education with the Government of India has drawn pointed attention to this important question and we hope that the provincial governments will endeavour their best to remedy these outstanding defects. It is a good sign that all provinces are keenly alive to this need and are beginning to consider the question seriously.

One other important observation which the report makes on the cause for wastage in education is the existence of a large number of single teacher schools and inefficient small schools. The report states, "It will be seen that 57·5 per cent. of all the schools in British India are schools which have only one teacher. Some of them are full primary schools and it is obvious that it is an impossible task for one teacher to take five or sometimes six classes—the position being complicated by the existence in most of the schools two vernaculars. But the majority of single teacher schools are incomplete schools, that is, schools which break off before the class where literacy is attained. . . . These inefficient small schools are obviously useless schools from point of view of literacy—but they are worse than useless because they definitely pre-

vent the spread of literacy by deflecting the bulk of the funds from schools which do make a proper return. Little will be done to increase literacy until amalgamation and consolidation of schools and the *elimination of the incomplete schools and the single teacher schools* enables this money available to be spent on schools capable of making the proper return." This observation of the Commissioner requires careful study. It takes for granted that single teacher schools and incomplete schools are inefficient and that their existence constitutes the greatest obstacle to the progress of literacy. It does not seem to be based on a scientific investigation of the comparative results of single teacher and multi-teacher schools. Mr. R. M. Savur, Divisional Inspector of Schools, Guntur, writing in these columns has expressed the view that single teacher schools may be even more efficient if the teachers should adopt a proper method of teaching and if they should be given the necessary aid. He is also of the view that multi-teacher schools are in no way more efficient than many single teacher schools. Even the report refers to the multi-teacher schools and complete schools as schools that *can* make a proper return. The question is are they making a proper return. The cause for the slow growth is not the existence of these schools but the absence of adequate funds. The remedy suggested appears to be far worse than the disease. If these small schools constitute 57.5 per cent of the total number of Elementary schools, then it is clear that over 50 per cent. of the pupils reading in these schools will be deprived of any educational opportunity and it will result in a serious set-back in Elementary education. What is needed is a policy of free compulsory education which will increase the strength of all these incomplete schools and thus necessitate the appointment of more teachers. A very liberal financial provision has to be made to give effect to this scheme. In some of the newer countries, a policy of touring teachers was even adopted whereby a single teacher would visit on specified days of the week neighbouring villages and teach pupils there. A policy like that is needed if we are to reduce the enormous amount of illiteracy prevailing in our country. A policy of consolidation and concentration may be adopted when we have succeeded in putting all boys of school-going age in schools. But the time is certainly not one of curtailment of educational facilities but a very liberal increase in the same.

VERNACULARISATION IN THE MODEL SCHOOL, SAIDAPET

It is regrettable to learn that the authorities of the Model School, attached to the Teachers' College, Saidapet, have decided to give up teaching the non-language subjects in Tamil. Some years ago they made a similar half-hearted attempt but soon gave it up. When a second attempt was made in this direction, it was hoped that it will give a fillip

to teaching in the mother-tongue in the Secondary schools in the Tamil districts. The experiment while it would be useful to show that teaching in the mother-tongue would produce greater results than are being obtained by the use of English as the medium of instruction, was thought to be of great use in training graduate teachers in the use of the mother-tongue as the medium of instruction. We believe that the purpose of Government maintaining Model Schools is to conduct such experiments. Government schools are not worried over funds or pressure of public opinion and they have a greater measure of freedom to conduct under ideal conditions educational experiments. The decision of the authorities to give up Tamil as a medium of instruction in non-language subjects in the higher forms of the school is sure to make other school authorities who have been adopting the mother-tongue medium to consider seriously their position in the matter and we are afraid that this will create a great set-back in this very desirable reform. When all are agreed about the advantages of the mother-tongue as a medium of instruction, it is indeed a retrograde step which the Model school authorities seem to have taken. Unfortunately, there is yet time and we hope the Government taking the educational value of the experiment into consideration will reconsider their decision and order the continuance of the experiment.

A REQUEST TO OUR CORRESPONDENTS.

Very often Secretaries of District Teachers' Guilds and Associations send us newspaper cuttings of the proceedings of meetings. We would request them to give us the name of the newspaper or magazine and the date of publication. Last month, we published an account of the Benefit performance given by the Masters' Association, Hindu Theological High school, Madras in aid of the Madras Teachers' Guild Building Fund. Our attention has been drawn by the Editor of the Hindu Theological High School Magazine that the report published was a verbatim reproduction of the one published in that Magazine. If the correspondent had supplied us with that information, we would have acknowledged it. We trust in future, Secretaries of District Guilds and Teachers' Associations would kindly help us by supplying us with the necessary particulars.

OUR LOYAL GREETINGS.

As this number reaches the hands of our readers, the Coronation of Their Imperial Majesties, King George VI and Queen Elizabeth will be taking place and we take this opportunity to respectfully convey to Their Majesties our loyal greetings on the happy occasion and our sincere

prayers that this coronation year may be a source of great happiness and joy to all their subjects and the beginning of a long and glorious reign crowned by prosperity and contentment throughout the Empire. His Majesty has always been evincing a keen interest in the welfare of the youth of the Empire and we do hope that in His Majesty's reign, the wish of his illustrious and worthy father would bear fruit and that India would be ushered into a New Era of Universal, Free and Compulsory Education.

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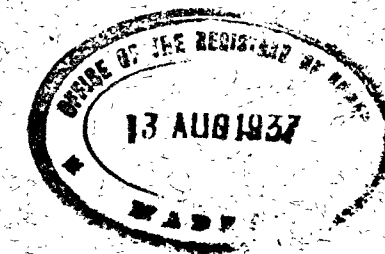
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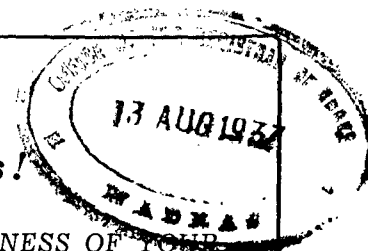
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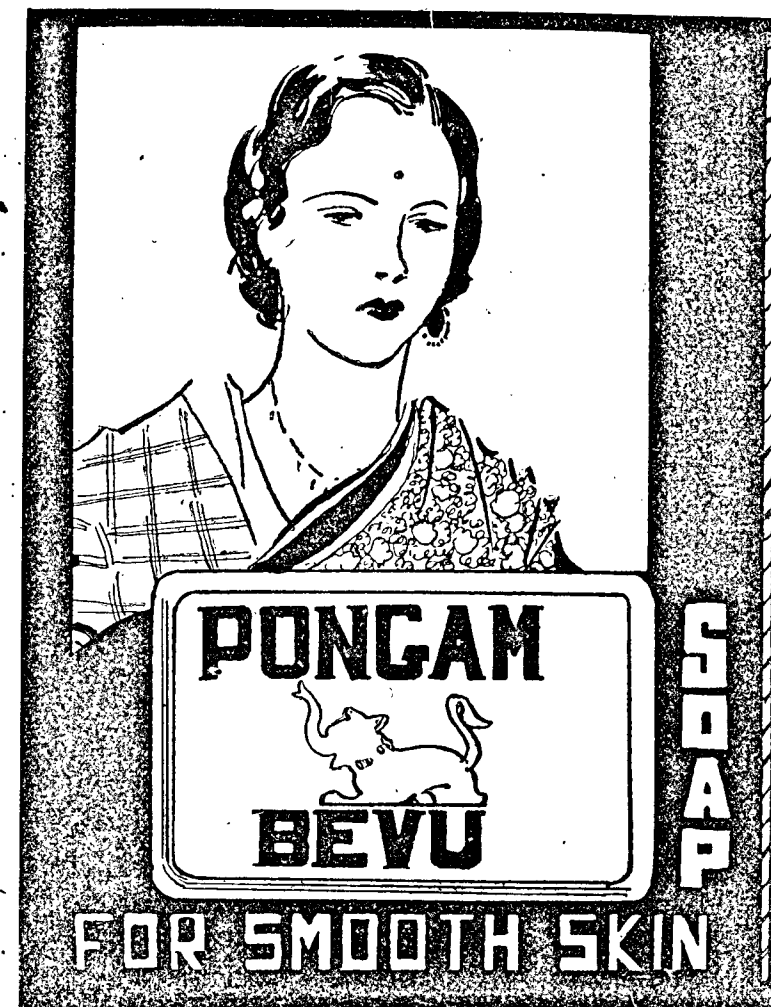
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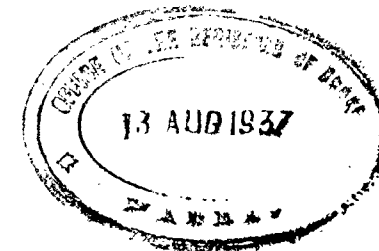
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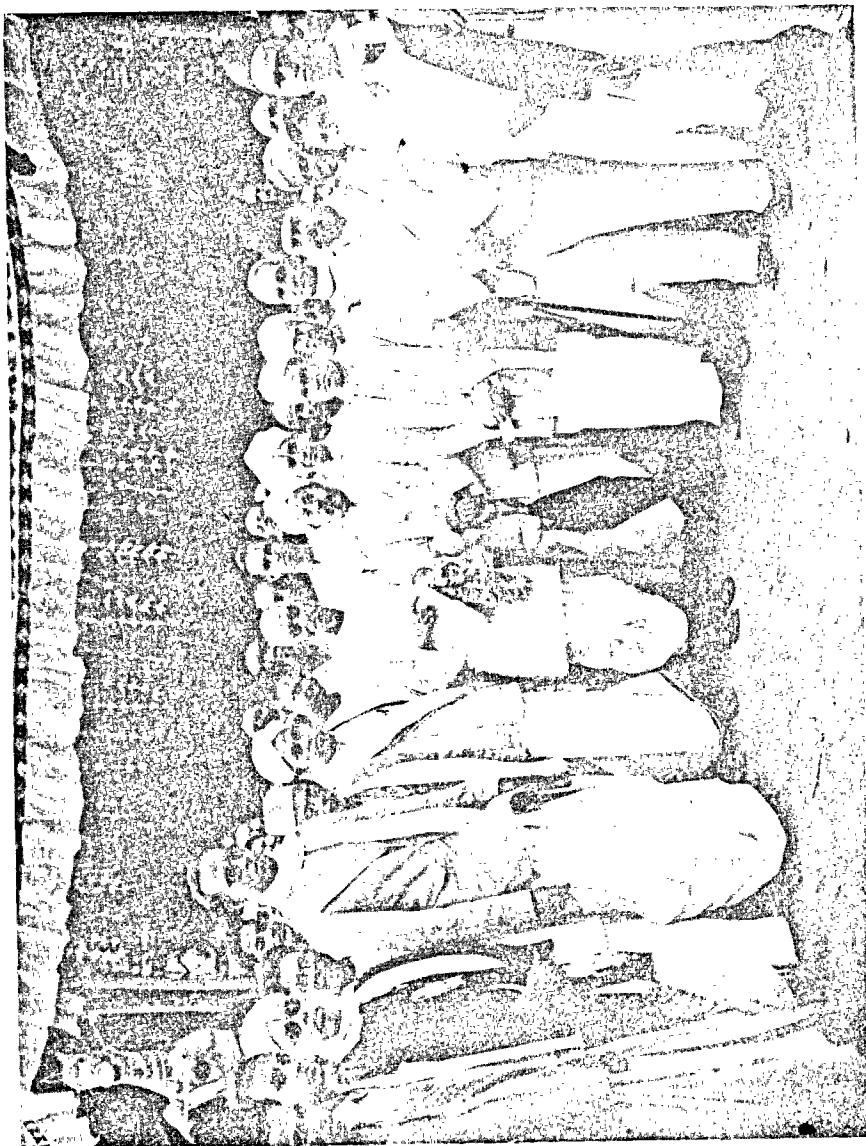


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MR. A. M. P. SUBBAROYA CHETTIYAR, M.L.A.

Ladies and Gentlemen,

I deem it a great honour and a valuable privilege to have been called upon to take part in this XXVIII Madras Provincial Educational Conference as Chairman of the Reception Committee. The opportunity I have been given to appear before you all as the Chairman of the Reception Committee and deliver the address, thus giving me time to think of Educational Subjects, is entirely due to the extreme generosity of my friend and comrade Sriman V. Nadimuthu Pillai, M.L.A., who, instead of shouldering this responsibility himself as the President of the District Board of West Tanjore at whose headquarters this gathering has assembled, has shoved this task on my head at the last moment since he had to leave for the cool regions of the Blue-Mountains. My thanks are due to him for conferring on me the honour of receiving you all.

I have much pleasure in offering you, Sjt. C. Rajagopalachariar, our President-elect of this Conference and our revered leader, and the other fellow delegates and visitors, our most hearty greetings and cordial welcome on behalf of the South India Teachers' Union and the Tanjore District Teachers' Guild on this unique occasion. The occasion is really unique, and as far as I know without parallel, in that for this Conference both the President of the Conference and the Chairman of the Committee have been elected not from amongst yourselves who are teachers but from outside your ranks, and from a body of the future legislators and your representatives in the Madras Provincial Legislative Assembly in whom the people of this land have without doubt placed their trust

and confidence for accelerating their amelioration socially, politically and economically. I am referring to the Indian National Congress which has awakened the masses of India to a consciousness of their real place in the life of this vast sub-continent which holds within its geographical borders a fifth of the human race. As I may be considered not to be in proper form in saying here anything about the political activities of the Congress, I wish only to invite your attention to the splendid part which the Congress has played in educating the people—not from the point of view of removing illiteracy, which is one of its objects and which I hope will be achieved when Congress assumes office, but from the point of view of bringing home to the people in the course of their contact with the masses the rights and duties of citizenship which are implied in the exercise of franchise.

THE PRESIDENT ELECT

It is indeed a good fortune that Sjt. C. Rajagopalachariar whom we may call the 'Gandhi of South India' who, after a strenuous career both in law and politics, had practically retired to take rest, was successfully persuaded to return to our midst, and our joy was immense when we heard that he had agreed to stand for election to the Assembly from the University Constituency. The voters of this Constituency of whom you form a bulk have displayed considerable foresight and wisdom in choosing the right man at the right time. Sjt. C. Rajagopalachariar, you well know, is a great scholar well versed in many languages with a grounding of deep knowledge in ancient Hindu Vedic and religious Literature, witness his lucid exposition of the Bhagavat Gita and his frequent contributions to the English and Vernacular journals on the Mahabharata, the Upanishads, etc. His recent discussion about the use of Tamil expressions bears testimony to his versatility in Dravidian Literature. Of his knowledge of Hindi which I trust will soon become the *Lingua Franca* of this nation and thereby strengthen its solidarity, it will be superfluous for me to speak. His service in the cause of Harijan uplift and his zeal in the welfare of our youngsters do not need praise from me, for it is not possible to think of him except in terms of his service and sacrifice for their cause. It is a very happy augury that Sjt. C. Rajagopalachariar represents the University seat in the Provincial Assembly, and that under his leadership the future Ministry of this Province will function when the clouds disappear from our political sky and we get a glimpse of the clear sun-shine of our bright future. I hope that in his Presidential Address we shall hear of his plans and programmes for helping you to reach the aims and ideals you have set before you. But for the impediments placed in his way, it ought to have been his privilege even now to take you into his confidence and tell you all that he intends to do

in the furtherance of your cause. I believe that that time is not far off and that, sooner than we imagine, we shall have opportunities of deciding upon a definite course of action in the nature of laying out a Five-Year plan or a similar planned campaign, for bringing the level of literacy to 100 %.

NEED FOR OVERHAUL

None will gainsay the fact that our present system of education, particularly the branches of the Secondary and Elementary grades, calls for thorough overhauling and immediate reform in the light of our past experience, present difficulties and our cherished ideals for the future. Past experience has shown that the Primary Education as it is imparted now scarcely equips one to fulfil the duties of citizenship, not to stress on the wastage of energy, time and money involved in it without adequate return, because many of the boys and girls who leave the schools after the 2nd or 3rd year due to social or economic reasons, lapse into illiteracy. Similarly, Secondary Education without any flavour or adjunct of technical, technological, industrial course super-added or attached as a composite part of the curricula of studies only tends to prepare the boys and girls for the University Course in a College of Arts through which alone, after passing the Intermediate examination, the course of medicine or engineering can be chosen, or after taking the B.A. degree, the professional course of Law, or Teaching can be pursued. For these professional careers the standard of knowledge now fixed is certainly necessary as a prerequisite, but for those that are left behind by failures in the examinations or that are unable for other reasons to adopt the above said four careers, what an amount of wastage of time, money and effort is involved! The statistics of the middle class unemployed directed to be compiled by the Government in their department of Industries is not ready yet, but I think that it will abound only in the class of the people whom I have now enumerated as those that are left behind. Is it not our duty to check this kind of growth in unemployment which is increasing day after day? What is the remedy for it? The Punjab Unemployment Enquiry Committee which was presided over by Sir Tej Bahadur Sapru has investigated all the aspects of this problem and submitted its report, extracts of which have already been published, and the suggestions made in that report find favour with many of the Provincial Governments. It is our hope that those suggestions will be implemented by the Central Government and the Provincial Governments by the formulation of practical proposals and definite schemes of action. These solutions will apply only to the students who have passed through the Old Middle School standard corresponding to the present III Form of the High schools, but for those that remain below we must devise a

system of education which will provide them with a certain amount of general knowledge, a level of cultural attainment, information regarding their civic rights and duties and as to what are the qualities which go to make up a useful citizen of the State and a desire for the pursuit and acquisition of knowledge in whatever department or walk of life their lots may be cast. With this end in view, the curricula of studies must be remodelled by including elementary courses in Citizenship, Rural administration, etc., in addition to the introduction of vocational classes. Interest in agriculture, arts, crafts, manual labour such as carpentry, rattan work, gardening and claymodelling, etc., may be stimulated by practical work in those directions carried on by the teachers and the pupils as a hobby and thereby the right use of leisure may also be cultivated. I may instance here the activities of the Ramakrishna Mission Schools wherein all these courses are available. I have here mentioned only some broad outlines which came to my mind, and the examples given by me are by no means exhaustive. They are only instances of the various channels of activities to which the minds of the young during the impressionable period of their early life can be usefully directed so that, when they become men and women of mature understanding enriched by their accumulation of experience, they will possess a wide and liberal outlook on life and a proper appreciation of their privileges and responsibilities and their inter-relationship with the people of other communities and other countries round them and they will realise that the prosperity and happiness of every one is bound with the prosperity and happiness of every other and all. I cannot do better than give an illustration of achieving this ideal as envisaged in Ancient India in the Hindu Social Polity when, under the original caste system and Varnashrama Dharma then prevailing with mutual good will and harmony among the several people without animosity, rancour, jealousy or bitterness between each other, there was a just and equitable division of labour and responsibility crowned with a fair distribution of the fruits of labour and the conferment of privileges flowing downwards from the king with his assumed divine origin to the poorest and humblest subject of the State. Herein lies the secret of the art of living together and making for the greatest happiness of the greatest number. The caste system and the Varnashrama Dharma have become corrupted by age and tradition owing to their contact with new conditions, new environments and modern ways of thought and actions, which are generated by a desire for advancement of oneself, one's nation to the exclusion of others and other nations. In their place have arisen the inevitable class system and the conglomeration of callings, trades, etc., with mutual competition and the war between Capital and Labour and the rivalry between the various "Isms" to capture power. In my opinion the genius of the Hindu soil

is fertile enough to foster the growth of any exotic plant, be it a new civilisation or a new religion and assimilate it as part of itself, and so I can assert that, for the peace and prosperity of every nation through which alone we can bring about international peace and prosperity, not a little depends upon the right kind of education being given to the younger generation of our country.

NATIONAL REACTION TO WESTERN EDUCATION

The defects of our present educational system were discovered by our leaders long ago. And I may say that the starting of the Central Hindu College in Benares which has since blossomed into the Benares Hindu University, thanks to the untiring efforts of Pandit Malaviyaji, the founding of the Shantiniketan Institution "Viswabharathi" by Doctor Rabindranath Tagore and the continuous support it is receiving from the public of India and other countries, the inauguration of a National University by Dr. Beasant which subsequently however could not be placed on a stable and permanent footing due to lack of funds—these are all signs of the reaction against the system of education which was thrust upon the "Natives of India" by a body of commercial adventurers who became the rulers of their customers and from whom they had to select their clerks, etc. It is true that in the Government service many Indians are holding high appointments. Nevertheless the large majority of our educated young men are not able to aspire for anything higher than the several lower grade posts in the various departments of the state in the key services and as it is not possible to provide them all with even that much, there is the growing menace of unemployment. Commercial careers are not available for many, and it is up to us to tackle the question in all its bearings and it is the duty of you all to co-operate with the public in this task. Sir M. Visweswarayya, one of our greatest engineers in one of his recent convocation addresses has started the slogan "Industrialise or Perish" and let us proclaim it not merely by words but also by our action. Let me not be understood as laying too much emphasis on the utilitarian aspects of our education to the exclusion of its cultural ideals. I am with you in that the main purpose of education is to inculcate in the minds of the young a desire for right knowledge, right thinking and right action and thus to help to build a nation of stalwarts with the welfare of humanity as their goal.

EDUCATION OF BOYS

I do not wish to take a long time and so I shall content myself with making a few suggestions which you may consider while devising methods for improving the Secondary and Primary education system.

