

The
South Indian Teacher

II.
vol-~~H~~0. Jan. 1938. no-

222

Vol. XI.

Regd. No. M. 2347

No. 1.

The South Indian Teacher

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

JANUARY 1938

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THE SOUTH INDIAN TEACHER

Vol. XI.

January 1938

No. 1.

THE PROBLEM OF DEFECTIVE CHILD IN PUBLIC SCHOOLS

(Report of the Survey of the Defective Children in Elementary Schools and Teachers' College, Model School, Saidapet.)

By

CHINNIAH DORAISWAMY, M.A., M.Ed., (DIP. IN SP. ED.)
... SPECIAL OFFICER,

*Appointed by the Health Association and Municipality
for Educational Research work in Schools of Saidapet.*

INTRODUCTION

Education has been a subject of study and speculation throughout the ages, but only within the past few decades that scientific, and pragmatic attempts have been made by Psychological and Sociological Sciences to understand the nature of the child, and the nature of its environment. Teachers have spent most of their time in transmitting to the children the symbols of language, and the facts of knowledge, without trying to understand the abilities and disabilities of children. Such a policy, evidently, in educational methods has proved a failure, causing serious trouble and stagnation in the progress of a child and necessarily so in the advancement of elementary education.

Hitherto in education emphasis has been chiefly concentrated on group methods. The children who failed to respond or derive benefit out of such a group method were deliberately ignored or shunned by teachers as well as by parents as useless. They were often considered to be stupid, lazy and uneducable. But no efforts have been made either by parents, or by teachers to understand the actual cause of such failures. In recent years, after the advent and application of Scientific Methods in the field of education, Western countries have paved the way for studying carefully the problems of children that hindered desired progress in their school work.

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tion, which was started under the auspices of the Health Centre, and the Silver Jubilee Children's Clinic at Saidapet, Managers of Private and Mission schools also became interested in this work and allowed the investigation to be carried on in their schools also. Thus practically all the schools within the municipal limit of Saidapet have been covered by this survey.

The work was carried out with special reference to the physical, mental and social conditions of children. During this investigation, a house-to-house survey was also undertaken in order to ascertain the actual number of adults, and pre-school children who suffer from blindness, deafness, dumbness, crippled condition and feeble mindedness in the same locality, with a view to make a thorough study of the problem of defectives in Saidapet. This type of information is essential for diagnosing the underlying causes of defectives and planning remedial measures.

THE METHODS OF INVESTIGATION

In the present investigation, the methods followed to detect the handicapped children were the same as are employed in the United States of America, but with some modifications and adjustments in the technique in order to meet the peculiar conditions of children in India. The tests adopted were as follows :—

(i) *Visual Acuity (Eye-sight)*. The apparatus used for testing the visual acuity of children was the Snellen's Symbol Chart. Ability to read the 20-foot line at a distance of twenty feet is the accepted standard of the normal eye. Proper attention was paid to the ventilation and light of the place where the children were examined. In every case one eye was tested at a time while the other was completely covered. Children reading better than 20-foot line were considered to be of more than standard sight. If they showed symptoms of eye-strain, they were considered not normal and were referred to a doctor's careful examination. But most of the cases were easily recognised by the test.

(ii) *Sense of Hearing*: No. A. Audiometer is the instrument that is used in U.S.A. to test hearing. The instrument being very costly, and one difficult to procure in India, a pocket watch was used instead in the present investigation. The test was conducted in a quiet place, and the child was not allowed to see the watch. The test was applied first to one ear while the other was closed with the child's own finger. When the Ingersoll watch is used for this test, and a child fails to hear the tick of the watch at a greater distance than 24 inches the child is considered hard of hearing. "Newmayer's whisper test" was also utilized for the testing of hearing. The child was placed at a distance of 20-feet from an

open door or window, with his back towards the examiner. The child was instructed to close one ear while the other was being tested. If the child is unable to repeat a clear, distinct, low toned whisper of the examiner it is considered to be defective.

(iii) *Speech Defects*: Defects in speech are generally classified into loss of speech, loss of voice, faulty articulation and faulty vocal expression. It may be due to physiological, psychological or sociological malady. Selected words, phrases and sentences were used to detect defects in articulation and pronunciation of the children. The condition of stammering and stuttering also was recognised by the same method. The vocal organs of children were also examined to see whether they were in the normal condition. Here teachers' advice was also requisitioned.

(iv) *Mentally Backward*: "Stanford Revision of the Benet-Simon Test", and "Arcot Tamil Tests" prepared by Dr. Mason Olcott of Vellore, were made use of whenever necessary. Children suspected to be mentally backward or dull were discovered with the help of the class teachers and by their progress records in their class room work.

(v) *Socially Maladjusted*: In other wards the children with anti-social behaviour problems were picked out with the assistance of class teachers and the school records.

The entire testing was carried out by the specialist with the assistance of a member of staff or class teacher. Printed individual cards were used for gathering particulars about the handicapped children. In the cards, home conditions, parents' occupation and economic status and the community to which children belong were also noted. Information regarding the mental, and physical condition such as sight, hearing, speech, intellect and class failures of children were also noted in the same card.

CHART SHOWING HANDICAPPED CHILDREN IN SCHOOLS

Name of School..... Date of Inspection.....
 Name of pupil..... Sex..... Caste.....
 Age and Date of Birth..... Class..... Address.....
 Register No..... Serial No.....

DEFECT.	CAUSE.	REMARKS.
Sight Hearing Speech Intellect Class		

CLASS TEACHERS' STATEMENT

Date.....

Name of School.....

Class..... No. on Rolls..... No. of Present.....