(a) At present there is too much of specialisation in the early High school classes. This is not helpful to a growth of general knowledge as the energies of the pupils are taxed in the special studies. Up to the 9th standard something of everything may be taught and for this the scheme of "something about everything" series adopted by the Madras Library Association may be followed."

(b) The place of fine arts, music, painting, etc., as aids to completeness of life has to be recognised. Subjects such as these should be encouraged in the early stages and our youngsters must be inspired by the ideals of Truth and Beauty. How pleasant it would be if every one of us can sing the joy of life.

(c) Vernacular as the medium of instruction has now become popular and it should be encouraged to a larger extent. Suitable technical and scientific terms without jarring and unattractive sounds should be invented and used more liberally in conjunction with the technical classical terms.

(d) In order to instil in our youngsters a national feeling they should be taught Hindi in all the High schools. This will serve to make for greater toleration amongst the several communities and promote a spirit of mutual good will and co-operation through the link of a common language. Just as by introducing the English language in our schools, colleges and offices the British Government have strengthened their hold on India, we must reverse the process and slowly disentangle ourselves from that hold by adopting Hindi as the common language and through that means work out our emancipation on all sides. The cultural unity of India can be strengthened only by having a common language like Hindi.

(e) The Cinemotograph, Talkies and Radio can be utilised for doing propaganda and for educational purposes. In a similar manner the reading habit can be encouraged by the opening of libraries and increasing the number of travelling libraries and occasional visits to the school, etc., as part of our rural reconstruction work during the holidays.

(f) The Middle School Examination at the close of the 8th standard of the Elementary School may be revived and after that the pupils should be diverted according to their aptitude or the careers settled for them, i.e., Arts course, Technological course and subjects suitable to their taste and vocations.

(g) Handspinning and weaving—by the use of Charka or Takli and the loom—may be taught as an optional or subsidiary subject in all schools between the III and V classes and similarly other forms of cottage industries may be introduced in the lower classes.

EDUCATION OF GIRLS.

As for the education of girls, reforms must be introduced in such a manner that they may be capable of being engrafted in the present curricula of studies having regard to the important part which women have to play in moulding the character of children and in efficiently carrying through the management of the home. Woman should occupy an exalted position in Society. It was so in ancient India but in the medieval times she was deprived of her independent status. However, latterly woman was able to make her importance felt and after a good deal of agitation, she has been recognised as an equal partner with man in building up a nation. She has to play her part as man's companion and counsellor and her views are entitled to great respect. She has an equal responsibility in the affairs of the nation. The children have to be brought up by her with constant care of their physical, mental and moral welfare and the atmosphere of the home has to be made congenial to the growth of the child to its full stature. There are many little ways in which the mother exerts her influence for good or evil on her children and hence it is imperative that our girls who will become mothers in their time of future generations must be trained properly so as to make them efficient in discharging their duties to the nation. The Women's Indian Association and other Women's movements are alive to this aspect of their place in the Scheme of social evolution and they are trying to solve the problems which they have thus formulated. Conferences such as yours must elicit from them in what directions your co-operation will be useful and I think that representatives of each association must be invited to attend the gatherings of the other.

Some women have also to be trained for service as teachers, lecturers, doctors, nurses, etc., and for them higher courses of study are now provided. But for the generality of women, in my opinion, a knowledge of the following subjects is essential :—

1. Music, 2. Sewing, stitching, spinning, knitting, which can be made compulsory between 3rd and 5th classes, 3. Embroidery. 4. Cooking to be compulsory, 5. Domestic economy, domestic hygiene and child welfare, 6. First aid, 7. Fretwork which may be made optional.

FREE AND COMPULSORY ELEMENTARY EDUCATION

Besides the above, a scheme of free compulsory education up to the 5th class for both boys and girls should be given effect to by the raising of donations, endowments, etc., from the wealthy public, and the contributions to be made by the state.

I should also mention the need for devoting greater attention to the physical culture and training of young boys and girls to enable them to become healthy, happy and useful citizens. Plenty of out-door and indoor games should be provided for with large playgrounds wherever possible. Swimming, horse-riding, etc., may be taught as they form the best type of physical exercise. As we Indians must be prepared to have our own Air, Naval, and Military forces in course of time as a measure of defence, our youngsters must learn to be ready to respond to the country's call and enlist themselves.

TEACHER-PARENT CO-OPERATION

I would also plead for the spread of the spirit of co-operation among the teachers and the parents of the pupils by (1) the introduction of large number of co-operative societies in schools and colleges with the students being trained in their management; (2) the formation of Parent-Teachers' Associations in every place where there is a school and their co-ordination of effort in solving the difficulties that may be experienced in actual working at school and outside; (3) by frequent exchange of visits by the teachers and parents to the home and school respectively; (4) by instituting a Court of Honour, a Hall of Greatness where portraits with short biographies of our leaders in art, literature, science, etc., may be kept and the building of such other Galleries of Wisdom and Learning. The inauguration of Scout Troops, Cub packs in every school, scouting being made a regular part of the life of the boy at school and similarly "guiding" for the girl at school (i.e., to say let there be no school boy or school girl without also being a scout or guide) is a desideratum and I hope we shall be able to make some progress in this direction.

TEACHING OF RELIGION.

I must not omit to refer to the necessity for religious instruction in our schools. The difficulties usually put forward for not enforcing it are more imaginary than real. The neutrality of the Government in this behalf is not inconsistent with their proclaimed policy of noninterference in matters relating to religion except where religious feuds threaten to involve breach of the tranquillity and public peace or tend to promote religious hatred. I think that if religion is made a subject of study in our schools, and universally free compulsory education is adopted, there will be no longer any riots or disturbances in the name of religion. I will even go so far as to suggest that the teaching of the essence of all religions, the fundamental principles of all faiths that there is one God and that each of us contains within himself or herself a spark of that Divinity will make not only religious toleration but also respect and

regard for one another's feelings and thus eventually lead us to a realisation of the essential brotherhood of humanity without distinction of race, creed, sex, caste, or colour. It must be easy for you to resolve upon a practical scheme of combining the moral instruction class with a systematized course of religious talks—something like the Universal Text Book of Religion and Morals which contains quotations from the scriptures of all the religions of the world.

SERVICE CONDITIONS OF TEACHERS

There is another matter on which I wish to express my view. I am in accord with your demands for better pay and more secure service conditions. It is very desirable in the interests of the teaching profession that there should be no wide disparity between the remuneration of those employed by private agencies or local boards. I am confident, that with better times before us, you may not have to wait long until we are in a position to undertake the provincialisation of the educational service and the necessary legislation being enacted for the formation of a Council of Teachers on the same lines as the Bar Council, Medical Council and Institutes of Engineers.

WORKING HOURS OF SCHOOLS

Before I conclude, I desire to place before you another suggestion regarding the working hours of the schools and colleges. Do you not think that our climatic conditions require that we ought not to impose any mental or intellectual strain on our boys and girls during the hottest part of the day? The strain on your energy is no whit less than that on the pupils and therefore I would like to have the hours of work changed from the present system of 10 to 1 and 2 to 4 or thereabouts to 8 to 11 in the morning and 3 to 5 in the afternoon. I am conscious of hardships which the pupils and the teachers may be put to, viz., the distance they may have to cover for going home for their food in the hot sun or rainy weather and I have a solution for remedying them. Why not we devise a scheme for serving the mid-day meal to the teachers and the pupils in the schools? They may all come to school after finishing their bath and breakfast early morning which is an excellent habit for keeping up their health. Further there is the advantage of an interval of four hours between the forenoon classes and the afternoon classes when opportunities are available for the teachers coming into closer contact with each of the pupils—a kind of tutorial system within the school which is not literally a residential one, though, in actual practice, it will fulfil the same purpose. I am not aware whether this suggestion was tried anywhere and pronounced to be a failure or an

impracticability. Perhaps the real difficulty will be in discovering a method for the supply of the mid-day meal at school. But where there is a will there is a way and even if otherwise, the proposed system of change of working hours is likely to yield better results than now. Of this I am rather hopeful in so far as it affords an interval for the teaching of various additional subjects which I have indicated. It behoves your conference to investigate into the possibilities of how best to carry out this "New Deal" in our education.

CONCLUSION

Friends, I am very thankful to you for the honour you have conferred on me in asking me to be the Chairman of the Reception Committee and thus giving me an opportunity for expressing some of my thoughts on the problems which you are going to consider in the course of this Conference. I have always cherished great regard for the members of your noble profession. Our Committee has made all arrangements for your comfortable stay here and if there are any omissions which may cause you inconvenience please try to bear with them. We have assembled here for a noble cause with high aims and aspirations and that purpose is enough to make us feel happy and pleasant throughout our deliberation.

Let me now request our President to open the Conference and lead us onward!

MADRAS PROVINCIAL EDUCATIONAL CONFERENCE TANJORE

PRESIDENTIAL ADDRESS

Mr. Rajagopalachariar, who on rising was given an ovation, then delivered his Presidential Address extempore. He said:

"Mr. Subbaraya Chettiar, Mr. Mahadeva Aiyar, Mr. Sabhesan and others,—

I am not only much flattered but really very glad to accept the honour you have bestowed upon me. This is a gathering, so far as languages go, of all South India. I have not been able either to learn myself or to persuade others to learn the language which should properly be the medium of communication at gatherings of this kind, namely, Hindustani. If I spoke in Tamil, I would speak easily and volubly, but many persons in the audience would be unable to understand quite easily. So also if I should speak in Telugu or Malayalam, large numbers among the audience would not quite appreciate it and so I am speaking English. But it is quite an improper substitute for what should have been Hindustani. But, however improper the substitute is, it is one that now passes as convenient. So I forgive myself and I ask you also to forgive me in that respect.

Many speeches were made to persuade me to do what I have already agreed to do, namely, to preside (Laughter). I wish those speeches had been made in the respective languages of the various provinces which they proposed to represent. The programme has been so arranged, the programme of proposing me to the chair has been very thoughtfully and carefully arranged so as to represent the various parts of the southern country to which we belong and if we had a symposium of Tamil, Malayalam, Telugu, Kannada and the like it would have been a beautiful thing. The subject was familiar and needed no fresh elucidation and if the persons who understood each particular language had followed, it, it would have been quite enough and I could have followed up in English because I had to represent all, whereas they had to represent only each his particular portion. That is a good idea but that is for future conferences.

Mr. Subrahmaniam referred to the demand that I made for courage and readiness to take risks. I am not dealing with that subject at pre-

sent but that reminds me how courageous the Chairman of the Reception Committee has been. He has not only accepted the honour on this occasion of presiding without nervousness such as I suffer from, he has delivered an address which ranges over the entire field of education and has given advice with a readiness to take risks and a courage which I admire. I do not think that I shall ever be able, in spite of my willingness to take risks, to gather so much courage as to offer advice on matters of such grave importance and such particular concern with your profession in the presence of such a gathering. But he is a Congressman trained in the art of courage and taking risks whereas I am always so much of a Congressman that I represent generally the opposite side and I would hesitate to talk on matters of this nature before a representative audience of experienced experts such as you are. I am not disliking the manner in which he dealt with the situation. I like it. But I am only apologising for my not being able to follow him in the same manner. If I do follow him I would endorse all that he has said. I wish he had printed only half the address and given me the other half. But not content with what he had printed, he had added something. He has dealt with the entire subject and I need not, even if I wish, add anything to the matter at this stage.

Even when your organisers wrote to me to accept this honour and this onerous duty, I wrote at the outset and asked them whether they still wanted me because I had received the offer after the elections and before the meeting with the Governor. I do not quite remember whether I accepted it then, but I certainly put this query after I left the Governor's house, "Whether they would still want me." It was not mere cynicism that made me ask the question. It was a serious question and I knew that you were concerned not only with the ideals of education but as a Guild of Teachers you were interested in so many matters in which the Government had a voice that it would not have been a bad thing for you to have addressed your invitation to a real Minister and got him committed to this and that in the course of your conference. I would have done so if I were one of you (hear, hear) and therefore when I found that I was not the *de facto* Minister, you were entitled to change your decision in regard to the matter. But you followed the usual practice in the world. You pay more attention to an expectant heir than to the man himself. I do not agree at all yet whether Mr. Sabhesan's overtures are so entirely disinterested (laughter). I do not think even now that you really address yourself in that disinterested manner to me. Here again I say it is not cynicism, it is an allowable plan in human life that you should attempt to get commitments made by persons who are likely to become Ministers also and persons who are, even if they do not become Ministers, likely

to influence the Ministers. So, as a man of the world I appreciate your trial and attempts in this direction to get as much of commitments as possible secured in regard to matters in which you are deeply interested, either from those in power or from those who are likely to be in power directly or indirectly.

I like understanding things plainly and put them before you for it is always the wisest thing to be absolutely straight even if it should mean much revision and self-examination. Let me at the outset thank you because you have given me an opportunity to have a complete holiday from usual activities. I made it a point that no friend should come to me on political matters these three days. Having accepted the engagement, I think of making the best of it. Let me have a holiday for full three days in your salubrious climate. I do not mind that it is rather warm now because I am a child of the Sun and I can stand heat. There is no need for me to go to the cooler climates. But a tired man does want rest which is available always when you change your occupation. And so I thought 'Let me have these three days entirely occupied with matters wholly different from my usual activities' and I requested friends to co-operate in this matter. So you give me by your programme of three days' work here that complete rest and I thank you therefore for it and I do propose to immerse myself altogether these three days except for short period of personal attention in the morning and at night.

Very important statements were made and I have been asked to deal with matters in the preliminary address. I wrote to the organisers who wanted a printed copy of the presidential address, that I did not think I was qualified in any manner to give a lead to this conference. I have not been a teacher. I have paid no unofficial attention to it in a manner which should entitle me to give advice or give a lead. I have accepted the honour because you have asked me to do so. It is the fashion for people to go to people like me, if not better people, to preside on these occasions. You have done it and I have agreed, but do not expect me to be so presumptuous as to straightaway tell you: "Do this or do that" or guide your deliberations beforehand. I shall guide your deliberations alright. I have enough experience for that and at the end of it, after I have listened to all that you have said, after seeing all the proceedings and watching and understanding the resolutions you have adopted, I should be able, I imagine, to give you the benefit of my impressions and even my views and my advice for such use as you may put them later on. But do not expect me to give a lead. Well, this was and I still claim is the right course to adopt for one in my position. Therefore do not expect me to make a speech. Then some one said it

will be a great disappointment to many people who come expecting something strange and new from me, and they come from all parts of the Presidency and it would be a disappointment to them. I answered that it was only a question of making a proper announcement that they might be prepared for something from me, fix the time and hour and then they would come, all of them, who have that bent of curiosity, to come at that particular time and then see what I have to say, and they need not therefore be gathered together in that state of mind at the outset. But I do not think the organisers were able to carry out my plan. I had permitted them to publish that letter of mine so that they may not be put to blame. I do not think they have published the letter. Courage and risk have to be taken (laughter).

The normal fashion in these conferences, copied as they have been from the Congress programme is to have a Chairman of the Reception Committee and to have a written speech from him, to have a President and another longer speech from him and all of them trying their patience all the time. Then they disperse. They form a Subjects Committee, heated discussions and hurried resolutions follow. Then the resolutions are placed before the conference in open session and passed with as little debate as possible and then published. Therefore, the organisers were afraid to take up my suggestion. If you had taken the Director of Public Instruction as President or any other senior officer in the Department that was available, or an experienced or retired Headmaster or Principal or a Vice-Chancellor of some University, you could have expected from him a lead but who am I to lead? I am still learning some languages and I badly want teachers myself. There is no propriety therefore in my attempting to give a lead. However, you will have plenty of remarks from me at the end after seeing the whole thing, if I continue in the same state of mind, that is to say, if I had the vigour enough, if you don't tire me too much in the course of the proceedings. It is possible I shall be able to tell you very many things at the end.

However, you have given me food for thought by the various speeches by which you proposed me to the chair. I shall deal now only with the Dominion Status business. It is a phrase now popular because it reminds people of the quarrel that we have had with the Government, of assurance and status, Dominion Status and Independence and the like. I think rather that instead of your aiming at Dominion Status, you go a step in advance. I should think that it is not enough for experts to claim Dominion Status or even independence. What do these mean? These things mean that you should be left to yourselves, nobody should interfere with you. You should have the right to call for

payment; you should have no duty to accept any suggestions or programmes forced upon you. Only money should come in like the water in the river. The water should flow down, never should flow up. That is the Dominion Status or Independence. On the other hand the uneducated, illiterate mob that rules the country or their representatives even, perhaps in a different sense, who are also illiterate in a way because they are not highly educated people, those who sit in the Legislatures and Councils, are more or less illiterate people. They have no interest in education. They think that education is a luxury. That is the attitude they take. They do not believe in having to pay and having nothing to say about it. They want to say something. I say there are many catches in this plan of Dominion Status. If you really want Dominion Status you should raise all money by school fees. The nature of your work should be so good that all your expenses will be met by parents without the bother of the Government. There is no Dominion Status unless you pay for it. A certain amount of illiterate interference in educational matters by the Government will have to be tolerated.

But what you claim is the claim of the expert, to advise. It is quite right and proper on your part to say, "We are men competent to advise, we know the business, we have experience, we know the history of the business. You come and go as a pendulum swings in the political clock, without much experience in the profession to which we belong. Therefore while you have the right to control because of the necessary evil of democratic government we have the right to advise and you should be governed by this advice." Do not apply this theory of assurance because the two are entirely different.

What you should realise is the status not of the Dominions or of the Free State or of an independent kingdom. You should aim at the status of the Gods as mentioned in our ancient Hindu Religion. The story is told in the Kenopanishad about how all the Gods derive their power from the Universal Spirit. Every teacher should feel he represents the whole State. You might realise that status even in the various professions. The teacher should not imagine that he is an ill-paid, inefficient servant of the State, that he is an inferior being. Do not have that inferiority complex. You should realise that you represent the State in the department that is allowed to you. At the same time you are one in the State and you should not be quarrelling with them. You are part and parcel and identical with the State. That is the status, the divine status of identity with all, that you should realise and aim at.

I do not think, friends, therefore that you will refuse to forgive me if I do not propose to say anything more on this preliminary occasion.

I shall reserve all my remarks for the last day and for the concluding address. At present I should advise the organisers to proceed with the business. There are a few things to do. The conference has to select a Subjects Committee, I suggest a few minutes may now be spent for the formation of the Committee. I propose to sit with the Subjects Committee also if you will permit me and we shall consider the draft resolutions. Many of them are ready, I understand. Therefore the Subjects Committee has enough work to do to discuss, amend and pass the resolutions and prepare them for the first open session of the conference. The organisers have been kind enough to send me sufficient literature pertaining to the conference. They have also been kind enough to send me copies of their magazine, the last issue of which contains the draft resolutions passed by the Working Committee of the Teachers' Union and when I ran my eyes over those resolutions I saw there was enormous amount of work to be gone through.

Continuing, Mr. Rajagopalachariar said: "I may tell you it is an old fascination for me, this teaching profession. Ever since I remember thinking on any subject I have been desiring to be a quiet little teacher somewhere in a small school. That has not been possible except for a few days in the Ashram at Tiruchengode, where I had been an elementary school master also. I was conducting a school and it was a delight. But it was not open to me to continue in that way. Further, I may tell you that years ago, I think more than 25 years ago I took considerable part in an educational conference that was held in Salem. I do not know if some of you remember it. Mr. Kershaw presided. I do not remember to have taken greater interest in education since than I did at that time. Then again as soon as I returned from Amritsar I presided over an Elementary Teachers' Conference held at Srivilliputhur. I have thus a great deal of interest in teachers' work and my political friends need not imagine that I am in strange company. I do hope that you will get through the deliberations efficiently and in a business-like manner and whenever I say a thing may be dropped you will all co-operate and drop the matter, because a great deal is done by not doing many things than by doing. It is possible to pass hundreds of resolutions on every possible subject under the Sun but not possible to carry them out. It would be very wise if at each conference we adopt only those things which we think we could see through. There are certain things which we always keep before the country by way of agitation, certain things which we carry through immediately. Emphasis should be laid on the latter. Saving waste of energy is the secret of success in deliberations like this.

CONCLUDING ADDRESS

"The duty of saying a few words has at last to be performed. I am sorry the Reception Committee Chairman is not here. All of you friends, ladies and gentlemen, teachers and volunteers, I am extremely grateful to you all for the not at all long but all too brief period of friendly intercourse that we have been fortunate enough to have had during the last three days. It is not easy to get so many friends together to be with you. I therefore consider myself very very lucky in having been in your company these three days in so much love and good feeling and consideration. In the world we do not find so much good feeling and consideration always to surround you. Therefore it is I greatly appreciate this experience. The time of parting has come and I am not speaking a mere conventional platitude when I say that I am really very sorry that I am going away from you all. For many of you also it must be a sad moment because I am sure that you must have cultivated new friendships during these three days and revived old friendships and you must be finding it difficult to part now from one another after this meeting.

These conferences are always (either political or educational) like this: they give great joy and glad experience and then the hour of parting comes and great pain has to be borne. I am in that position now. Getting over all this feeling, let us try to think a little. These conferences are a great education in themselves. We are an educational conference. But looking at the conference objectively, the conference itself I feel is a great education. The organisers get a very grand opportunity for putting to test their executive capacity and their ability to conduct business quickly and to the satisfaction of numerous people. The volunteers get first class education. It is neither elementary nor secondary nor collegiate. But it is very essential. I would say that it is the essential education for life, which our people used to have in ancient days but which has been very much neglected in latter days on account of the confusion of various cultures and which we get again on occasions like this when volunteers have to look after so many people, so many guests from different parts of the country. The arrangements made are, I believe, perfect. But the people must be looked after without any complaint. The volunteers are hard put to it I know but I am exceedingly pleased with the work they have done and to them it must have been a very good education. They do not get it even on the play-field, I can say to Dr. Andrews. There is no doubt that the education they get on the play-ground is valuable education which they do not get either in the lecture room or even in the laboratory but this sort of help at conferences is something

even superior to the facilities people have for educating themselves in the art of looking after other people. When thanking the Reception Committee reference was made to food arrangements. I can give personal opinion that the food arrangements were very good. I cannot tell you how much difficulty it means to give food without sand in it. It is not a trifle, let me tell you, having experience of many congresses and conferences, it is not so easy as it may appear to you. You cannot get clean good and satisfactory food as easily as you might think, putting only your wives to trouble and not knowing anything else (laughter). Having had the advantage of participating even in the food arrangements I must give my testimony for that also. It was said that the organisers lodged the delegates in various parts of the town. It was a slight inconvenience, no doubt, but it has its own advantages. Usually in political congresses and conferences I have always felt it was a great drawback that all the people were clubbed together in the same place in an artificial city, so to say raised for the occasion, so that they do not know the place where they have come to. They only know the new camp. They do not know the peculiarities of the people. They get their own cook, their own food is supplied to them, they spend an artificial life and they hardly are led to feel themselves in a new place. It is not a very good thing. But here I am glad that circumstances compelled some of us delegates to live in various parts of the town so that at least they may know how far the places are from one another, instead of simply making them think that Tanjore consists of a few old walls. But it would have been better if the Reception Committee had been compelled, of course by circumstances, to quarter our delegates, groups of delegates with friends in the town instead of giving them vacant houses and looking after them. It would have been even better if friends could have been got and our delegates quartered upon them according to the capacity of various friends. Then they would have new friendships, new acquaintances, they would have seen the men and women of the place and seen what Tanjore hospitality is and all that. It would have been an education in itself, culturally and geographically, an addition to the geographical knowledge of men and places instead of having been a sort of moving camp, an educational conference moving from place to place. If the Reception Committee had quartered the delegates in different places it would have been an education in itself. I hope this will be done in the future at least wherever it is possible. It will greatly reduce your expenses, let me tell you and it gives pleasure to the giver as to the taker. There are people who really are very willing to take particular guests belonging either to their own profession or to status or due to some old connections or memories or it may be even a matter of honour and privilege sometimes. If you

distribute them properly with a sense of proportion and worldly wisdom you will really lower the expenses a great deal and have a lot of money and give pleasure to the people also; thereby you hold the conference not only for yourselves but you take in all your friends into the conference so to say. They all feel they have done something for the conference, they have participated in it. They take interest in the affair, they make observations, they talk over matters and the discussions in the conference, so that youngsters, housewives, children and all take interest in the business. There is considerable advantage in that arrangement. I hope it will be tried to the great advantage, pecuniary as well as educational, of the conference.

Talking of Geography, I was very pleased to see a booklet published about the Tanjore district, describing places of interest there. These booklets are very useful by-products of these conferences. This is real geography in connection with this conference. In that connection let me say what is perhaps very stale for you educationists but for laymen like me it is still a matter of interest. The schools, the teachers and the students in every district should make it a matter of pride and particular duty to know accurately and fully the entire geography of their district, fully and not merely as part of the world geography that they study in school but directly as a peasant knows his village. This culture the students and teachers should know, whereas to-day unfortunately my experience is when I go to any place, the literate and the so-called educated man knows least about the geography of the place. If I want to know where a road lies, I would be better guided by a man who is not educated than by a boy who has obviously gone to college or school. He will have to go round and enquire and then tell you second-hand or third-hand whereas the man of the place, a cultivator or a labourer, tells you how far a place is; of course the distance he might say might vary from the actual distance, but the direction is all right and the place is all right. Students ought to know about the geography of their district. I have never gone to Europe and therefore I am giving you only second hand information about it. But boys in England, if I am correctly informed, and boys in other European countries know completely the geography of their country or district and they do not wish to depend upon books. They actually go and learn by their own personal experience the distances and the topography of their arenas. The teachers and boys should know these things as a matter of course, so that when these conferences are held in a particular district, the local teachers and students could take groups of visitors for excursion to important and interesting places in the district. It is not everybody that would want to hear discussions. A conference is a whole thing and persons are permitted without offence to take particular interest in par-

ticular matters. And particular groups could go and visit the shrines and places of historical interest and other particular places. For instance if you go to the Ceded districts it would be absurd if you return without visiting the ruins of Hampi. So also here in Tanjore you have the great Rajarajeswari Temple. But there must be guides. You must not always be dependent upon books. That is not easy to be got by books. It would be a pleasure if teachers and students divide themselves into parties and take various groups to various places. The conference should not be merely a three-day affair. It should really be a retreat for a week and you must spend three or four days on excursions. All that would be great education. Please remember that conferences should cover grounds other than merely discussions over the grievances and curricular changes. They are important and real, but these other things add educational value to the conference itself.

I was very pleased to see the geography exhibits. I am only sorry that I was not able to sit at the sectional geography conferences on account of the conflict of various engagements, much as I tried to attend everything everywhere. It was not possible for me to get to the Geography conferences and I do not know how much matter of interest I lost there, but the exhibition was very good in that department and I was exceedingly pleased to see it. The exhibition was very good all round. But the Art side was exceedingly good. I won't, however, make invidious distinctions. One thing I may, however, remark. It was more an exhibition of the creative effort of the various schools than an exhibition of educational method. Maybe the exhibition could include more of educational method than instruments of education. More people take interest and help but I do know how few people come to help in time. I know the difficulties of the organisers. You write letters and reminders. Till the last moment you receive replies and I know of some things lying in the railway station and you will have to pay demurrage later on! (laughter). It is a very difficult thing; at the same time we must exercise our best efforts and patience and tact and get the exhibits. That is the best and most important part of this conference. I wish I could spend more time there but though I went twice round, the hurry of the crowd is not exactly suitable for going round a place of educational value like that. Still I hope many of you had time to get the full value out of that exhibition. One thing, however, I saw which I must exchange with you. Word building formed part of the exhibition in the Child's Department, I think. It seemed to me it went quite contrary to what Mr. Kuolt referred to in his paper, which latter represents the correct attitude if you will allow me to give an opinion on the matter. Synthesis is not the natural way of the child. The child takes the whole word, whole phrase and perhaps the sentence.

The sound is earlier than the shape. Hence the exhibits that were shown were quite contrary to the proper word building educational plan. Attention should be drawn to this matter.

I can never forget the discussion over examinations. This conference has left a deep impression on me with regard to examinations. After all, every conference has one subject. It is no use your packing too many things into your conference. We want everything. That is a wrong method of having conferences. We want everything thorough. Some latest grievance of some particular official employed in the department must be got through is a very natural feeling because we get very few chances for expressing our difficulties and we must get through somehow or other. But I tell you as a man of experience that all these things really reduce the net result to a fraction. The more subjects you pack into a conference the less is the value of each particular achievement. If you stick to a few things and get a solid backing and agitation behind those few things, you get great value out of it. Whereas if each particular subject fights its way on a particular platform, put together it gets a huge appearance but its value is very little. In that connection what remains deeply engraved in my mind is the quarrel over the examination question. It is a very good thing. *Do not imagine that the subject was disposed of one way or the other.* Let me tell you that the Fort has been breached by the proceedings that have been taken here. Those who stand for the demolition of the examination incubus have succeeded because the sacredness of the examination has been removed. You have pulled it to pieces here and the thing will crumble in the near future. There is no doubt about it. The Tanjore Conference has really taken the life out of it and though it may no doubt go on for some time it could only do so with a very apologetic existence, let me tell you. Persons who voted for the continuance of the examination system did so not because they respected examinations, not because they liked them, not because they thought it was doing good for the people of the country but because they scented a danger in a change of that importance in transitional circumstances like this when they could not see how relative disturbances might do more harm than good. It is a sort of conservative terror that prevented them from a step like this of first-class importance and that is the psychology of it. It is quite correct. Life consists of both forces, the force of progress and the force of conservatism. Both must be there for the proper education of life. Therefore it was not a hasty fanatical resolution if it went one way or the other. It was a well-considered decision by a body which felt the responsibility of the thing. It was not of a revolutionary and unthinking body. There was conservatism as well as go-ahead feeling in the body that met together. If you counted individual views as important it

was equally divided. If you counted associations as more important, you have 27 against 54, fairly tough. In course of time you will see the former growing quicker and the latter steadily remain there. And that gives you therefore scope for fighting this evil if you think it is an evil. People were anxious to know what my own view is. *There is no difficulty in my saying examinations are no good at all.* They are at best tolerable evils. Every test is like that. A test is a fundamental attack on truth. It is a sign of distrust. You are trustful enough to hand over numerous boys to a teacher and a headmaster. You have all sorts of rules to regulate his conduct, and his qualifications are fixed. You are not satisfied with ordinary school examinations. You take them over to departmental training schools, give them hard and fast rules. You set papers to students to show he is alright and month after month the ability of the boy is tested and he is treated like a miserable thief every day. At the end of it all the boys have to be examined. By what way? All the boys are put the same questions and they are taken in a feverish anxiety to a particular table and write answers; for the first time they go through an experience like that. Even grown-up people do not show their personality on such occasions. Examination is a hard thing. The tender boy is made to answer papers and the papers are examined somewhere else and the examiner, poor man we do not know his condition. He has got his own domestic and other difficulties. Nobody knows in what condition he is. These examiners correct, twenty papers sometimes, thirty papers at other times and in many odd ways. Everybody will agree that the certificate of the headmaster and the staff who have personal touch with the boy is more reliable than the result of an examination. (hear, hear). *The only thing is, do you trust those people I think you are bound to trust them. If you trust them for other things you must trust them for this also. There is an end of the matter.* Supposing you give up examinations. There will still be some system of examining the progress of the pupil. It will not be as if the headmaster assesses the boy's capacity. *There will be some proper healthy system whereby week after week and month after month the performance of the pupil is tested. It cannot then be that influences are brought to bear upon the headmaster week after week to say that a particular pupil has done in a particular manner. The record cannot be tempered with by personal influences. Once you abolish the value of the examination, the whole record becomes important and it would be a reliable and correct picture of the boy's progress.* And then the utmost dishonest trick that can be performed upon us is that at the end instead of saying that the boy's conduct is unsatisfactory it might be said it is satisfactory, and vice versa, or something could be said. Nothing more.

As far as I can judge from the proposals I see that the University will conduct an examination before taking a student in. The Service Commission also holds an examination for Government service. So that a headmaster does not get any advantage by saying a thing other than what is true in respect of a student. If a student does not want to go to the University, instead of having a 'failed' certificate against him he can have a decent certificate with him. Do you grudge it? There is no harm in it. Examining it from the practical point of view I think there is no need for an examination at the end of the sixth form, and where there is need, the examinations are there. The University will claim to examine the entrants to it as also the Service Commission. The private merchant also examines a boy from school before taking him into his service. So that there are examinations all through. Nobody refuses to have examinations that are necessary. But it is this additional infliction, the S.S.L.C. Public Examination, that is proposed to be removed. So I am very strongly for the removal of the examination. The time will come, I assure you, when this examination if it is unnecessary will go. It does not depend on the votes of the people. You have really cleared much ground by this discussion and if truth is on your side you will win at the end of it. I wish the S.I.T.U. will do all it can in the matter.

In all departments trust begets honesty; dishonesty, tricks. *Therefore let us trust the headmasters and you will find that the headmasters and teachers will realise their responsibility and bring about a satisfactory state of things even without examination.*

While this question of examination has left a deep impression in my mind, what has left great satisfaction is two other things. One is the adoption of the mother tongue as the medium of instruction in non-language subjects. Not that you have adopted it. You have now passed a resolution. I know we have passed similar resolutions many times before but I think there is greater reality in the adoption of the resolution every time. There is greater and greater reality each time you adopt it and this stamp of approval that the conference has put upon the adoption of the mother tongue as medium of instruction in non-language subjects is a very good thing. Much has been talked about wastage and stagnation. But more than all that wastage is this continuous minute after minute wastage of using a foreign language to teach things and using the end as the means instead of the means to achieve the end. It is as if God exists for the priests and not the priests for God. That is what is being supported by those who stand for English in order that it may be easier for you to go to higher studies, where too it is a necessary evil. I do not mean to say that there is not

much to be said and to be considered in what Mr. Patrachariar and Mr. K. Natarajan and many other people say and there is a strong school for it, yet. But they are declining. But I admire their courage. It is an education in itself. I like the idea that people of that school also stand up and come before us. That is the way to progress, to discover truth. It is not by being overwhelmed by public opinion that truth can thrive. We must have the courage to stand up for views which are not popular and press truth for all it is worth as far as it lies on one side or other and then only we could achieve things. And then the mother tongue gains by these discussions. It does not lose. Till it finds its place, I want this fight and not merely resolutions to be passed, all too easily. It is much better we have troubles. That is the test of the coming events. The greater the difficulty, the greater is the chance of a thing contending against that difficulty becoming a reality. Just for an illustration. The British Government fights us very much now. It means we are getting the thing in fact. But when you pass big resolutions and they do not oppose it, it means we are not doing it properly. The opposition to the mother tongue, the more severe it is, the greater is the certainty of our getting it in its proper place.

The second thing is that I am very glad you have adopted a resolution that Hindustani should be a compulsory subject in some stages of the child's education in South India. You have rightly fixed the stage between the ages of 8 to 12, a very proper age for learning a non-mother-tongue language. Of course the mother tongue should be learnt even at the age of 1 and 2 as school learning for that should begin very early. But the second language should be learnt not at too early a stage nor at too late a stage and you have fixed the middle school stage very rightly and I hope and pray that it will be given effect to very soon. It is a compulsory course. It would be absurd for the people or the educational authorities in South India to think that they have done much for Hindustani by making it optional. It is a double disservice. You cannot neglect your mother tongue. You gain nothing by substituting Hindustani for English, Sanskrit or worst still Mathematics. It is like substituting mango for rice or chutney for curds. Both are necessary and you cannot have substitution. A little knowledge of Hindustani is all that is wanted and that must be provided compulsorily. What you have done is the best thing to do and I hope it will be given effect to in course of time. I have no doubt that in our own interest it must be given effect to. Without that, we cannot take our proper place in the councils of India either in politics or in trade or business or employment. If you begin and make it compulsory I say that within the next five years our boys will be everywhere in India finding employment in trade and business all over India and the people

of Northern India will say: "Please don't learn Hindi." That must be the consummation which I want our South Indian boys and girls to reach. I think we have laid a good foundation for it.

Then you have overhauled the question of the secondary school course and the elementary education plan and you have passed comprehensive resolutions on both subjects of great importance. No educational conference would be worth the trouble unless it offers comprehensive expert advice in respect of these matters. You have given very careful attention to all points though you have here and there shown a bias more in favour of employment and grievances question than on the curriculum itself and the plan itself. But that is only a question of proportion. You have dealt with both aspects of the matter. You have dealt with the elementary teacher as well as with elementary education. You have dealt with the secondary teacher as well as with secondary education course and you have adopted comprehensive resolutions. I must congratulate the organisers on having achieved these two great things. I hope the authorities will really pay attention to these matters. The problem of elementary education is not merely a school problem nor merely an educational problem. It is a national problem. Here it is that all the efforts and the imagination and the skill of the statesmen of the country and builders of the nation will have to be brought into service to achieve this purpose. It is wrong for a nation to be illiterate. It is absurd for a large and ancient nation like this with a great history behind to remain in this state. Literacy is not a mere luxury. Literacy is a sense, a sixth sense so to say which is necessary so that you may have knowledge and a map is defective in these days if he has not got that. The trouble is how to organise it for this nation of thirty crores and over. The difficulty is very great, the subjects to be taught are not very easy and the time to be spent must at least be a few years. You cannot have all trained teachers for this purpose nor can you put it off till training schools and colleges have developed in strength and quality to tackle this problem.

You see, coming to that constable business referred to. A casual statement was taken over by my friend and he thought it was a slur on the teaching profession. When I said that the services of a constable also could be used for this purpose, I did not intend that my friend should understand it in the way he has done. I have spoken of this to other friends. I tell you what I have in my mind. Rural reconstruction and this elementary education go together. We must develop the village and elementary education is a part of that development work. How shall we do it is the problem. Provincial Governments are entrusted with that responsibility now. But they are robbed of all the resources that should be legitimately available to Provincial Govern-

ments. Money is taken away for military expenditure, money is taken away for Central expenditure of all kinds, money is taken away for land tax, money is taken away for Police administration and so on. Now therefore it is the business of the wise administrator who is responsible for rural reconstruction to get back all the resources available for the purpose and so to say re-steal all that has been stolen from him. Take for instance the question of the Army. I should like the Army to be all Indian soldiers and during peace time all these Indian soldiers should be rural reconstruction workers. During part of the time they may go through the drill all right but during the other part they should remain in the village, look after the village and take charge of the village school? Why should not a soldier do it? Why should he be a frightening personality? I tell you that the soldier is also a citizen and a properly organised Army should have properly qualified men who can act as rural reconstruction soldiers as well as war-time soldiers. Then it would be easy to make use of the services of these soldiers for five or six months in the year and part of the military expenditure will come back to us in a way. You need not pay for them. The Military Department will pay for them. Why should they not work in the villages? This, however, is a very impracticable plan. England will never agree to this. You can see what I mean with the policemen, if you only think of it. Why should not well qualified educated young men be police constables? They are paid well enough now. Why should such men, posted to small villages, remain always idle? Why should they not serve as school masters. In England the soldiers are friends of the people. They play with the village children. Similarly here the policeman should be a friend of the village. The villagers should not be frightened by him. They should see he is an ordinary man, and he does not always wear the khaki and the red turban but that he could sit with them and work as well as commit mistakes also. The policemen in towns have much work to do. But there are policemen in some villages who have nothing to do. They do something when a murder takes place or an offence is reported. They have spare time. Why should not they see to the sanitation of the village, the education of the school children and adults or attend to other welfare work. They are not imported from abroad. They can behave well. It is not my idea that illiterate constables should be appointed and these young men here (the teachers who are quilled) should be dismissed. What I meant was that the great problem of rural reconstruction should be solved by utilising all the resources that have been unlawfully taken away from us. In that way the handicaps we suffer from in tackling the problem of rural reconstruction in a huge province like ours should be removed. By way of example I put forward the Police. The village teacher similarly need not be

utilised only to teach the three R's. He could be utilised as a rural reconstruction worker. That is exactly what Mr. R. Suryanarayana Rao laid stress on in his paper read at the conference here.

My idea of rural reconstruction, my dream of it is that a good Minister at the top and a constable and a village teacher at the bottom can cover the entire area in the country very successfully and in all the departments of rural reconstruction. The doctors and the agricultural graduates are also rural teachers. There are many of them unemployed. The Agricultural graduates when they get out do not go to the land and cultivate. They only wait for a demonstrator's place. That is not the intent of the agricultural scheme of education at all. I do not blame anybody. Our condition is complicated and various things produce various results not contemplated by the original scheme. Anyway to-day I know there are many Engineers who have come out of the Engineering College who are unemployed, many doctors unemployed, many agricultural graduates who are not employed as they want to be. Why should not they all take this sacred work of rural reconstruction? I am not simply giving advice. It is easy to give advice gratis, very difficult to maintain families but it is not right to imagine that the school teachers' job is low, poor thing, only for one kind of people and not for graduates and men with superior qualifications. Just as a great Raja goes to the temple like the poor peasant, so also this rural education work is a thing to be taken up by all, irrespective of the degree of qualification which they have attained. A graduate who is unemployed should deem it a privilege and a matter of pride that he should take charge of an elementary school while he is not in some lucrative employment and if that is so, you will have a beautiful comprehensive rural reconstruction scheme. The agricultural graduates, the doctors the engineers and the lawyers could all take up this work. The Engineer could look after the roads. The lawyer might take the grievances of the people and relieve them from the oppressions of the local petty officials and teach them how to write petitions and so forth. When I was in the Tiruchengode Ashram for the first three years I was fully employed with reading the letters addressed to poor illiterate people of the village from their relations in Penang, Singapore and other places and drafting replies to them. I was helpful to relieve them from the exactions of the postman. A postman brings a money order for Rs. 25 sent by a poor man to his aged mother. The money is earned by the sweat of his brow by that poor man. The poor woman when she sees the postman bringing her the money order thinks that it is a gift from God. The postman demands five rupees as commission. The poor woman willingly parts with the amount. The poor woman does not know the law. If she complains she will be hanged. Nobody knows

about it. There are great many things like this going on in villages. Who knows the poor postman's difficulties. He is bothered by his postal inspectors. We do not know how he has been transferred from one place to another because he did not do something which the Inspector wanted him to do. I do not wish the blame to be hurled on anybody. But we must remove all this bramble and net-work of evil. We want well-educated courteous people of all kinds. I do not say you should all go back to villages. But you need not wait without employment and waste your life in town. You must take some noble occupation in a village wherever you are. Therefore if I were again an young lawyer and I do not have practice I would gladly go and live in a village and help these people. It will pay, I tell you. In that way rural reconstruction work can be spread among our people. That is hinted in your resolution on conscription. Twenty years ago, more than that even, twenty-five years ago, if you look up an old volume of *The Modern Review* you will find an article written by me. I used the same expression. I said we should have conscription for removal of illiteracy in the country. We must make it a rule that no graduate shall get his degree unless he has served six months in a rural school. Some plan like that we must have, just as the French people cannot get citizenship unless they have served in a particular colony.

Referring to the papers read at the conference, Mr. Rajagopalachariar said: Generally it is usual for persons who read papers at conferences like this to have their paper printed and to circulate them. Sometimes reading is necessary. But when there is no time we can take it as read. But reading has personal touch. For that purpose a brief summary should be made if the paper is very long. Of course when we begin with a favourite subject we want to begin with the history of it. But when you go to the bazar you like to purchase the fruit and eat it and not the tree which bore the fruit. The papers may be all right but it is the summary that should be presented directly. The rest very many people know or by suggestion they get easily to understand. In that way I think we can make these papers very interesting and then after hearing the summary they will call for the paper and read the whole of it. I give you this tip. The papers read at this conference were all interesting and instructive. All this is very good and does great credit to the organisers. I have to apologise for cutting down the paper on Religion, which was read this morning. It is a very important subject. I hold the view with the writer of the paper that religion should be taught in our schools. There are many difficulties in the way but we must solve them. But he dealt more with religion itself than with the question and the problem of how it may be introduced in class teaching. I am sure more papers will be coming forward on that subject. This

divorce between our religion and our education is not good. It makes religion bad, diehard and useless and it makes education bad, spiritless and all too secular. We must bring the two together. It is as bad as any other divorce. (laughter). We must somehow bring in religion. We have many religions in our country, many languages. All this has been dinned into our ears and we know it all too well. And therefore we cannot govern ourselves, we cannot get along to civilisation as quickly as other people have done. Therefore we must be governed by others and therefore any little rights of self-government that you should have must be safeguarded very carefully, provisions to prevent us from doing injustice to one another and from not being able to understand one another properly! So that somebody else has to watch over us. These differences serve as causes, I do not say excuses, for making a difficult constitution for us! whereas we should claim these differences should serve as causes to rightly shape the educational programme of the country so that the causes may disappear. It is no use saying "You are suffering from certain defects, therefore I punish you for all life for those defects." What should be done is that steps should be taken so to educate the children of the country that these differences will disappear. How will these differences disappear? By education. All quarrels arise from misunderstanding, nothing else. It was not intended that these religions should quarrel with one another. To-day we quarrel because we do not understand. Therefore it is right in schools children should be taught from the earliest age to respect other people's religions, to understand other people's religions and to be tolerant towards one another's religious practices. We should not laugh if a man bends his head in one way instead of another way. We should not laugh if a man raises the two hands up to a certain point and not up to a certain other point and puts on one kind of mark or another on his forehead. Children should be taught to understand and respect one another's religious differences. That can be done only in the child stage. Therefore it is necessary that in schools children should not be compulsorily in ignorance of other people's religions. I therefore welcome the idea that is growing that religion should be taught in schools and specially in India. The education of an Indian child cannot be said to be complete if he does not understand the language of a neighbouring province, the religion of a neighbouring community or the communities that live together there. Therefore I say a fairly accurate knowledge of the several religions prevailing in India and a fairly respectful attitude towards one another, these are absolutely essential to complete culture training that we propose to give in the secondary and collegiate courses. Therefore I am a votary and a supporter of the movement for the proper teaching of religion. It does not mean that schools should

be denominational schools. It is a cultural training. Just as you teach Hindi, Malayalam, Sanskrit or Latin, you teach Hinduism, Islam, Christianity and good manners and you shape the child properly. In that respect much work has to be done by you educational experts. You think it out carefully. It does not mean you must introduce it along with too many resolutions at the next conference. You must think it out, work out slowly, deliberately and then if you are able to arrive at a properly presentable formula you must give the benefit of it by publication so that people may have definite ideas as to how to deal with it.

Something was said of school gardens. The other day I was coming from Allahabad to Wardha in good company. Gandhiji was with me at the time. We were at a station. There was a beautiful garden in the station. Gandhiji told me, thinking that I did not know it, that these railway people give a prize to the station masters every year or periodically for the station that grows the best garden, a very good plan, he said. I said I knew it. In the Mysore State also they have a plan of encouraging the house-owner to develop a garden in front of his house. The public ground is not charged for encroachment if he takes it up for making a garden. He is actually encouraged to take charge of it and to look after it. He reaps the benefit of it, takes flowers and fruits and he is encouraged to take part in the beautification of the city. Gandhiji joked: "When you become Minister you will have a plan like that." I said: "Yes, we shall try."

The real teacher has a great field of work in this matter if he only wishes to do it. If he is a happy man he can do all this. Even small prizes are very much appreciated. If we have an annual feast in the village where the Tahsildar or the District doctor comes and gives small prizes even for clean house fronts, it will be a great fun. The prize of a basket or a couple of broom-sticks will add to the novelty of the business and we will all become a nation of friends instead of armed camps trying to deceive one another. The garden idea is very good. It reminds me of my childhood. When I was in the Middle School, an incident occurred which has left a most vivid impression on my mind. My Euclid was learnt under the pressure of prizes of pomellos. There was a pomello tree in the garden and there were plenty of fruits. The headmaster divided up the pomellos and gave them as prizes. I got most of the prizes but my tooth got spoilt. In that way there is great fun and joy in having a school garden.

Many such things can be done and this teacher's life has a great fascination for me. I wish if I am born again I am born as a village school master. It is good work, sacred work and in our country it is ideal work.

I must now finish my address. You have called me to preside over you. You must give me therefore the right to make one request of you. *I want you teachers to wear khaddar. I want to make that request as a memento that I presided at this conference and that we should remember it.* There is no objection to your wearing khaddar. Do you fear that somebody will come down upon you? If so I want you really to raise your hands. (No hand was raised). Even if you fear somebody else will act wrongly, raise your hands.

A member in the audience: Khaddar is 25 per cent more costly than the other varieties.

Mr. Rajagopalachariar proceeding said: "Every one of you can wear khaddar and no harm will come to you if you do wear it. Then the question is that it is too costly. You know why it is costly. It is costly because we have decided to pay better wages to the spinners. Better means what? We pay them two annas for a whole eight-hour day or nine-hour day of strenuous work, such as a woman spinner can put forth, sitting at home no doubt. But it is fairly skilled work. You cannot spin as she can. So a person who does that work continuously for eight hours should be paid at least two annas a day. That was the compulsion, motive that made us raise the price of khadi. Even without that increase in the price it is more than the price of mill cloth. If you are able to buy, I tell you all of you should wear it. Those who find it impossible, need not. I am not worrying you to buy. But I tell you you can all buy. You pay for too many pieces of clothing unnecessarily worn one over the other and in an unclean condition because you do not always wash your own clothes. The dhoby washes the cloths for you; if he washes them often the cloths get torn. You need not have too many pieces in khadi. You need have very few. Instead of having half a dozen cheap pieces have only two or three khadi shirts and dhoties. Take this from me. Wash them yourselves. Wash them every day. Do not wash them once in three days. Do not give them to others to wash. Washing your own clothes yourselves is good exercise. Dr. Andrews will subscribe to what I say. Do not break the washing stone with the cloth (laughter) but learn to give the blow in such a manner that the cloth falls on its own weight. In that way you get the exercise and you also keep your cloth clean. It is recreation. Here again I am reminded of an incident when I was with Gandhiji. He was packing his own bed. Then I told him the story. In the early non-co-operation days on one occasion a friend of mine was with me in my office room when I was engaged in pasting envelopes. The friend asked me whether my intelligence and knowledge could not be used to better purpose. I then said that I cannot always be planning. I must

do something in order to be recreating myself. Do something useful and your intellectual machinery will get rest and change and get re-created. It will become all the fresher and your work will make your teaching improve. Have your early morning bath in cold water. You will see a new difference. The boys will respect you the better. Do not ask the boys to wash your cloths (laughter). They will say 'yes' but do not be persuaded. Rather say "My young man, we must do our work ourselves." That will be education. That will be physical exercise. Then you will not cry for playgrounds too much. The whole world is an equipment for physical exercise. I am simply amazed at the idea of people searching for physical exercise. There is so much work to do. I abhor physical exercise. I dare to say it in front of many experts. I abhor physical exercises which are either not joyous or not work. But there are no doubt certain conditions. Supposing you live in Bombay or Madras you have no room for washing your clothes or you have no time, then you swing your hands and imagine you have got exercise all right (laughter).

But that is away from Khaddar. Why I referred to the question of washing was to tell you that khaddar will last by washing it yourself. You have to put it in the sun. The sun is the best bleacher and disinfectant. Put on clean khaddar and then you will be a smart real teacher. When we see khaddar on you, our heart is all joy. We feel we have a friend, a fellow worker. The nation will identify itself with you. There is no use in asking me to preside over a conference like this and my entertaining you with all this when I see schoolmasters just as you are. Because I don't look at you direct, do not think I miss you. You know we have identified ourselves with this struggle for these so many years. Nobody will prevent you from wearing this permanent national flag on your body. It is a permanent national flag and national song. Spinning is connected with it. If you wear it, it pleases me, it pleases all of you. For all of us who are fighting for the rights of this country it would be a great pleasure if schoolmasters wear khaddar because you are in contact with the children of the land and it will spread. I shall ever remember this occasion and I hope you will remember this appeal of mine. (Loud and continued cheers).

MADRAS PROVINCIAL EDUCATIONAL CONFERENCE

TANJORE SESSION

A REPORT

The XXVIII Madras Provincial Educational Conference was held this year at Tanjore on May 6, 7 and 8, in the presence of a large number of delegates from teachers' organisations in the Presidency. Mr. C. Rajagopalachariar, Leader of the Congress Party presided at the sittings of the Conference on all the three days and conducted the proceedings. A great deal of interest was evinced in the discussions both during the Subjects Committee meetings and at the open session. Mr. Rajagopalachariar in his addresses made a stirring appeal to teachers to work for the removal of illiteracy among the masses. Sectional Conferences like the Geographical Conference, the Physical Education Conference, the Pandits' Conference, and the Educational Exhibition formed important adjuncts to the session and attracted numerous visitors. The Reception Committee left little to be desired in the arrangements for the convenience of the delegates.

Mr. N. Kuppaswami Iyengar of Trivandrum and Rev. Father Jerome DeSouza, Principal, St. Joseph's College, Trichy, delivered lectures on "Educational Reconstruction" and "Secondary Education" respectively on the opening day of the conference and on the second day Mr. R. Suryanarayana Rao of the Servants of India Society and Mr. S. Ramachandra Rao of the Annamalai University delivered lectures on "Teachers and Rural Reconstruction" and "Science in Schools" respectively. The following papers were also read: "The role of Agricultural Education in India's prosperity" by Mr. M. Venkatachalam, B.Sc., Ag., Kovilpatti, (2) "Partnership in Education" by the Masters' Association, Hindu Theological High School, (3) "The place of Religion in Educational Reconstruction" by Mr. T. A. Ramachandra Aiyar, B.A., L.T., Headmaster, Board High School, Ayyampet, and (4) "The end and aim of Elementary Education" by Rev. M. G. Kuolt.

Mr. C. Rajagopalachariar, President-elect of the Conference arrived at Tanjore on the morning of May 6, and was received at the railway station by the President and members of the Reception Committee and prominent delegates and was taken to the Conference Pandal at the Kalyanasundaram High School, in a procession with band and music.

After prayer, Mr. A. M. P. Subbaroya Chettiar, M.L.A., Chairman of the Reception Committee, read the welcome address.

INDUCTING THE PRESIDENT

In proposing Mr. Rajagopalachariar to the Presidential chair,

Mr. M. S. Sabhesan said: "In the unavoidable absence of Mr. S. K. Yegnanarayana Aiyar, President of the South India Teachers' Union, the task of proposing Mr. C. Rajagopalachariar to the chair has been entrusted to me. There is some appropriateness in my proposing him because I have annotated a remark which he is reported to have made to a member of the Reception Committee some days back. He is reported to have put a question in his own intelligent, and humorous way whether the Reception Committee still wanted him. What is the force of that word "still." With his usual generosity and directness, he was obviously anxious to make the point clear to the Reception Committee whether in the changed political conditions, the Committee would still like to have him. He was naturally thinking that we had extended the invitation to him because we were expecting him to become the Chief Minister of our province. It is expected of us to give the

only answer and the Reception Committee did the proper thing in telling him that the profession has not yet become so degenerate as to go back. There is another point in the force of the word "still". In the changed condition he would like to ask us whether we would still have him in the presidential chair. That raised very many questions. (The South India Teachers' Union) as a Union has no politics, but none can say that the Union should not have regard or respect for the leaders who are trying to do their very best for the country. Therefore, Sir, I have very great pleasure in requesting you, on behalf of the teachers in South India, to occupy the presidential chair. There is one other reason in making this appeal to you. On the eve of elections, our Union desired to know from the various political parties what their educational programme was and how far they would seek the co-operation of the Union. We addressed a letter to the Justice Party, the Peoples' Party and the Congress Party and we received very quickly a brief and direct reply only from the Congress Party. Without going into details which we did not expect at all, the Congress Party assured us that it would be very anxious to consult the Union on all matters, educational.

Everywhere there is a feeling and even members of the Congress Party, including you, (Sir,) may feel that the teaching profession is the least paid and least respected, and least efficient. It is not for me to explain the reasons. The Congress Party which is determined to help the masses to earn, to live well and to have a share in the direct administration of the country will realise that there is only one problem, namely Dominion Status in the sphere of education. People like you, Mr. President, with a keen insight into things, will be in a very good position to help us just now and to indicate the goal and also to tell us what kind of preparation on our part will be needed.

Mr. V. Mahadeva Aiyar, on behalf of the Tanjore District Teachers' Guild, seconded the proposition. He said: "It needs but few words from me to second the proposal. Mr. C. Rajagopalachari is a great personality whose reputation has extended beyond the confines of our country. It would be superfluous on my part to speak of his many virtues and his many noble qualities. It is a matter of great rejoicing and most happy augury that we should have been able to secure his services. He is a man of very few words. He does far more than he says. I therefore request him to take the chair on this occasion and guide our deliberations.

Mr. A. V. Kuttikrishna Menon, President, Malabar District Teachers' Guild, said: "I have great pleasure in supporting the motion that has been so ably proposed by my friend Mr. Sabhesan and so equally ably seconded. I knew Mr. C. Rajagopalachari long ago. On account of his transparent sincerity, his political acumen and wise statesmanship he has won the respect and esteem not only of the persons belonging to the Congress ranks but also of persons belonging to the opposite camps. It is an honour to the South India Teachers' Union in particular and to the teaching profession in general to have him here as the President of our conference.

Mr. C. Elisha, Headmaster, London Mission High School, Cuddapah: "I thoroughly associate myself with all that has been said by the previous speakers regarding the suitability of Mr. C. Rajagopalachari to preside over our conference and the choice I believe is a right one and in the fitness of things. I think that a leader of our country as Mr. C. Rajagopalachari is, should preside over our conference. I have great pleasure, in the name of the teachers in the Ceded districts, to support the proposition.

Mr. E. N. Subramaniam, Secretary, Chittoor District Teachers' Guild: "On behalf of the Chittoor District Teachers' Guild I have very genuine pleasure to asso-

ciate myself with the proposal so ably moved and seconded. What has been a loss to the alleged autonomous Governments in the provinces has decidedly been to our advantage, because it has been possible for Rajaji to give three full days to us and to have intimate touch with the needs, aims and aspirations of the South Indian teaching fraternity. The presence of Rajaji in our midst to-day and in the two succeeding days is an assurance. Mr. C. Rajagopalachari had said that we must always be prepared to be courageous and to take risks. I have no manner of doubt that "C. R." will serve as magic letters for our and coming generations, C. standing for courage and R. for readiness to take risks (hear, hear.)

MESSAGES

Mr. N. Kalyanarama Aiyar, Joint Secretary, read messages received by the organisers from the following persons wishing the conference success: Messrs. Nadi-muthu Pillai, C. R. Reddi, S. Satyamurthi, G. P. James of Madura, A. Rangaswami Aiyar of Madura, K. N. Pasupathi and M. V. Ramanujachariar of Kumbakonam.

EDUCATIONAL EXHIBITION

Mr. K. Natarajan, Advocate, Tanjore, made the following speech in opening the Educational Exhibition held in connection with the conference:

"From one stand-point I thought it was desirable that an absolute layman as opposed to a gentleman conversant with educational activities should be invariably called upon to have something to do with this educational exhibition. I say this from my own experience because it was only after yesterday or the day before that I myself thought about the matter. For many years these conferences have been going on but except educationists and others intimately connected with it, the ordinary lay people seemed to take very little interest in it and perhaps their interest was only in the reading of the reports in the newspapers. You will see how a person like myself, fairly advanced in age, having fairly good acquaintance with life and manners and a smattering of education still is entirely in the dark about the several aspects of educational activities. As parents they owed a duty to themselves to take interest in such activities. An educational exhibition is as important as the educational conference itself. The exhibits indicate the efforts of our students, girls and boys, to have their urge for self-assertion manifested. To the anxious parent or guardian in these days of unemployment, it will indicate how the pupil is inclined, what are his natural tendencies and how he will develop as the future citizen. To the pupil himself it is an indication of his aptitude and in a way it will have an indirect effect in the solution of the unemployment problem amongst the literate people.

The organisers of the exhibition have the greatest pleasure in freely acknowledging the munificent donations from the Local Boards, the Tanjore Municipality and the Tanjore District Board. The Nicholson Town Bank has also contributed a munificent sum. A number of societies as well as individuals have sent in exhibits which have shown improvement both in quality and in number. Girls have contributed not a little to the success of the exhibition. The Lutheran Mission, and The Sacred Heart Convent Girls' School have sent in many excellent exhibits.

Mr. V. Mahadeva Aiyar proposed a vote of thanks to Mr. K. Natarajan and said that his consenting to open the exhibition was testimony to the fact that the teachers could get encouragement from the public provided they were approached in the proper way.

The morning session then concluded.

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OPEN SESSION—SECOND DAY, 7-5-37.

The second day's session of the conference opened with the reading of a paper on "The Role of Agricultural Education in India's Prosperity" by Mr. M. Venkatachalam of Kovilpatti.

Mr. C. Rajagopalachariar presided and announced at the outset that the manager of the local temple desired to inform the delegates that he would be glad to receive them and show them round the temple.

The resolution on Secondary Education which was discussed the previous night at the meeting of the Subjects Committee was next taken up for further discussion and adoption at the open session. (*Vide Resolution.*)

EDUCATIONAL CONFERENCE—THIRD DAY, 8-5-37.

The session commenced at 8-30 a.m. with Mr. C. Rajagopalachariar in the chair. He announced the result of the poll taken the previous day on the clause in the resolution on the reorganisation of secondary education relating to S.S.L.C. Public Examination. The resolution, deleting that clause, was put and carried unanimously.

Discussion on further resolutions was then taken up. (*Vide Resolution.*)

After the resolutions were disposed of, Place of Religion in Educational Reconstruction was read by Mr. Ramachandra Aiyar. The conference was adjourned to 4 p.m. in the evening.

CONCLUDING SESSION

The concluding session of the Tanjore Provincial Educational Conference held on Saturday evening was attended by a large number of delegates.

Mr. C. Ranganatha Aiyengar of Gooty, Mr. Samuel of Voorhees College, Vellore, Mr. Syed Mahomed of the Madras Teachers' Guild, Mr. A. V. Kuttikrishna Menon, Dr. G. F. Andrews, V. Rajagopala Aiyar thanked the Reception Committee for the hospitality extended to delegates.

Mr. Guruswami Sastri next announced the awards and certificates in connection with the Educational Exhibition.

Rev. M. G. Kuolt, proposing a vote of thanks said:

To you, Mr. President, we are deeply grateful that you have willingly put so much time in this conference. Your presence and your personality have lent dignity not only to this conference but it has also added dignity to the South India Teachers' Union and to the entire teaching profession in South India. We appreciate the judicious way in which you have conducted our meeting and the way in which you have without fear curtailed unnecessary discussion which was carried on from time to time. We are happy that you have been willing to put yourself so completely into the problems which we have discussed here and that you have been willing to sit late into the night with us in order that we could come to clear understanding amongst ourselves in connection with the problems that confront us. We wish to apologise to you if during the discussion we have in any way tried your patience by any indecorous action. But we know that you realise, though we have come to boiling points very often, how necessary it is for teachers in a conference among themselves to have a safety valve for public expression. Your guidance has helped to bridge many serious gaps and therefore from every point of view we have every reason to be grateful to you for the good relationship which has existed among us in the past three days.

Mr. V. Mahadeva Aiyar: I do not know in what terms you as well as I feel overwhelmed with feelings and with emotion of thankfulness and gratitude. The

President has suffered very much for our sake. His patience must have been tried and the way in which he has tackled many difficult situations must have been a lesson to us all. How delicately he has handled situations, how mildly he has couched his reproofs! The masterly way in which he has conducted the proceedings it is beyond words to praise. It is in short a study in leadership.

Mr. Guruswami Sastriar proposed a hearty vote of thanks for all those who co-operated with the Reception Committee in regard to the work of the conference. The President then declared the conference dissolved.

RESOLUTIONS DISCUSSED AT THE CONFERENCE

Mr. M. S. Sabhesan moved:

I. "This Provincial Educational Conference expresses its opinion in favour of the reorganisation of Secondary Education on the following lines:—

(1) Secondary Education should have, as its objectives, (a) the Social Civic Aim (the pupil as a future citizen) (b) Vocational Aim (the pupil as a future worker) and (c) Personality Aim (the pupil with an individuality) so as to fit the pupil for life and enable him to hold his own as a citizen, a worker and a person.

(2) The future Secondary Course should, alongside of a literary course, provide for vocational training for those students who desire to take up a vocation without going to the University.

(3) The duration of the Secondary School course should be six years as at present, comprising a middle school stage of three years and a high school stage of three years and an extension of the secondary school course by one year taken from the University course is not desirable.

(4) In view of the heterogeneous character of the Secondary School population and in view of the need for a wider diffusion of secondary education in our province, the existing secondary schools should be utilised as far as possible in any scheme of reorganisation and the diversion of students to courses for which they are fit be made at the end of the middle school stage.

(5) The course for the middle school stage should be the same for all pupils and then the course should branch into a Pre-University High School Course of three years and a Vocational High School Course of three years.

(6) The Pre-University Course of the high school should also comprise a compulsory group as well as an optional group, and it should be possible for every pupil to get a fairly good acquaintance with subjects of modern interest while getting a good preparation for the University.

(7) The Mother-tongue should be the medium of instruction and examination in all non-language subjects throughout the Secondary School course, English being a compulsory language throughout the course.

(8) Hindusthani, with the Devanagari or the Urdu script should be added as a compulsory language subject for the three years of the middle school course.

(9) Due regard being had to the heterogeneous character of the secondary school pupils, the standard expected in English and general knowledge subjects from students of the vocational section should be slightly lower than that expected from students of the pre-University section, the total load, however, being the same in both cases.

(10) The vocational side of the high school course should comprise a compulsory course providing for some liberal education and provision should be made to enable a pupil to acquire a decent standard in the selected vocational subjects.

(11) There should be no public examination at the end of either the Middle school course or the High school course and in view of the serious defects of an external public examination it is desirable that students whose progress is certified to be satisfactory by the Headmaster, should be given a School Leaving Certificate which should entitle them to appear for any service or University entrance examination or to join training and technological institutions as the case may be. (This clause was not passed by the conference.)

(12) With a view to providing qualified teachers to work in the reorganised schools, vacation course should be organised so as to enable teachers to acquire additional qualifications and thus fit themselves for new lines of work and the training colleges should provide special technical courses for keeping up an adequate supply of trained teachers with technical qualifications.

(13) The following should be the scheme for the High School course:

(a) Vocational Side.—Compulsory group.—An Indian language, English, General Knowledge subjects, (Everyday science, current History, Geography and Everyday Mathematics.)

Optional group.—Any two or three of the following according to the nature of the selected subjects.—Shorthand, Typewriting, Precise, Co-operation, Book-keeping, and Commercial Arithmetic, Banking, Office-work, Mechanical Engineering, Electrical Engineering, Printing, Photography, Radio, Fine Arts, Music, Teacher-training, etc.

(b) Pre-University Side.—Compulsory group.—An Indian language, English, Elementary Mathematics, and General Knowledge subjects. (Everyday Science, Current History and Everyday Geography)

Optional group.—Two from among the following subjects.—History of India and of England, Geography, a Third language, Mathematics, Physics, Chemistry, Biology, Shorthand, Typewriting, Book-keeping, and Commercial Arithmetic, Teacher-training, Engineering, Agriculture, Horticulture, Photography, Journalism, Office-work, Precise, etc.

(14) Technological Institutes should be started in select centres for the vocational students who have completed the high school course to acquire a higher proficiency.

(15) Steps should be taken to promote the health and physical fitness of pupils in secondary schools through provision of facilities for physical education and medical inspection.

(16) Secondary schools should maintain a school record for each pupil throughout his school course so that reliable objective data may be available at any time for giving suitable guidance to him.

(17) Two grades of text-books on general knowledge subjects included in the course of study for the High School stage should be published by the Union.

(18) The regulations regarding the methods of instruction, syllabuses, Tests, Portions prescribed for the several forms and so on, should while attempting to ensure uniformity of standard, be elastic enough to encourage schools to make experiments and adopt a forward policy.

(19) That the schools in a locality should work in a healthy spirit of emulation and should avoid over-lapping and come to an understanding with regard to the courses to be offered so that the needs of the community might be satisfactorily met.

(20) In view of the fact that no idea of re-organisation can be entertained in the absence of financial provision, the Government should meet the net-cost, and the Department should have ample powers to co-ordinate the programme of studies in the schools in any centre so as to avoid overlapping and waste.

(21) Steps should be taken to improve the conditions of service of teachers in secondary schools and standardised scales of salaries fixed by a representative committee should be introduced in aided schools.

In commending the resolution, Mr. Sabhesan said that the scheme had been before the teachers for some time now and the fullest consideration had been given to it.

Mr. S. Srinivasa Aiyar of Vellore seconded the resolution. He said:

The extension of the secondary school course to seven years is unwise and wasteful under the existing circumstances. The second point is about the vexed question of public examination. The S.S.L.C. scheme was introduced to do away with the slaughter of the innocents and to usher in a new era of educational advancement.

Mr. C. Rajagopalachariar: There are four controversial points in this resolution. One is with reference to the S.S.L.C. Public Examination. The other is the division of the course into two alternative courses at the end of the third form. The third is the retaining of the three-year course as it is for the High School instead of making it a four-year course, taking the one year from the University course. There is, I would add, fourthly the Mother tongue question and the Hindustani question though you might perhaps agree on it. In regard to these matters, if there is any opposition I would request gentlemen to place their views before the House.

Mr. N. Kuppaswami Iyengar of Trivandrum: I think there is only one controversial point in regard to which there can be any discussion from modern general educational theory. In regard to the examination question there is absolutely no difficulty so far as I am concerned. The resolution seeks to provide for vocational training for those students who desire to take up a training without going to the University. This is a little vague. No one will enter the vocational course unless he is driven out from the University course. At the end of the third form when the boys are about 12 years, how can they desire to enter the vocational course? Apart from whether they are able to do so, is it right that you should send them like that? Could you decide that there is no use those boys going to the University course? Before a boy is fourteen we shall not be able to find out whether he is good for this course or the other. Until a boy becomes an adult it will be wrong to make him or force him to choose a course. The schools should never try to separate the boys at the age of 12.

Mr. Lakshminarayanan of Salem: "At some stage or other we must have examinations. The proposal to abolish the S.S.L.C. Public Examination is not the remedy. There are other ways and methods which can be devised for mitigating the evils of examinations. The abolition of examinations and the substitution of certificates by individual headmasters will make for invidious distinctions between school and school.

Mr. V. Narayanachar of St. Peters High School, Tanjore: It is quite possible, if a boy shows decided ability in vocational subjects, for teachers to tell the parents or anybody concerned that such and such a boy could take up the vocational course. As regards the external examination, I want to retain the examination system. I oppose the abolition. Personal prejudices do enter in the making of

recommendations and external examiners will not be in a position to bring forward those personal prejudices into consideration.

The clause on S.S.L.C. Public Examination was further opposed by Mr. Rama krishnan of Udumalpet.

Rev. M. G. Kuolt: I would like to clear up one misunderstanding which I think has arisen in connection with the examination question in America. In the United States which is composed of 48 States we have 48 systems of education and 48 systems of judging the methods of our education. Many States do not have formal examination. But the largest State of the Union, from the viewpoint of population, New York, has the University of the State of New York, an examining body which corresponds to the Madras University. The University of the State of New York is considered to be one of the most efficient examining bodies and one of the most efficient educational bodies of the 48 States. Besides conducting examinations for entrance into the University, each individual high school has the authority to issue a certificate to pupils that have passed according to the standards of the individual school and when they go out into life to seek a job, each school has to stand on its own merit of recommendation.

Now I want to bring home to you the possibility and the desirability of trying to select students at the end of the third form for a vocational or pre-University course in High School. I can very well understand that there would be a tremendous amount of opposition amongst parents in this respect. I hope that they will get less opposition from the enlightened teaching profession. India is a country where change is extremely slow, because people in India as a rule want to move according to custom and due to lack of education, we can understand that the Indian wisely moves slowly as he does not know exactly where new things would land him. If you select students at the end of the third form, the only thing is you can advise them to go to the pre-University course or vocational course. You can compel no student to take any particular course. But there is absolutely no difficulty at the end of the Middle School course in having pupils select a vocational course or a pre-University course in connection with high school work. The thing has worked out practically and satisfactorily for so many years that the majority of pupils and parents know at once along what lines students ought to go when they enter high schools and in case they find they have made a mistake during the high school career, can adjust themselves to a new course. Headmasters and those who make up the promotion lists very rightly realise that out of every hundred students in the third form in respect of at least 75 students they could tell who will eventually be able to succeed in the S.S.L.C. and those who cannot succeed. You can observe the general mentality of a pupil. But there are other means by which you can predict with a fair degree of certainty the lines for which a pupil is best suited and I have recently been told that in London it was found that out of 90 per cent. of the pupils who accepted the advice of the Education Committee, only two per cent were dissatisfied. If we can predict with that amount of certainty I think we shall have done much to cut down wasteful and extravagant expenditure in education. We have all kinds of psychological tests to-day which though not absolutely accurate are sufficiently so to give us a better guide than subjective methods and I can assure you that though the start may be difficult, as soon as you can show pupils and parents that your advice is good—and it may take ten or twenty years to do it—you are going to be able to change the mind of the Indian. Though I personally feel that we can efficiently take some off the University course I am content here for the sake of argument to say that we must defer it not later than the third form and if there is any difficulty I would say "Don't add an extra year to the third form." The proposition about which I

want to make a remark is the introduction of Mother tongue as the medium of instruction in non-language subjects. I believe that students who learn optional subjects in the high school only through the medium of the vernacular will be handicapped as soon as they attend college lectures.

Mr. G. F. Andrews (Assistant Director of Physical Education): I am expressing the view of my association one of whose recommendations is regarding examinations. The Association is in full agreement with the resolution as here mentioned, for the simple reason that it is a great mental strain as well as physical strain on the boys in the schools whom we are educating. We go on the premise that education is not preparing a boy for examination but for life. The strain of an examination is felt not only in school course but also in the college course at the end of the Intermediate and B. A. The sixth form boys literally do not pay any attention to matters of health or physical fitness. They are exempted entirely from all attendance at games and physical activities. That is because of the examinations. Under these circumstances the Association is strongly of the opinion that public examinations should not be held at the end of the school course.

Mr. K. S. Patrachariar. The proposition about which I want to make a remark in the introduction of mother-tongue as the medium of instruction in non-language subjects. I believe that student who learn optional subjects in the high schools only through the medium of the Vernacular will be handicapped as soon as they attend college lectures. Then is absolutely no need to teach mathematics through the Vernacular. The language used in teaching mathematics is not so difficult as to require a change of language into the Vernacular.

Mr. S. Santanam: "Secondary education should have nothing to do with vocational education. In spite of unemployment that we hear of, secondary education is necessary. But vocational education will come into existence when there is need for it, when new vocations spring up in the country.

Mr. S. S. Viswanatha Aiyar: "For some time to come I feel the pre-University course will be thronged by most of the pupils and vocational course is not likely to find encouragement and support among pupils. The University over which we have no control whatever is very likely to conduct an entrance examination and our pupils will have to sit for the examination. It is better to retain the S.S.L.C. Public Examination.

Mr. A. Srinivasaraghavan of Tinnevely: "It has been pointed out that worthless people will go up if we abolish the S.S.L.C. Examination. If worthless people go up, I may point out that worthless people are going up even with examinations. These examinations, as a writer had stated, are absolutely unreliable in so far as they are intended to judge the ability of the pupils.

Mr. A. V. Kuttikrishna Menon: Mr. K. S. Patrachariar said there is absolutely no difficulty in teaching mathematics in English. My experience has been quite the reverse of it. I have found that in the sixth form when a question was given in Arithmetic pupils who were not able to do it as it was in English were able to do it when it was translated into Malayalam. Therefore I think that even in mathematics we should teach our children in the mother-tongue.

Mr. A. K. Krishnaswami Aiyar: I wish to support the view that mathematics and most other non-language subjects must be taught in the mother-tongue.

Mr. C. Ranganatha Aiyangar of Gooty: Most of you seem to think that an external body should come to decide the fitness of our boys. This fear is due to several factors. Have you not been able to see that we have been able to judge your boys much better than the Secondary School Examination staff? I have had experience as a teacher and I have been able to see that the marks you give in schools contrast favourably with the marks that are obtained by our boys at public examinations. It may be that there are exceptions. In most cases public examinations have been more liberal than the standard which we have always been setting to our boys in our own schools. Therefore do not misjudge your capacity.

Mr. M. S. Sabhesan: I am glad that the general principles underlying the resolution with so many clauses has been well received. You have all agreed with the principles and to-day you are called upon to indicate our views as educational experts. Certain differences in views have been expressed in regard to some aspects. It is almost universally agreed that mother-tongue should be the medium of instruction. Some are opposed to the abolition of the external public examination but there is general unanimity of opinion against the present conduct of the S.S.L.C. Public Examination. In regard to this I have to indicate only one point. You must take the cue from the suggestion thrown out by the President just in the course of conversation. We are not legislating to-day. We are in conference indicating the educational aspect of reorganisation of secondary education. We must express our opinion as experts unequivocally on matters of principle. There may be difference of views amongst ourselves. The difference expressed just now will be valuable when on a future date the Government may appoint a Committee to consider how and in what way reorganisation may be worked. If the authorities or the public then say that there must be some kind of examination, then with the knowledge of the opinion expressed on this platform it may be possible for your representatives on the Committee to yield in certain points, and come to certain general agreement. Here we are deciding the question purely on an educational aspect imagining that the teaching profession is ideal, the public is ideal and the authorities are ideal. It is expected of us to indicate very clearly the general principles on which reorganisation should be attempted. There will be at no time unanimity of opinion with regard to details. There must be difference of opinion and very strong difference of opinion too. Therefore I appeal to you that you should not make big of small differences in details.

Mr. C. Rajagopalachariar: I shall put the proposition to vote in the best manner that I can think for myself and I think you will not find any objections. I shall also acquaint you with the rules with reference to the conduct of business in this matter.

Some of the speakers suggested that it would be difficult to induce parents and guardians to agree to divert the boys at the third form stages and it was said that most parents and most students would prefer to continue or rather to select the Pre-University course and it would be difficult to induce them to give up unless some kind of compulsion comes in. I just wish to point out that most people are now aware of the difficulties of finding employment even after a University course. The time that University courses were considered as easy gateways to employment is gone now. It is the other way about. A large amount of money is wasted and most University graduates are unemployed so that we have arrived at a time now when we can fairly believe that parents will be wise and choose vocational lines if the matter is placed before them properly. A large amount of money would be saved in fact it would be a blessing. There need be no compulsion in this matter. If they, the parents, insist upon their children going through the pre-University

course there is nothing to prevent it. But the position will be placed before them and the evil is reduced, it is not increased in any manner. The other misconception which I thought was running through some of the discussions was this, that the vocational side was altogether removed from the literary side. The two run together to a large extent. The idea is to provide a fairly common platform, with a difference in certain respects only. The literary side of education is maintained in both. Manual or practical exercise of the hand or physical frame is maintained even for the pre-University section. The only difference is that vocational bias (not maintained) is introduced to a certain extent. These are the points we have to consider in regard to bifurcation at the third form stage. Mr. Patrachariar made a strong appeal for the retention of English as the medium of instruction. Here, as he himself remarked, most of you are probably in favour of the mother tongue being made the medium and he is in a minority of one as he expected. But I do not think he would have the distinction of being in a minority because it is a distinction. Unfortunately we are not as lucky as all that. Somebody or other will side us also. But why I make a reference to the subject is that even though he may be in the minority of one I should convince him if I hold the opposite view. This is a subject so important and dear to many public men in the country and to educationists, perhaps dearer to educationists than even to public men. With public men it is only a matter of pride or prejudice but with regard to educationists it is a vital matter. They feel that the students are handicapped, teachers are handicapped and that subjects instead of serving themselves serve only the English language. You read history not to learn history but to learn the English language better. You read Geography not to learn about the world but to learn the English language and so on. When we succeed in convincing people that the subject is very important, the onus is turned the other way about, why should you teach in English and why the mother tongue should not be used. There is in the psychological working of education a great burden on account of English being forced on us. It works whether we note it or not. Unconsciously it works much more difficulty than in the conscious manner. How the thing is will be seen when you have shed it. It is just like this. When I have a lot of milled rice in the shop I do not do propaganda for handpounded rice. Mind you, the shopkeeper is not dishonest. If the medium of instruction has to be changed, therefore, new books have to be written, teachers have to be prepared, whole schools have to be re-organised. But we must begin some time or other and therefore it is you must begin and in the beginning you have a lot of disadvantage. In fact the burden may seem to have been heavier instead of lighter. But a time will come when we will have shed off the great burden and we will be able to proceed with our boys' education in a very much easier way, once you get rid of this incubus of the English language. Mr. Patrachariar says why not we have English as the medium of instruction in mathematics. I say I have the right to ask for the mother-tongue being the medium. He says so because there is the right of the existing thing to continue. The reason for asking mother-tongue to be the medium of instruction is not pride or prejudice but the unnecessary wastage involved in teaching English. Mr. Patrachariar, it may be, has his experience. But most parents and teachers whom I have met and who are here would agree that for these subjects, mother-tongue is the best. If proof is needed to show that our mother-tongue can be made fit for higher studies, that proof will be forthcoming when we make experiments in the real meaning of the word and we are earnest about it. After all the whole world at the present day, I may tell you,

is running along the line that you propose. I do not think they teach any subject in a foreign language except in India. Why should I not therefore say that the burden of proof is on the other side to support the claim of English? It may be we have passed through a vicious custom but when the whole world is going in one direction I do not see why our mother-tongue should not be used to understand facts of life. Mr. Patrachariar was speaking of the handicap. I want to know what handicap he refers to. This proposal of ours is universal. If our proposal is accepted, it will be for all boys. There is no relative handicap between boys and boys. The boy who goes to the University is like every other boy who goes to the University. Then let me ask him: If in the University there is a general handicap it may be difficult for higher courses to be taught because of the ignorance in the medium. If that is so, I think it is a good handicap. It is the friction that will make this mother-tongue filter upwards so to say in the University also. In the beginning there will be some little trouble. But then we want to proceed in that manner. If we introduce it in the High School course properly and efficiently, when our experiment succeeds, the handicap felt by the teachers of science will not be real handicap but relative handicap. They will be bound to introduce the mother-tongue books in the higher science. Then there will be a real co-ordinated literature of the science subjects and it will do good all round. I do not think therefore that the general handicap is a thing to be deplored. It is the handicap that makes people work and produces creative effort and therefore every handicap is good. Relative injustice or handicap is bad, but there is no such thing here. Unless we take the microscopic European boys and we are generous enough to think of them, there should be no difference between boy and boy when we have the mother-tongue as the universal rule. I want to ask Mr. Patrachariar who has no doubt experience which should be respected, I want to ask him whether our boys do not go for higher training in science to Germany for instance, attend lectures in a foreign language and are able to understand and acquire knowledge. A poor knowledge of English will not be a difficulty in reality, I think. And I think truth will be better served by teaching all sciences in the mother tongue. I am making these remarks as a personal appeal to Mr. Patrachariar himself. When you feel that you can teach better in your own mother-tongue than in English there is nothing impossible to make an experiment. But certain recognition is necessary. It is only when it is recognised by all schools, you will avoid the relative handicap.

The resolution was put and carried, the clause relating to Public Examination for the S.S.L.C alone was not carried.

Mr. Rajagopalachariar said that there was nothing wonderful in the voting. The matter was not entirely in their hands. They had been so evenly divided. The result of the voting was not very much. But there would be tremendous public agitation in the matter. Half the number of teachers were of the view that education of the boy would be better done if the examination was abolished.

A poll was demanded with the following result: 27 for the abolition of the examination and 54 against as announced on 8th.

Mr. S. T. Ramanujam Iyengar moved:

II. "In view of the disabilities of Elementary School teachers disclosed in the Working Committee's memorandum on the subject, this Conference requests the Government to appoint a Committee of Enquiry and to take early steps to have those disabilities removed."

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Mr. R. Panchapakesa Aiyar seconded the resolution. Addressing in Tamil, Mr. Panchapagesa Aiyar said that the elementary school teachers were truly the "Harijans." The conference last year called upon elementary school teachers to submit their grievances before *The South Indian Teachers' Union*. The memorandum referred to in the resolution had been prepared on the basis of representations so received.

Mrs. Grace Dorairaj supporting the resolution said that the elementary school teachers had not the push or courage to make representations to managements to improve their conditions of service. If therefore they were supported by a strong organisation they could hope to get their conditions of service bettered.

The resolution was put and carried unanimously.

Mr. S. Srinivasa Aiyar of Vellore moved:

III. "This Conference is of opinion that the new scheme of centres for the S. S. L. C. Public Examination adopted by the Department this year is not in consonance with the spirit of the S. S. L. C. course and it requests the Director of Public Instruction to revert to the old practice."

Mr. G. Siva Rao of Kurnool seconded the resolution which was further supported by the President, who said that at the young age at which a pupil sat for the S.S.L.C. Examination he should not be made to leave his own centre.

The resolution was carried.

The following resolution moved by Mr. T. S. Arunachalam Pillai and seconded by Mr. A. Srinivasaraghavan were next adopted:

IV. (1) *This conference recommends to the authorities of the Madras University that bona fide teachers possessing a certificate of proficiency in Oriental Learning be admitted to the B. A. Examination without the production of certificates of attendance in a recognised institution,*

(2) *This conference requests that the Entrance, Preliminary and Final in Oriental Titles Examinations be treated by the authorities as sufficient qualifications for teaching in Middle and High Schools and Colleges respectively,*

(3) *That the age limit be fixed at 20 instead of 25 for appearing as private candidates for the Preliminary and Final Examinations, (4) that the compartment system of passing be introduced for the Oriental Titles Examinations.*

Mr. N. R. Subramania Aiyar moved:

V. *This conference is of opinion that the scales of salaries for Board and Municipal Secondary School teachers as sanctioned by the G.O. No. 4619 and the subsequent G. O's are inadequate and require liberalisation and authorises the following Committee with power to co-opt to collect funds and to take such other steps as may be necessary for getting the Government to restore the original scale.*

Mr. V. Rajagopala Aiyar (the convener) the S.I.T.U. Secretary ex-officio, Messrs. S. Venkataraman, Chittore, T. S. Arunachalam Pillai, Ayyampet, B. N. Sangameswaran, Salem, T. J. Mulley, P. Ramaswami Iyengar, Dharmavaram, N. R. Subramania Aiyar and V. Jayarama Aiyar and P. W. David.

The resolution was proposed by Mr. Subramania Aiyar and seconded by Mr. Vaideswara Aiyar and further supported by Mr. K. Sundaresa Aiyar and carried unanimously.

The resolution was put and carried unanimously.

Mr. S. Natarajan moved :

VI. "This conference views with concern the proposal contained in the proceedings of the Director of Public Instruction R. C. No. 2563 G of 36 dated 28-11-36, that the number of secondary schools may be reduced with a view to concentrate in a few schools on the ground of insufficiency of strength worked out at an average and considers that such a step is retrograde and shortsighted as the final result thereof will be to deprive a good many of the pupils in the rural and backward areas of the benefits of secondary education.

Mr. Natarajan said : "We should express our opinion in the matter of secondary education. There should not be any attempt at restricting the too meagre facilities, that we are now having." In the secondary schools taking Forms IV, V and VI, the strength is only 22 per cent. of the total population whereas in all other countries it is over 2 per cent. We have not been able to attract a larger number of pupils to these forms. The needs of the country will be satisfied only if a large percentage of the pupils enter secondary schools. The present facilities for secondary education can certainly not be considered adequate. If under the pretext of concentrating in a few schools, you begin to close a large number of them, the result will be that a large number of pupils in rural and backward areas, who cannot be sent to the towns will have to be denied the benefits of secondary education.

Mr. S. Srinivasan of Madanapalle seconded the resolution. In making a few remarks in Tamil, the speaker said that the Local Government had no set programme in regard to opening or closure of schools. In western countries there is a move to make secondary education compulsory. In India they had not been able to make even elementary education compulsory. The District Boards maintained a number of secondary schools in rural areas. It would not be wise now to close them.

The resolution was put and carried unanimously.

Mr. M. S. Sabhesan moved the next resolution on legislative measure for service conditions, in the following terms :

VII. "This conference is of opinion that the time has arrived for a legislative measure being initiated for embodying proposals to secure adequate conditions of service in all educational institutions. The conference authorises the Working Committee of the S. I. T. U. to get into touch with the members of the Legislature to give effect to the resolution and to draft a Bill embodying the principles adopted at previous conferences in this respect."

Mr. E. H. Parameswaran seconded the resolution.

President : The conditions of service of Engineers, medical men and others in local bodies were fairly satisfactory. The conditions of service of educational employees, the institutions under local bodies as well as in aided institutions should also be similarly improved.

The resolution was carried without further speeches.

Mr. G. Srinivasachari moved :

VIII. "In view of the amount of work outside the class room that the Secondary School teacher has to get through, this conference is of opinion that twenty-hours work per week standard sought to be introduced by the Director of Public Instruction is not reasonable."

The mover said : "The circular issued by the Director is only in the hands of headmasters. I do not know if a large body of assistant masters are aware of it.

(A voice : "We are not"). The circular is to the effect that 20 hours would be the standard of work for the teacher. In the financial statement, the headmasters are required to state the number of hours which each teacher works. It is also stated in the circular that grants would be assessed according to the work done by the teacher. In the event of the work being less than 20 hours, it is said that the grant would be proportionately reduced. Work also includes supervision. We do not know if supervision means the supervision done by headmaster or Superintendent, or if it includes also the supervision that the teacher does outside the class in respect of physical activities or extra curricular activities or excursions. They may also come under "supervision." The language of the circular is vague. It is capable of various interpretations. In view of the varied interpretations that might be put upon it, the resolution has been carefully worded. The teacher is required to work for 20 hours. It is a hardship.

Mr. S. K. Subbarama Aiyar seconded the resolution. He said : "This circular has been addressed to correspondents of schools and not to headmasters. Regarding hours of work, I feel there can be no mistake in it, because in inspection reports we are expected to fill in a form in which we are asked to give the number of hours of work done. It is very deliberate and there can be no doubt about it.

Mr. V. Aravamuda Iyengar of Madura : The circular was received on the 24th April just when the schools had to send their annual returns to the District Educational Officer. "Secular teaching, or teaching and supervision, 20 hours per week" those, he said, were the exact wording of the circular.

One of the delegates got up to suggest an amendment to reduce the number of working hours to 18 from 20.

President : Why should we commit ourselves to 18-hours work in all cases ? It may be that certain teachers when they do work outside class hours may be given less work in the class.

Mr. S. T. Ramanujam Iyengar then moved the resolution on Elementary Education in the following terms :

IX. This Provincial Educational Conference expresses its opinion in favour of the reorganisation of Elementary Education on the following lines :—

1. School Boards should be created to be in charge of Elementary Education in each village or group of villages and they should consist of representatives of educational bodies, Parents' Associations of the locality, teachers, managers, and donors of Rs. 50 and more to the School Board Funds.

2. The School Board Funds should be made up of

- (a) An Education Cess;
- (b) Contribution by Government;
- (c) Contribution by Local Bodies;
- (d) Fines and penalties;
- (e) Common Good Funds of Co-operative Societies;
- (f) Contributions from charity endowments;
- (g) Income from endowments and donations from the public.
- (h) Recognition fee from the Schools.

3. A graded education cess should be compulsorily levied on property (land, house, earnings) and the Local Government should contribute at least an equal amount.
4. Elementary Schools should be under public or private managements subject to the control of the School Board.
5. In every area at least one nursery school and one adult school should be run by the School Board.
6. Compulsion should be introduced within five years by means of these provisions :—
 - (a) Free land for school house and quarters for teachers.
 - (b) Necessary accommodation and equipment.
 - (c) Intellectual conscription to provide teachers.
 - (d) The responsibility for the admission and continuation of a child at school to be that of the parent or guardian.
 - (e) Exemption in the matter of attendance at schools to be provided in case of continued sickness or other infirmity.
 - (f) Penalties to be imposed against parental neglect.
 - (g) A conscience clause.
7. Elementary Education should include a five year course in the mother-tongue, everyday arithmetic, nature study, local industry, local history and geography, physical training, gardening, spinning and moral instruction.
8. Suitable accommodation of sitting floor space, subject to a minimum of six square feet a pupil, should be provided.
9. Books, note books and other helps to study should be provided by the school authorities and the School Board.
10. The School lunch to be provided.
11. The School age to be ordinarily 5 to 12.
12. The function of the School Board should be :—
 - (a) Enforcement of the provisions for compulsion.
 - (b) Grant of recognition.
 - (c) Provision of accommodation and equipment.
 - (d) Provision of lunch.
 - (e) Maintenance of a library, a reading room and a museum for the area.
 - (f) Seeing that departmental requirements are satisfied, including service conditions of teachers.
13. Recognition to be awarded on the following conditions :—
 - (a) Payment of a recognition fee of Rs. 10 for each standard.
 - (b) Provision of a suitable school house and quarters for teachers.
 - (c) Provision of adequate equipment.
 - (d) Employment of only trained and qualified teachers.
 - (e) Payment of salaries at standardised rates.
 - (f) Conformity to the requirements of the Department.
14. Recognition to be withdrawn :—
 - (a) for not conforming to departmental requirements,
 - (b) for maladministration,
 - (c) for proved inefficiency.

15. Courses of study to be arranged by Committees duly constituted for the purpose.
 16. Grants to be assessed on the following considerations :—

Recurring :—

 - (a) Salary based on general educational and professional qualifications.
 - (b) Efficiency based on inspection.
 - (c) Compensation.
 - (d) Expenses incurred for lunch, books, etc., supplied (up to 75 per cent).

Non-Recurring :—

Equipment (half grant).
 17. Inspection to be no less than half yearly by the inspecting officer and a scheme of visits by non-official visitors to be drawn up and carried out.
 18. Teachers to register themselves with the Teachers' Registry and to be governed by educational rules and fundamental rules relating to the vacation departments of Government.
 19. Teachers' recruitment, termination of services, etc., to be governed by a service code.
 20. Adult education to be implemented for a time by itinerant teachers provided with up-to-date equipment, and such teachers to be maintained by the local authorities.
- In commending the resolution for acceptance by the House, Mr. Ramanujam Iyengar spoke a few words in Tamil. He said: "It was at the last Provincial Educational Conference at Salem that the S.I.T.U. was asked to prepare a scheme for the spread of elementary education. A memorandum on the subject was published in the March issue of *The South Indian Teacher*. Meanwhile we read in the papers that the Interim Ministry contemplate tackling the problem. Government if they make up their mind could set apart a certain space of land in every village for the establishment of village schools. Intellectual conscription is a necessity in this country. The responsibility for sending children to the school must be laid on the parent or guardian. It has been stated that the Interim Ministry contemplate closing down a number of single-teacher schools. Our aim is to increase the number of schools. Parents should help teachers to start schools and the Government should give us a half grant. School Boards should be allowed to levy an education cess. We in this country have already an Act to control religious endowments. Cannot we have an Act to control educational endowments as well? The rules in respect of grant of recognition should be such as to prevent the growth of mushroom institutions. If the teaching profession should be kept in contentment and made to do useful work, the members thereof should be properly paid. The members of the profession in this province roughly number 1,75,000. I want politicians to take note of this fact and to see that the vote of the members of the profession will be for those statesmen who really care for them and work for their uplift. The resolution has been carefully drafted and after much deliberation. It may be that the ideal aimed at may not be reached at once. But we have to strive our best to reach the ideal.
- Mr. V. Bhuvaramurthi seconded the resolution. He said that the Subcommittee of the Provincial Economic Council had suggested that compulsory edu-

cation must follow proper supervision. The resolution before the conference suggested the establishment of School Boards for the purpose and it also sought the help of the Government and the Panchayats.

Mr. T. Ramanujachariar said that the entire responsibility for the spread and continuance of education among the people should rest with the Government. He therefore suggested that the resolution might be deferred till after the Congress Party accepted office.

Mr. Muthukrishna Aiyar, Headmaster, Secondary Training Section, Teachers' College, Saidapet, doubted whether the School Boards suggested in the resolution would act as proper supervising bodies.

Mr. Parimala Pallavaroyar said that in spite of professions of sympathy towards the elementary school teachers, the Government had not so far treated them fairly in respect of their pay and promotion.

Mr. A. Srinivasaraghavan: One speaker suggested that this Bill will not serve the purpose of elementary school teachers and that it is impracticable. Another suggested that the whole question of reorganising elementary education might be left over to a future Ministry. The teaching profession can have no salvation if we refuse to accept a resolution such as the one now before us, on the basis of impracticability. No doubt it means increased expenditure. But we do not ask the Government to bear the entire expenditure. The resolution has been framed on lines which may be as far as possible practicable. Of course we are willing to accept any other scheme which may be found to serve our purpose better at a future date. It will not be right or proper on that account to postpone a decision on the question now.

Mr. T. K. Rajaram Rao said that the resolution deserved to be supported for it was only if they represented their grievances that they could hope to get them redressed one by one.

Mr. Chennakrishna, Teacher, Salem: If we compare the efforts taken in States like Mysore or Travancore for the spread of elementary education, our position is really pitiable. If the Government are sincere about the spread of elementary education, they should make it a first charge upon their revenue.

Mr. R. Panchapakesa Aiyar: The Working Committee has prepared this comprehensive resolution. This is not a matter on which we can offer our individual opinions, good as they may be. There may be defects in the resolution. But the resolution that we adopt must be unanimous and sent to the authorities as such. I suggest the holding of sectional conferences of elementary school teachers at future sessions of the Provincial Educational Conference and appeal to members of the profession to realise that the elementary school teachers are a real strength to the profession. The cry of wastage and stagnation is meaningless in the face of the fact that the elementary school teachers are willing to dedicate their life for the profession. If the schools are properly organised and run on efficient lines, there is no need to think of wastage and stagnation. To increase the number of inspectors is not to solve the problem.

The resolution was put and carried unanimously.

THE FOURTH PROVINCIAL PHYSICAL EDUCATION CONFERENCE, TANJORE

A SUMMARY OF THE PROCEEDINGS

BY

DR. G. F. ANDREWS, M.A., PH.D., (COLUMBIA),

Hon. Secretary, Madras Provincial Physical Education Association.

The Madras Provincial Physical Education Association organised the 4th Provincial Physical Education Conference in conjunction with the 28th Provincial Educational Conference at Tanjore on the 6th, 7th and 8th May 1937. This conference is an annual feature of the activities of the Association. A brief report of the conference follows:

Punctually to time at 3 P.M. on the 6th May, Mr. D. Gnanavolivu, M.A., Chairman of the Reception Committee of the Conference welcomed the delegates to the Conference and appealed for a better understanding of the ideals of physical education and for adequate attention being paid to realise these ideals. The children in schools, the "citizens of to-morrow," he said, have much to gain by being given more opportunities to play and to be physically educated.

After being inducted to the chair, the Rev. Milton G. Kuolt, M.Sc. (Educ.), Principal, M. E. L. I. M. School, Ambur, delivered his presidential address in which he appealed to the profession to push onward and forward, and emphasised the socialising, civilising and character building values of a sound physical education programme. He quoted the Code of Sportsmanship of the Sportsmanship Brotherhood of America as very helpful to promote good sportsmanship. The Code is

Keep the rules,
Keep faith with your comrade,
Keep your temper,
Keep yourself fit,
Keep a stout heart in defeat,
Keep your pride under in victory,
Keep a sound soul, a clean mind and a healthy body.

Two demonstrations of physical activities were on the first day's programme, one by the Borstal School, Tanjore, and the other by the Kerala Kalari Party. Both were well attended and deeply appreciated. The Kalari Payat demonstration specially evoked much interest since it is an indigenous system of physical culture of Malabar, which is now being revived in that district.

On the second day the sessions were devoted to the reading and discussion of papers. The following papers were read:—

1. Physical Education as an essential aid to general education by Mr. L. K. Govindarajulu, B.A., B.L., Director of Physical Education, Annamalai University.

2. Physical Education—an urgent necessity by Mr. L. N. Gubil Sundaresan, Trichinopoly.
3. Physical Education in a Reorganised Scheme of Secondary Education—The memorandum of the Madras Provincial Physical Education Association read by the Honorary Secretary.
4. Suggestions for the improvement of Physical and Health education by Mr. P. Krishnamoorthy, Physical Training Instructor, Hindu College High School, Masulipatam.
5. Physical Education and its significance to the Teacher under training by Mr. R. V. Satyanarayana Raju, B.A., Physical Director, Government Training College, Rajahmundry.
6. Trends in Physical Education and School Hygiene by Dr. V. Krishna Rao, L.M. & S., Medical Officer, Presidency College, Madras.
7. A plea for annual school sports by Mr. V. Jayaraman, B.A., L.T., Secretary, South Arcot District Teachers' Guild, Villupuram.
8. The teachers' share in school sports by Capt. V. Sundaresan, B.A., Physical Director, St. Joseph College, Trichinopoly.

The following were taken as read:—

1. Physical Education: its contribution to general education by Mr. K. Vedantadesikan, B.A., L.T., Headmaster, Ramakrishna High School, New Mambalam, Madras.
2. Exercise by Mr. P. S. Manickavachakam, B.A., Physical Training Instructor, St. Joseph's High School, Cuddalore.

Some statements of Dr. V. Krishna Rao in his paper were challenged and the discussion on this and other papers revealed an appreciation of physical education as educational in outlook and in practice. The practical difficulties in the realisation of the ideals of physical education were pointed out to be inadequate supervision, paucity of facilities, etc. The need for research in physical education on matters like "credits in physical education," "vitality index," etc., was well brought out. Some papers of a technical nature of more interest to the profession would have made the programme complete.

The resolutions placed before the subjects committee were in line with the discussions. Ten resolutions accepted by the subjects committee were duly placed before the open conference and unanimously adopted (vide full text of resolutions given separately). By these resolutions the Executive Committee of the Madras Provincial Physical Education Association is made responsible for a number of investigations in the field of physical education, while the aid of government is sought for removing certain disabilities of Physical Training Instructors, for extension of playgrounds, and for reviving medical inspection.

The President in the concluding session of the conference said that he was fully in accord with the resolutions and that it was wise to take up for consideration a little at a time rather than attempt too much. He hoped that better and more opportunities and facilities would be given to the profession to develop and to prosper. He also hoped that cordial relationship would grow between the

IV PROVINCIAL PHYSICAL EDUCATION CONFERENCE 269

South Indian Teachers Union and the Provincial Physical Education Association so that the efforts of both to further educational results in the country would bear fruit.

At the business meeting of the Madras Provincial Physical Education Association held on the last day of the Conference the report of the Association and the audited statement of the accounts were adopted and the following office-bearers were elected for 1937-38:—

President	..	Mr. H. C. Buck.
Vice-President	..	Mr. N. R. Krishnamma.
Secretary	..	Dr. G. F. Andrews.
Asst. Secretary	..	Mr. C. Satyanandam.
Treasurer	..	Mr. C. A. Abraham.
Other Members of Executive Committee		The Rev. Milton G. Kuolt. Mr. L. K. Govindarajulu. Mr. R. V. Satyanarayana Raju, Mr. D. Santiago.

A health and physical education exhibition had also been arranged in connection with the conference. That the General Educational Conference decided to award 1st class certificates to the exhibits put up by the Y.M.C.A. College of Physical Education and by the Annamalai University indicate that these exhibits are considered valuable. Strenuous efforts need to be made in the future to enlarge the scope of usefulness of these exhibits.

The success of the conference is largely due to the splendid guidance of the President who brought his varied experience to bear on its deliberations, and helped to maintain a high level throughout. Mention must also be made of the very active co-operation of the Reception Committee ably headed by Mr. D. Gnanavolivu, M.A., as Chairman and Mr. A. Paul, B.A., L.T., as Secretary. The Reception Committee of the 28th Provincial Educational Conference also extended full facilities through Mr. K. M. Sundaram, their Secretary, to enable the Conference to be successfully conducted. "By their fruits ye shall know them." So, by the progress of physical education in the coming year shall the success of the 4th Provincial Physical Education Conference be properly gauged. The impetus given should however, enable one and all in the profession of physical education and those interested in the same, to push forward in the cause of the health and physical fitness of the youth of the land.

RESOLUTIONS

1. Resolved to request the Madras Education Department to recommend to all Secondary Schools and Colleges that, wherever capable and qualified Physical Directors and Physical training Instructors are available, they be put in complete charge of all the Physical Activities in their respective Schools and Colleges as Sports Secretaries.
2. Resolved to request the Madras Education Department to recommend to all Secondary Schools that Physical Directors and Physical Training Instructors be not given an unreasonable amount of teaching or clerical work outside their pro-

gramme of Physical Education Work which may prove detrimental to their legitimate duties.

3. Resolved that the Secretary to the Government for Government Examinations be requested to be pleased to rescind Rule No. 22 of the Rules governing the selection of Superintendents for the Training School Leaving Certificate Examination which unduly discriminates against Physical Training Instructors.

4. Resolved that the Executive Committee of the Madras Provincial Physical Education Association be asked to investigate the matter of salaries for Physical Training Instructors and Physical Directors in schools and colleges and report to the conference at its next meeting with their recommendations about scales of pay.

5. Resolved to request the Government to revive on an improved and scientific basis for follow up work the Medical Inspection of all School Pupils without which no scheme of Education can be considered satisfactory and complete.

6. Resolved that, inasmuch as Health Education is not adequately provided for at present in the syllabus, the Executive Committee of the Madras Provincial Physical Education Association be requested to draw up a suitable syllabus of Health Education and submit it for adoption at the next Conference.

7. Resolved that the Executive Committee of the Madras Provincial Physical Education Association be asked to look up the present syllabus of Hygiene and Physical Education as found in the course of Organisation and Discipline in Secondary Training Schools and to suggest a revised syllabus in detail for consideration by the Madras Educational Department.

8. Resolved to request Government to assist managements more liberally in the matter of acquisition of adequate play grounds.

9. This conference, being of opinion that in the interests of the health and physical welfare of students in schools and colleges, the school working hours are most unsatisfactory, and that more suitable hours should be adopted, resolves that the Executive Committee of the Madras Provincial Physical Education Association do study this question to all its aspects and submit a full report at the next Provincial Physical Education Conference.

10. Resolved to authorise the Secretary of the Madras Provincial Physical Educational Association to communicate the resolutions to the authorities concerned.

S. I. T. U. ANNUAL MEETING

The annual meeting of the South India Teachers' Union was held on May 7 at the Conference Pandal along with the 28th Provincial Educational Conference at Tanjore. Mr. A. V. Kuttikrishna Menon, presided. The letter of Mr. S. K. Yegnanarayana Aiyar regretting his inability to be present was read.

Mr. M. S. Sabhesan, Secretary, made a few observations while presenting the report. He said among other things:

The annual report was adopted.

A discussion then ensued on certain amendments to rules to simplify procedure with regard to the holding of the annual conferences and the following amendments were carried:—

AMENDMENT TO THE RULES OF THE S. I. T. U.

Add to Rule 16, as clauses (e), (f), (g).

Rule 16 (e) The Executive Board shall suggest at least 3 months before the Conference, the names of six persons for the presidentship of the Conference and invite affiliated associations to vote for one only amongst the six. The Working committee shall meet to consider such recommendations received within the time prescribed by the Executive Board.

(f) Notwithstanding anything to the contrary contained in these rules, every association affiliated to the Union directly or indirectly, shall have one vote in respect of the election of the President of the conference and the person getting the largest number of votes shall be declared President of the conference.

(g) In the case of the President-elect being unable to accept the offer of the Working Committee or to preside over the conference, the matter shall forthwith be referred by it to the Executive Board of the S.I.T.U. with suggestions if any and the decision of the Executive Board shall be final.

Delete Rule 17, (c), (d), (e).

Rule 20: The Working committee shall invite at least three months before the conference, the affiliated Guilds and Associations to suggest resolutions in the proper form for consideration at the conference. Resolutions not received by the working committee within the prescribed time shall not be brought up at the conference, but it is open to the Working committee to include fresh items in the agenda. It is competent for the Working committee to invite persons to contribute papers on educational questions. It shall be the duty of the working committee to scrutinise the resolutions received and it shall have the power to include such of the resolutions as it may deem necessary for inclusion in the agenda and to prepare the programme for the Provincial Educational conference in consultation with the Reception Committee. The agenda shall be finally announced in the *South Indian Teacher* and it shall reach the associations at least a fortnight before the opening day of the conference.

Mr. Sabhesan announced to the members the programme of a visit to the Presidency of a delegation from representing The New Education Fellowship.

Mr. Sabhesan also conveyed to Mr. A. V. Kuttikrishna Menon the hearty good wishes of the members on the eve of his departure for Japan to attend a Regional Educational Conference.

With a vote of thanks to the chairman, the meeting terminated.

The election of office-bearers was then taken up.

On the motion of Mr. C. Ranganatha Iyengar, seconded by Mr. Subramaniam of Ambur, Mr. S. K. Yegnanarayana Aiyar was unanimously re-elected President.

The name of Mr. M. S. Sabhesan was proposed for the place of Secretary of the Union.

Mr. Sabhesan explained that in view of the position taken up by the majority of the members on the question of the external public examination, it was not proper for him to continue as Secretary. The general body should in principle choose one who does not hold diametrically opposite views.

Members of the Union expressed the view that in their request Mr. Sabhesan should continue as Secretary despite the view he held against the view of the majority.

The proceedings were at this stage adjourned.

Reassembling on the following day, Mr. T. P. Srinivasavaradan proposed that Mr. Sabhesan do continue as Secretary for the coming year. In doing so he said that members would assure him that he could hold his own view in the matter of examination and advocate it through the journal without prejudice to his position as Secretary. He thanked the members for this confidence in him and agreed to continue as the Secretary of the Union for the coming year.

Rev. M. G. Kuolt was elected Joint Secretary and Mr. V. Bhuvaranurthi was elected Treasurer.

The following were elected to the Vigilance Committee: Messrs. A. Srinivasaraghavan, S. Srinivasan, M. K. Ramamurthi, S. T. Ramanujam Iyengar and T. Ramanujachariar.

S.I.T.U. PROTECTION FUND

ANNUAL MEETING

The annual meeting of the South India Teachers' Union Protection Fund was held at the Conference Hall, along with the Provincial Educational Conference on Friday, May 7, Mr. M. S. Sabhesan in the chair.

Mr. M. K. Ramamurthi, Hon. Secretary, presented the annual report. It was resolved that the Report be taken as read.

It was then moved that the report be adopted and this proposition was seconded. Members offered suggestions while discussing on the motion. Messrs. Ranganatha Aiyengar, Ramakrishna Aiyar, Srinivasavaradan and Kalyanarama Aiyar took part. The suggestion was made that the rate of fine be reduced. The Secretary answered the several questions put by members.

The amendments to rules given notice of, except the amendment to Rule 12 (a), were carried. The amendment to Rule (12a) was lost.

The following resolutions were also adopted:

(a) Resolved that the amounts lying unclaimed for over twelve months in the suspense account of non-members and of persons who have ceased to be members, do lapse to the Fund and the same be carried over to the Reserve Fund.

(b) Resolved that the amounts outstanding as special and ordinary loans or as back fee from such persons as have ceased to be members of the Fund as on the 7th May 1937, be written off and the same be debited to the Benefit Fund Account.

(c) Resolved that the moneys due as loans (ordinary and special) together with interest thereon from members who, by default, have ceased to be members and who have not been re-admitted, shall be written off and the same be debited to the Benefit Fund Account.

OFFICE-BEARERS

The following office-bearers were elected:

President:—Mr. M. S. Sabhesan.

Vice-President:—Mr. R. S. Subramania Aiyar (Hindu Theological High School).

Secretary:—Mr. V. Srinivasa Aiyar (Hindu High School).

Auditor:—Mr. V. Sundararajan.

Members of the Executive:—Mr. S. Srinivasan (Madanapalle), Mr. S. T. Ramanujam Iyengar of Trichy, Mr. S. Srinivasa Aiyar of Vellore, Mr. E. H. Parameswaran of Tinnevely, Mr. M. K. Ramamurthi of Madras and Mr. N. Kalyanarama Aiyar of Tanjore.

OBITUARY

We regret to have to announce the death of Mr. M. S. Thyagaraja Iyer of Negapatam (Reg. No. 930) on 16-4-1937. His nominee was paid a benefit amount of Rs. 540 on 24th May, 1937.

**PROCEEDINGS OF THE JOINT-MEETING OF THE EXECUTIVE BOARD AND
WORKING COMMITTEE HELD ON 5TH MAY 1937 AT K. H. SCHOOL, TANJORE**

Present : Messrs. M. S. Sabhesan (in the Chair),

„ Rev. Milton G. Kuolt,
„ V. Bhuvaramurthi,
„ S. Natarajan,
„ C. Ranganatha Iyengar,
„ C. Elisha,
„ N. Kalyanarama Iyer,
„ S. T. Ramanuja Iyengar,
„ S. Srinivasan,
„ E. H. Parameswaran,
„ K. S. Chengalroya Iyer.

1. Minutes of the last meetings and the letter from Mr. S. K. Yegnanarayana Aiyar regretting inability to be present at the meeting were read and recorded.
2. The Secretary made a statement regarding the letters to the Political parties, memorandum on the disabilities of elementary school teachers, Memorandum on Provident Fund.
3. The decision of the Working Committee to accord a welcome to the delegation of the New York Education Fellowship on their arrival in October was approved and the Working Committee was authorised to take the necessary steps to constitute a Reception Committee and make all the necessary arrangements for preparing a programme for the Delegation.
4. Resolved that *The South Indian Teacher* be made a member of the Educational Press Association of America.
5. The XXVIII Annual Report of the Union was adopted.
6. Read letter from the District Educational Officer with the Proceedings of the Director of Public Instruction. Resolved to include the item of World Good Will Day in the Education Week Programme and resolved to place the same before the next Central Education Week Committee.
7. Read letter from the Secretary, Provincial Physical Education Association re. application fee. It was resolved that the affiliation be governed by the existing rules.
8. Resolved to inform the Secretary of the Salem District Teacher-Manager Association that direct affiliation to the Union is not possible and that he should address the Salem District Teachers' Guild on the matter.
9. Resolved to affiliate the West Godavari District Guild on the payment of the affiliation fee.
10. Resolved to authorise the Working committee to transfer moneys from one account to another as required and to re-transfer later as and when the amounts accumulate in the respective accounts.
11. Resolved that a Savings Bank account be opened with the Triplicane Branch of the Indian Bank, Ltd., in the name of the South India Teachers' Union, and that the Secretary and Treasurer of the Union be authorised to operate jointly on the Bank accounts on behalf of the South India Teachers' Union.
12. Resolved to alter the rules of the Union regarding the Election of President of the conference.

**PROCEEDINGS OF THE MEETING OF THE EXECUTIVE BOARD FOR 1937-38
HELD ON 8TH MAY 1937 AT K. H. SCHOOL, TANJORE**

Present : Messrs. M. S. Sabhesan (in the chair),

„ C. Ranganatha Iyengar,
„ E. N. Subramania Iyer,
„ N. Kalyanarama Iyer,
„ M. Somasundaram,
„ S. T. Ramanuja Iyengar,
„ V. Rangaswami Iyengar,
„ E. H. Parameswaran,
„ S. K. Subbarama Iyer,
„ K. S. Chengalroya Iyer,
„ S. Natarajan,
„ V. Bhuvaramurthi, Rev. Milton G. Kuolt, and
„ V. Srinivasan.

1. The following members were elected to the Working Committee. Messrs. S. K. Subbarama Iyer, E. H. Parameswaran, S. T. Ramanuja Iyengar, E. N. Subramanyam and C. Ranganatha Iyengar.
2. Mr. C. Elisha was co-opted to the Executive Board for Cuddapah district. Resolved to authorise the Working committee to co-opt members to the Board for the other unrepresented districts.
3. Resolved that Messrs. S. K. Yegnarayana Iyer, M. S. Sabhesan, V. Bhuvaramurthi, S. Natarajan and T. Ramanujachari do form a committee to take all possible steps to get the co-operative publishing company registered.
4. Resolved to hold the next meeting of the Board in the last week of June or early in July.
5. With a vote of thanks to the out-going and in-coming members the meeting terminated.

**PROCEEDINGS OF THE WORKING COMMITTEE FOR 1937-1938
HELD ON 8TH MAY 1937 AT K. H. SCHOOL, TANJORE**

Present : Messrs. M. S. Sabhesan (in the chair),

„ Rev. Milton G. Kuolt,
„ V. Bhuvaramurthi,
„ S. Natarajan,
„ V. Srinivasan,
„ S. T. Ramanuja Iyengar,
„ C. Ranganatha Iyengar.
„ E. H. Parameswaran,
„ E. N. Subramanyam, and
„ C. Ranganatha Iyengar.

1. Resolved that the following members be the Journal Committee for the year 1937-1938 with Mr. S. Natarajan as Secretary of the Committee Messrs. S. K. Yegnanarayana Iyer, M. S. Sabhesan, V. Bhuvaramurthi, V. Srinivasan and S. Natarajan (Secretary).

THE XXVIII ANNUAL REPORT OF THE S.I.T.U.

The Executive Board has great pleasure in presenting the XXVIII Annual Report of the South India Teachers' Union for the period, 1st April, 1936 to 31st March, 1937.

STRENGTH

At the beginning of the year there were 15 district guilds and 18 associations affiliated to the Union. The South Kanara District Teachers' Guild was affiliated to the Union during the year. Two associations from the Andhra area not attached to any District Teachers' Guild, were affiliated to the Union in the course of the year. The teachers' association of the Chintadripet High School was disaffiliated during the year due to arrears of subscription. A number of individual members of the Union became members of the teachers' associations of schools affiliated to the respective guilds in area. 42 individual members withdrew from the S.I.T.U. Protection Fund and they did not continue their membership in the Union. A statement giving the strength of the Union as on 31st March, 1937 is shown in Appendix A.

OFFICE-BEARERS

The names of the office-bearers of the Union and of the representatives of the Union on the Council of the A. I. F. E. A. are shown in Appendix B. There were no changes in the office-bearers.

EXECUTIVE BOARD

The first meeting of the Executive Board was held on 9-5-36 at which the working committee was elected. Representatives of the Union on the council of the A.I.F.E.A. were also elected. The Board pointed out the desirability of enrolling the teachers in elementary schools as members of the Union on a larger scale and it was resolved that Guilds be requested to modify their rules in respect of eligibility and subscription if necessary, so as to admit elementary school teachers and elementary school Range associations as members of the Guild.

The second meeting of the Executive Board was held on 8th August 1936 at which co-option of members to the Executive Board was made. The suggestion of bifurcation of some guilds made in certain quarters was considered and the secretary was requested to bring up the question if definite proposals be sent to him by any guild. The conditions of

service of elementary school teachers were considered and a propaganda programme in the Ceded districts was also drawn up at this meeting.

WORKING COMMITTEE

The working committee met 3 times in the year and the following business was transacted.

1st Meeting. (Salem) 9-5-36. Appointment of the Journal committee and the Journal Secretary.

2nd Meeting. (Madras) 8-8-1936. Consideration of the reports on the reports on the S.S.L.C. questionnaire—Disabilities of Elementary school teachers—Statement by the treasurer with regard to various accounts—Report of the Secretary, Vigilance Committee regarding Devakottai and Trichy cases—Balar Kalvi and its progress—Education Week arrangements—Election of the President to the XII All-India Educational Conference—Provident Fund and its administration—Test case for G. O. 4619.

3rd Meeting. (Madras) 6-3-37.

Consideration of reports on Reorganisation of Secondary Education from Madras and Coimbatore District Teachers' Guilds; Consideration of the report on Elementary education from Trichy District Guild; Memorandum on the disabilities of teachers in Elementary schools—Memorandum on Provident Fund to be presented to the Director of Public Instruction—Agenda for the Provincial Educational Conference Teachers' Service conditions Bill—Reception to the Delegation of the New Education Fellowship—A Publishing Company.

The Board is glad to state that the members of the working committee took keen interest in the work of the Union and found it possible to attend the meetings held for the transaction of business.

PROPAGANDA

The Board of Management of the S.I.T.U. Protection Fund was pleased to allot as in previous years a sum of Rs. 300 from the Profession Fund towards professional uplift. This enabled the Union to depute workers to visit different areas in the presidency and to place before teachers the programme of the Union, the objects of the Protection fund and the need for supporting the Union journals "The South Indian Teacher" and "Balar Kalvi". The workers of the Union visited different areas in the Southern Districts and Ceded districts and did valuable

work. An account of the propaganda work done by the members of the committee had appeared in the official journal in the course of the year. The places visited by members during the year are shown in Appendix C.

THE XXVII PROVINCIAL EDUCATIONAL CONFERENCE

The XXVII Provincial Educational Conference was held at Salem on 7th, 8th and 9th May 1936 and the Salem District Teachers' Guild deserves to be congratulated on the excellent arrangements it had made for the comfort of delegates and the conduct of the conference. The Exhibition that was arranged on this occasion attracted numerous visitors and the success of the conference was not a little due to the kind and genial temperament of M. R. Ry. Dewan Bahadur S. E. Rungana-dhan, Avl., the President of the Conference. It is a matter for satisfaction that the Guild published its report of the Conference in time and distributed copies to the affiliated associations.

THE XXVIII PROVINCIAL EDUCATIONAL CONFERENCE

The XXVIII Provincial Educational Conference will be held in Tanjore on the 6th May of this year. The Tanjore District Guild has undertaken with pleasure the responsibility for the arrangements of the Conference.

THE WORK OF THE UNION

(a) *General.* The resolution passed at the Provincial Educational Conference held at Salem were communicated to the authorities concerned. But it is to be regretted that we are not in a position to state what action has been taken in regard to any of them by the authorities. We may be permitted to bring to the notice of the authorities the practice that obtains in Bengal. From "The Teachers' Journal" Official journal of the All-Bengal Teachers' Association" for March 1937, we find that the Director of Public Instruction, Bengal, was pleased to communicate officially to the Provincial Association the action taken by the authorities with regard to each question referred to them. It is refreshing to see that the Director chose to take the association into his confidence by explaining the point of view of the authorities.

(b) *Education Week.* The Sixth Education Week was inaugurated in October (5th to 11th October, 1936) and the Central Education Week Committee consisting of the representatives of several bodies interested in Education did valuable work as usual in bringing the activities of schools to the notice of the public and in stimulating teachers to vigorous efforts towards enabling the schools to fulfil their purpose. "OUR

SCHOOLS AND CHARACTER TRAINING" was the central topic chosen this year for consideration during the Week. His Excellency the Acting Governor of Madras, Sir K. V. Reddi Naidu, was pleased to send a message of encouragement on the occasion, and a message was also received from Mr. R. M. Statham, Director of Public Instruction, Madras. On behalf of the Central Education Week Committee, the Most Rev. Dr. L. Mathias, Archbishop of Madras, sent a message of encouragement to centres celebrating the Week. Exhibitions, Demonstration of physical activities, Scout Rallies, and Oratorial and Elocution competitions for pupils were organised in different localities. A large number of elementary schools found it possible to participate in the activities of the Week this year. The Education Week served an important purpose in bringing together on a common platform teachers and public men such as lawyers, officers and medical practitioners, and businessmen. Several local centres were able to secure the help of distinguished officers such as District Collectors and Judicial Officers.

(c) *Provident Fund.* A memorandum on the Provident Fund for teachers in aided schools was submitted to the Director of Public Instruction, Madras. This memorandum invited the attention of the Department to the administrative delays, rate of interest, etc., and suggested remedies.

(d) *Reorganisation of Education.* The Union has sent a reply to the Government of Madras regarding the draft resolution on Educational reorganisation which was kindly forwarded to the Union for opinion. The draft resolution has been communicated to the affiliated Guilds for consideration and report.

(e) *G. O. 4619.* An appeal for funds was made in May last through the editorial columns of "The South Indian Teacher", to enable the Union to obtain legal opinion with regard to the applicability of the G. O. 4619 to the existing employees. In response to our appeal the following associations have sent their contributions:—

Teachers' Association, Board High School, Puttur, Rs. 5.
Teachers' Association, Board High School, Udipi, Rs. 5.
Teachers' Association, Board High School, Bapatla, Rs. 15.
Teachers' Association, Board High School, Kasargode, Rs. 5.
Teachers' Association, Edward High School, Nidubrole, Rs. 6-14-0.

amounting to Rs. 36-14-0. A prominent lawyer was consulted. As his hands were full at that moment, he was not able to study the case at once. But his junior is scrutinizing the papers. Unless adequate funds are readily placed at the disposal of the Union it may be impossible to get the expert legal opinion.

THE WORK OF THE GUILDS

The District Guilds had their quarterly, half-yearly, and annual meetings as usual in addition to their annual District Educational conferences. Mention should be made of the new line of action adopted this year. In pursuance of the resolution of the XXVII Provincial Educational Conference, the Madras and Coimbatore District Teachers' Guilds were required to study in detail the reorganisation of secondary education and to submit a report. The Trichinopoly and Tinnevely District Guilds were required to study the problems of Elementary education and submit a report. The Board regrets that the Tinnevely District has not found it possible to submit its report on Elementary Education. It is, however, glad to state that the other Guilds were able to submit their reports as required. These reports were published in the Journal and their recommendations were considered at a meeting of the working committee. Resolutions on this topic are included in the agenda of the XXVIII Provincial Educational Conference. It should be noted with regret that the annual return forms sent to all affiliated associations and Guilds have not been forwarded by many guilds and associations as required by the rules.

XII CONFERENCE OF THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

The Twelfth Conference of the All-India Federation of Educational Associations was held at Gwalior during the Christmas Week of 1936, under the presidentship of Pandit Iqbal Narain Gurtu, M.A., LL.B., Vice-Chancellor of the Allahabad University. Prof. M. S. Sundaram was authorised to represent the Union and the thanks of the Union are due to him.

THE S. I. T. U. PROTECTION FUND

The report for 1936 shows a slow but steady increase in strength which rose from 838 to 873. On account of the economic depression and the prevailing unsatisfactory service conditions, many teachers cannot think of making provision for their old age and for their dependents. The members of the S.I.T.U. Working Committee and the members of the Board of Management of the Fund visited a number of centres and did propaganda work on behalf of the Fund. The strength at the close of the year stood at 873 and the total number of units in force was 1,438. Their assets exceed Rs. 1,00,000 as on 31-12-36 and the amount to the credit of the Benefit fund was Rs. 1,00,477-4-8; Profession Fund Rs. 1,960-14-2; Reserve Fund Rs. 4,404-6-0 and the Working Fund Rs. 322-11-8.

THE SOUTH INDIAN TEACHER

The Executive Board desires to thank the Journal committee for carrying on the work of the journal in spite of adverse influences. The number of subscribers at the end of the year stood at 532. The journal has been well received in the foreign press. We are on the regular exchange list of Department of Education, Washington, "The Journal of the National Education Association, America," "The World Federation of Education Associations", "The Schoolmaster and Woman Teachers' Chronicle" of the National Union of Teachers, England, "The New Era" of the New Education Fellowship and the Bulletin of the Federation of International Associations of Teachers. It is gratifying to note that we have been invited to become a member of the Educational Press Association, America.

The financial position of the journal will become very encouraging if subscriptions be paid in advance. A large amount of subscription remaining in arrears causes no little anxiety to the Board. The Board regrets that the Journal committee does not get the backing that is necessary to bring out the journal in time and include appropriate illustrations. A large increase in the number of subscribers in the current year will place the journal on an assured financial position and the work of the Journal committee will become easy. It is with this intention that a Publishing Company preferably on a co-operative basis is proposed to be started with a capital of Rs. 10,000. The object of the company will be to undertake the publication of the Union journals and it is for the profession to extend its support to the venture. It is hoped that the journals of the Union will receive at the hands of teachers and schools a still more liberal measure of support.

"BALAR KALVI".

The Executive Board desires to thank the Editorial Board of "Balar Kalvi" for carrying on the work for the past one year. 12 issues have been already published. The journal is receiving fair support at the hands of elementary school teachers for whose benefit the journal was started. It may be mentioned here that some of the special features of the journal are (a) A Supplement on Safety First; (b) Pictorial News of India; (c) Handwork in schools. The need for educational journals of this type is well recognised and the Board hopes that teachers, managers of schools, Local Bodies and the Department of Education will extend their sympathetic support to the Union in running the journal. The first number of the second volume will come out on 1st May, 1937.

CONCLUSION

The work done may be regarded as satisfactory if the circumstances in which the teaching profession finds itself to-day be taken into consideration. The same old problems are still to be solved and it requires sustained efforts on the part of the Union to make any impression and to achieve its ends. "BETTER ORGANISATION, BETTER WORK AND BETTER RESULTS" should be our slogan.

By order of the Executive Board,

M. S. SABHESAN,

Hon. Secretary.

APPENDIX A.

No.	Name of the Guild.	Number of Associations.
1.	The Anantapur District Teachers' Guild	.. 11
2.	The Kurnool District Teachers' Guild	.. 10
3.	The Madras Teachers' Guild.	
4.	The Chingleput District Teachers' Guild.	.. 5
5.	The Chittoor District Teachers' Guild.	.. 12
6.	The North Arcot District Teachers' Guild.	.. 20
7.	The South Arcot District Teachers' Guild.	.. 8
8.	The Tanjore District Teachers' Guild	.. 24
9.	The Trichinopoly District Teachers' Guild.	.. 30
10.	The Madura District Teachers' Guild.	.. 10
11.	The Ramnad District Teachers' Guild.	.. 20
12.	The Tinnevely District Teachers' Guild.	.. 25
13.	The Malabar District Teachers' Guild.	.. 8
14.	The Coimbatore District Teachers' Guild.	.. 28
15.	The Salem District Teachers' Guild.	.. 26
16.	The South Kanara District Teachers' Guild.	.. 12

ASSOCIATIONS DIRECTLY AFFILIATED TO THE UNION.

1. Teachers' Association, Hindu Theological High School, Madras.
2. Teachers' Association, Board High School, Kandukur.
3. Teachers' Association, Board High School, Yellamanchalli.
4. Teachers' Association, Wardlaw High School, Bellary.
5. Teachers' Association, Municipal High School, Bellary.
6. Teachers' Association, Board Middle School, Hadagalli.

7. Teachers' Association, Board Middle School, Kampli.
 8. Teachers' Association, Board High School, Amalapuram.
 9. Teachers' Association, V. R. College High School, Nellore.
 10. Teachers' Association, Board High School, Gudur.
 11. Teachers' Association, Board High School, Duggirala.
 12. Teachers' Association, Board High School, Kavali.
 13. Teachers' Association, Board High School, Bapatla.
 14. Teachers' Association, Board High School, Pulivendla.
 15. Teachers' Association, Municipal High School, Bimilipatam.
 16. Teachers' Association, Ayyangarkulam.
 17. Teachers' Association, Taluk High School, Tenali.
 18. Teachers' Association, R. K. Middle School, Alur, Nellore Dt.
 19. Teachers' Association, Board Middle School, Alur, Bellary Dt.
- Number of individual members. 40.

APPENDIX B.

OFFICE-BEARERS FOR 1936-1937.

1. *President*.—M. R. Ry. S. K. Yegnanarayana Iyer, Avl., M.A., Professor, Pachiappa's College, Madras.
2. *Secretary*.—M. R. Ry. M. S. Sabhesan, Avl., M.A., Professor, Christian College, Madras.
3. *Joint-Secretary*.—Rev. Milton G. Kuolt, M.Sc. (Educ.), Principal, M.E.L.I.M. High School, Ambur, North Arcot District.
4. *Journal Secretary*.—M. R. Ry. S. Natarajan, Avl., B.A., L.T., St. Gabriel's High School, Madras.
5. *Treasurer*.—M. R. Ry. V. Bhuvaramurthi Rao, Avl., M.A., P. S. High School, Mylapore.
6. *Secretary, Protection Fund*.—M. R. Ry. M. K. Ramamurthi Avl., T. T. V. High School, Madras.

The above six persons are also ex-officio members of the Working Committee and the Executive Board.

Ordinary members of the Working Committee elected among the members of the Executive Board.

1. Mr. S. T. Ramanuja Iyengar, Trichy.
2. Mr. N. Kalyanarama Iyer, Tanjore.
3. Mr. C. S. Rangaswami Iyengar, South Arcot.
4. Mr. S. K. Subbarama Iyer, Coimbatore.
5. Mr. C. Ranganatha Iyengar, Anantapur.

*Representatives on the Executive Board of the S. I. T. U.,
from several districts.*

Ganjam : Mr. Narasingapadhi, B.A., L.T., Headmaster, Board High School, Aska.
 Vizagapatam : Mr. V. Subramanyam, Headmaster, Board High School, Yellamanchalli.
 Godavari East : Mr. Vepa Appa Rao, R. Ch. High School, Pithapuram.
 Godavari West : Mr. V. Venkatarama Sastri, Board High School, Tanuku.
 Kistna : Mr. P. V. Gangaraju, S. R. High School, Challapalli.
 Guntur : Mr. T. Suryanarayanamurthi, Taluk High School, Tenali.
 Nellore : Mr. S. Krishna Rao, Board High School, Kandukur.
 Cuddapah : Mr. C. Elisha, Headmaster, London Mission Training School, Cuddapah.
 Bellary : Mr. G. V. Venkatarama Iyer, Wardlaw High School, Bellary.
 Anantapur : Mr. C. Ranganatha Iyengar, London Mission High School, Gooty.
 Kurnool : Mr. G. Siva Rao, Municipal High School, Kurnool.
 Madras : Mr. V. Sethumadhava Rao, E. L. M. F. High school, Puraswalkam, Madras.
 Chingleput : Mr. V. V. Duraisami Iyer, Pachappa's High School, Conjeevaram.
 North Arcot : Mr. V. R. Krishnaswami Iyengar, Voorhee's College, Vellore.
 Chittoor : Mr. S. Srinivasan, Theosophical College, Madanapalli.
 Tanjore : Mr. N. Kalyanarama Iyer, Sir S. High School, Tirukattupalli.
 Trichy : Mr. S. T. Ramanuja Iyengar, E. R. High School, Trichy.
 Madura : Mr. M. Somasundaram, Pasumalai High School, Pasumalai.
 Ramnad : Mr. N. S. Venkatarama Iyer, Headmaster of S. M. S. High School, Karaikudi.
 Tinnevely : Mr. E. H. Parameswaran, Headmaster, Thirthapathi High School, Ambasamudram.
 South Arcot : Mr. C. S. Rangaswami Iyengar, Villupuram.
 Coimbatore : Mr. S. K. Subbarama Iyer, Municipal High School, R. S. Puram, Coimbatore.
 Salem : Mr. K. S. Chengalroya Iyer, Board Middle School, Kaveripatnam.
 Malabar : Mr. C. S. Sesha Iyer, B.A., L.T., M. H. School, Palghat.
 South Kanara : Mr. M. S. Ekambara Rao, Headmaster, Ganpat High School, Mangalore.

JOURNAL COMMITTEE.

Messrs. S. K. Yegnanarayana Iyer,
 M. S. Sabhesan,
 V. Bhuvaramurthi,
 C. Ranganatha Iyengar, and
 S. Natarajan (Journal Secretary).

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 M. S. Sabhesan, Madras.
 H. Sundara Rao, Madanapalli.
 T. P. Srinivasavaradan, Madras.
 Rev. Milton G. Kuolt, Ambur.

VIGILANCE COMMITTEE.

Messrs. S. Srinivasan, Chittoor.
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 M. K. Ramamurthi, Madras.
 S. T. Ramanuja Iyengar, Trichy.
 C. S. Rangaswami Iyengar (Convener).

APPENDIX C.

PROPAGANDA WORK

Month.	Name of the worker.	Places visited.
1936 April.	Mr. S. T. Ramanuja Iyengar, (Delivered a lecture on "The Service Conditions Bill" on the occasion of the Educational Conference of the Madras Teachers' Guild.)	Madras.
"	Mr. S. Natarajan,	Vellore, Gobichetti-palayam.
"	Mr. M. S. Sabhesan,	Mayavaram.
"	Mr. M. K. Ramamurthi,	Coimbatore, Vellore.
May.	Mr. T. Ramanujachari,	South Arcot Dt.
"	Mr. S. T. Ramanuja Iyengar,	Chettinad.
July.	Mr. S. Natarajan,	Tiruvannamalai.
1937 January.	Rev. Milton G. Kuolt,	Desur.
"	Mr. C. Ranganatha Iyengar,	Cuddapah Dt.
Feb.	Mr. S. K. Yegnanarayana Iyer,	Trichinopoly.
"	Mr. S. Natarajan,	Madura, Karaikudi, Manamadura.

THE SOUTH INDIA TEACHERS' UNION.

RECEIPTS.

Madras, 26th April, 1937.

V. BHUVARAHAMURTHY,

Examined and Found Correct.

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THE SOUTH INDIAN TEACHER

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V. BHUVARAHAMURTHY.

S. NATARAJAN M. S. SATHYANARAYAN

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STATEMENT OF RECEIPTS & EXPENDITURE IN CONNECTION
WITH THE EDUCATION WEEK, 1936.

RECEIPTS.	EXPENDITURE.
By Sale of Posters, Leaflets and Booklets .. 219 0 0	<i>Printing:—</i> Hand Book .. 76 12 0
Advertisements .. 35 0 0	Leaflets to Parents .. 72 4 0
Donations:—	Posters .. 75 0 0
Catholic Educational Council .. 10 0 0	Postage .. 146 14 3
Madras Library Association .. 10 0 0	Conveyance & Contingencies .. 14 1 9
Madras Teachers' Guild .. 10 0 0	Allowance to Clerk .. 10 0 0
Missionary Educational Council of South India .. 10 0 0	
Muhammadan Educational Association of South India .. 10 0 0	
Salem District Guild .. 5 0 0	
Madras Geographical Association .. 5 0 0	
Junior Red Cross Society .. 5 0 0	
Cost met from S. I. T. U. Funds .. 76 0 0	
 Total .. Rs. 395 0 0	 Total .. Rs. 395 0 0

Madras 26th April 1937.

Examined and Found Correct.

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Primer II, As. 4	53	Reader II, As. 8	47
Introductory, As. 5	53	Reader III, As. 10	47

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Book II, do. As. 12,	122	Book II, do. As. 14,	124
Book III, do. As. 12	122	Book III, do. Re. 1	124

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Book III Tamil Edition, As. 12,	106	Telugu Edition, As. 14,	106

Book I English Edition, As. 12, pp. 106; Book II, As. 14; Book III, As. 14.

Secondary School Geography. By L. D. Stamp, Re. 1-12-0, page 106.

(Section I containing The Three Southern Continents, North America and Eurasia, Re. 1-4-0).

India and World Studies. By L. D. Stamp, As. 15 .. 104
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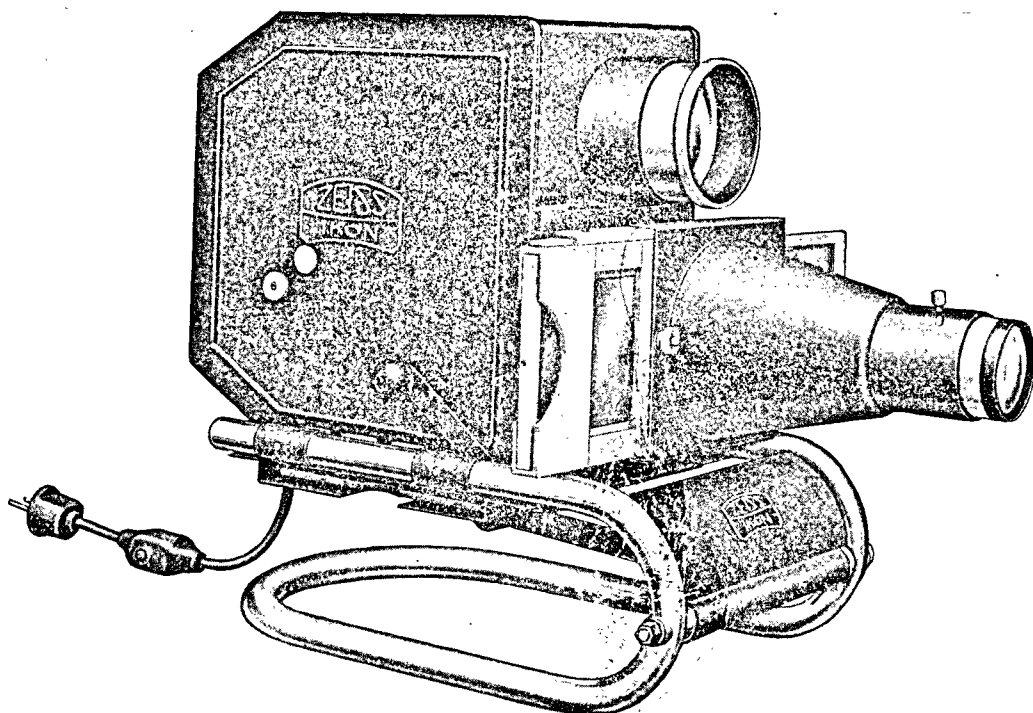
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EDITORIAL

THE EDUCATIONAL CONFERENCE

The Twenty-eighth Provincial Educational Conference held in May at Tanjore should be considered unique for more reasons than one. Reorganisation of education which happens to be engaging the attention of the authorities in every province was discussed at length by delegates who had become acquainted with the several proposals prepared by the Government, the South India Teachers' Union and the Madras Headmasters' Association. Thanks to the alertness of press correspondents, it was possible for us to get now and then a glimpse into the official mind. The latest report that the interim ministry has resolved not to appoint an expert committee as contemplated by the previous ministry for the consideration of the several proposals relating to the reorganisation of secondary education is, we hope, not true. The reason advanced for this curious step is unconvincing. The Government is reported to be of the opinion that the introduction of the urgent measures of reform will be delayed if the question has to be considered by a committee. Reorganisation implies a definite and marked change in the outlook and attitude of the government, the management, the parent and the teaching profession. A great and radical change is inevitable and it is essential that the proposals made by several bodies should be considered together by an expert committee. Heavens will not fall if the so-called urgent measures be delayed by a few months. Many are the knotty points yet to be cleared in regard to the scheme and opportunity should be given for the different bodies to understand one another's point. It is unwise to force down the throat of an unwilling public any scheme in haste and the consequences will be serious if a faulty step be adopted. We feel strongly that a strong representative committee should be appointed to go into the whole question and advise the government. Why should our province fight shy of an investigation of the problem by a committee is difficult to understand. Considering that reorganisation implies radical changes involving additional expenditure, the Government will be well advised to adhere to its original idea of the committee and to follow the procedure adopted in other provinces.

The conference emphatically declared itself against increasing the duration of the Secondary school course. It was resolved that the middle school stage should extend only to three years as heretofore and that diversified courses should be offered in the High school stage. It was the opinion of the conference that diversion should not be under-

stood as a means of restricting facilities for higher education. Diversion of students was, in the opinion of the conference, an independent and important question. It should not be effected in an arbitrary manner through an external examination. Mr. Kuolt, in addressing the conference on the subject pointed out that diversion through guidance was easily possible. There was a heated discussion on the question of the abolition of the S.S.L.C. Public examination. Several teachers wanted the external public examination at the end of the school final course to be retained on the ground that the Headmasters' certificate of completion would be unreliable and that invidious distinctions would arise between school and school. It is unfortunate that many teachers have not been able to discuss the question on its own merits. Nor do they realise they are cutting their ground from under their own feet when they have no faith in themselves. The President in his own inimitable style set at rest their fears in his concluding address: "There is no difficulty in my saying that examinations are no good at all. Everybody will agree that the certificate of the Headmaster and the staff who have personal touch with the boy is more reliable than the result of an examination. In all Departments trust begets honesty; dishonesty, tricks. Therefore let us trust the Headmaster and you will find that the Headmasters and teachers will realise their responsibility and bring about a satisfactory state of things even without examination." However, the clause on the abolition of the S.S.L.C. examination was declared lost and the whole resolution on Secondary education with the exception of this clause was passed unanimously.

Of the other important resolutions passed at the conference should be mentioned the resolution on Elementary education suggesting proposals in regard to free and compulsory elementary education. One important resolution urging the Government to appoint a committee to go into the disabilities of elementary school teachers referred to in the memorandum of the Union should, we feel strongly, receive the attention of the government immediately. The memorandum reveals a very disquieting state of affairs. Arrears of salaries, frequent transfers, heavy cuts in salaries, seem to be the order of the day in many districts. If the Government be really keen on improving the efficiency of Elementary education and removing wastage, it should take immediate steps to understand the magnitude of the evil and get the grievances of Elementary school teachers redressed for, only with a contented teaching profession will any efficient work become possible.

The Tanjore conference has left a deep impression in the minds of every one of the delegates that attended the conference. Sjt. Rajagopalachari, to whose great intellectual qualities, Lord Zetland rightly

paid a glowing tribute a few days ago, threw himself heart and soul into the work of the conference and displayed great zeal and enthusiasm. His guidance at the Subjects Committee and at the opening conference was very valuable. The teaching profession is indebted to him for the earnest and sincere attempt he has made to understand the problems and for the helpful suggestions offered in the course of discussion.

We should like to express our warm appreciation of the splendid arrangements made by the Reception committee. They have spared no pains to make the stay of the delegates as comfortable as possible. The members of the Reception committee and volunteers were all eager to be of service to the delegates.

The programme of the conference was very crowded owing to the various sectional conferences but yet the whole programme was carried through as originally planned, thanks to the very efficient arrangements of the Reception committee. The success of the conference was in no small measure due to A. K. M. Sundaram, Headmaster, Kalyanasundram High School, Tanjore and the local conference secretary. He was not in the lime-light but nothing could escape his notice.

REFRESHER COURSES

It is a happy sign that refresher courses for teachers have become a regular feature of our annual conferences. From the year 1930 when the annual educational conference was held at Coimbatore, the Reception committees have been organising refresher courses for teachers in Elementary schools with success. Several hundreds of teachers have so far taken advantage of these courses and this is a clear proof of the desire on the part of teachers to make themselves more and more efficient. These refresher courses held at the time of the Provincial Educational conferences were all arranged by the Reception committees and the Departmental officers rendered good assistance to the organisers. The Reception committees were willing to reduce the cost of boarding considerably so as to enable a large number of teachers to take advantage of the opportunity. It is a matter for satisfaction that during the last few months, some District Educational officers have begun to take the initiative in this regard. The District Educational Officer, Tinnevely, organised a refresher course in Geography at Ambasamudram. The District Educational Officer, Trichinopoly, organised a refresher course on the teaching of English in Secondary schools and the District Educational Officer, of South Arcot has organised a refresher course for elementary school teachers at Cuddalore and Villupuram. Addressing these teachers Mr. N. Sarangapani Iyengar, District Educational Officer said, "The teachers' outlook is stagnant and there is need

to change it thoroughly by refresher courses. Otherwise the teacher who is now moving in a rut is likely to get deeper into it. He has therefore to be stimulated to use his commonsense to the best advantage by being assisted to employ new methods to train the children in elementary schools." Over a hundred teachers attended these courses.

It is easy for men in comfortable position to appeal to teachers to equip themselves better. If they should for a moment face realities, they will not fail to realise that there is need for financial help to teachers attending the courses. All these years, the Department has been careful to make it clear that no financial assistance is possible. How can teachers whose salaries are said to be in arrears for two or three months manage to leave their village and find money for this purpose. The teacher's desire to improve himself may be strong but the Department cannot, with its present outlook, successfully hope to press this enthusiasm into their service for averting wastage and stagnation. If teachers attending these courses be given an extra allowance they may be willing to get the utmost out of such courses and may go home with a desire to do better work.

While referring to these courses one cannot help mentioning the services Mr. S. Jagannathan, of the Kindergarten Department of the Model School, Saidapet, has been rendering. It is worthwhile for the Government to appoint gentlemen of his standing as special touring teachers and give them facilities of an exhibition car. They can then carry their apparatus and materials to different centres, stay there for some weeks and take as it were modern educational methods right to the door of the elementary school. The time has come for the authorities to have a planned programme of refresher courses if the awakening in the ranks of elementary school teachers should yield fruits.

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