Name of pupils.	Age.	Children with speech defectives.	Children with Behaviour Problems.	Mentally backward	Class failures.	Remarks.

THE FINDINGS OF INVESTIGATION

A statistical summary of investigation of children who suffer from different types of handicaps in Saidapet Municipal schools and Teachers' College, Saidapet, is as follows:—

The number of schools examined including the Silver Jubilee Children's Clinic were 16. The total number of children in all the Elementary and Higher Elementary schools is 2403. The number of children who have (a) defective eye-sight 172 ; (b) defective hearing 161 ; (c) both eye-sight and hearing 93 ; (d) defective speech 74 ; (e) mentally backward 177 ; (f) socially maladjusted or children with behaviour problems 144 ; (g) children failed in their classes or are repeating the same class for some cause or other, for the first time 263, and more than once 131 (total 394). The correlation between children's class failures, and their defects, is quite evident. Out of the total number of defective children almost all the 190 mentally backwards ; 50 defective eye-sight, 56 defective hearing, 73 defective eye-sight and hearing, and 25 defective in speech failed in their respective classes. Those that did not fail among the defectives show signs of strain that may tell upon their school progress sooner or later.

The total number of physically handicapped children in all the schools was 500, the total number of mentally backward children 197, the total number of children who present serious behaviour problems 144. The

total number of handicapped children out of a total strength of 2403 is 841. The percentage of handicapped children on the whole is about 36.

Although the conditions of life in India are different from those in Western countries, the same principles of education apply to both, since the ultimate aim of life is the same for all. Therefore, we shall do well to follow the lead given by the West, especially the United States of America which is more or less the pioneer in attempting to rehabilitate all defectives by applying modern methods of education. In the United States it has been discovered that 75 per cent of the defects among children can be removed by an early diagnosis and by placing those children in special classes under the careful and intelligent guidance of special teachers (vide statement at the end of the article).

WHAT IS BEING DONE IN THE WEST ?

Education of Handicapped children is the main activity of the Department of "Special Education" which is under the control and guidance of the Department of Public Instruction in all Western countries and also in some of the countries in the Far East. The Department of Special Education undertakes the responsibility of selecting and educating all school children who differ markedly from the average to such an extent that they cannot be wholly educated in the regular classes with the other children, because of their physical handicaps or mental deficiency or anti-social behaviour problems. The children should be tested and classified by specialists by means of physiological and psychological test and medical advice sought wherever necessary.

The purpose of this Special Department is to remove such handicaps as can be removed by medical treatment or by special educational methods, and return the children to the regular classes so that they might compete on equal terms with other children. In the case of children whose handicaps cannot be eradicated, the department devises plans and adopts educational methods to train children according to their mental ability, physical capacity and special aptitude. The department tries to rehabilitate the handicapped children as well as grown up people to become productive and independent members of society.

Through extensive survey and research work, this department is in a position to find out specific diseases that cripple the body and mind of a great number of young children, which can be easily prevented, if the parents could be made aware of them at an early stage. The Department of Special Education declare that two-thirds of handicapped children are afflicted by preventable diseases. The department has, therefore, launched on a vigorous educational propaganda to enlighten the public on the nature and cure of such diseases.

The main reason for separating these children from the regular classes is to prevent the hampering of the natural progress of the normal children. Important, this is as the separation is also primarily meant to provide the underprivileged children with an opportunity to make the most of their possibilities.

Further, the department has been able to detect at a very early stage, those children that might turn out to be criminals and a menace to society because of their deranged mentality or emotional instability complicated by unfavourable environment. In this matter the Government, has taken keen interest in concerting measures to safeguard society from the criminal tendencies of such children. These children are given special instruction in separate classes or taken into special institutions with a view to wean them from criminal tendencies and train them along useful lines of work. In this way these children are converted into normal and useful members of society. This is the main object of the scope and activities of the Department of Special Education in the United States of America, and other countries in the West, as also in Japan.

Continued on page 9.

Chart Showing the Summary of Part and in Teachers' Co

[illegible]

Defective Children in Elementary Schools

Model School, Saidapet.

Class V		Class VI or I F.		Class VII or II F.		Class VIII or III F		Total Number of physically Defective Children.		Total Number of Mentally Defective Children.		Total Number of Children with Behavior Problems.		Total Number of Children Failed in their Classes.		Total Number of Defective Children.		Total Number of Children Attending Schools		Percentage of Defectives.																											
More than once } Failures.		Defective Eye-Sight.		Defective Hearing.		Both Hearing and Eye-Sight.		Defective Speech.		Mentally Backward.		Behavior Problems.		Once } Class Failures.		More than once } Failures.		Defective Eye-Sight.		Defective Hearing.		Both Hearing and Eye-Sight.		Defective Speech.		Mentally Backward.		Behavior Problems.		Once } Class Failures.		More than once } Failures.		Total Number of physically Defective Children.		Total Number of Mentally Defective Children.		Total Number of Children with Behavior Problems.		Total Number of Children Failed in their Classes.		Total Number of Defective Children.		Total Number of Children Attending Schools		Percentage of Defectives.	
3	6	9	4	4	8	3	5	5	5	6	3	8	2	7	8	8	5	4	3	9	3	5	6	10	6	3	4	10	2	3	9	129	48	16	71	193	434	45									
5	2	3	2	1	3	3	4	2																								58	21	21	53	100	334	30									
2	1																															30	11	13	40	54	244	22									
2	1																															19	11	12	17	42	92	46									
																																9	4	5	5	18	40	45									
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8	2	1	3		1	1	2	5	1																							32	12	12	36	56	214	27									
8	1																															30	6	9	24	45	204	22									
																																8	3	3	5	14	37	38									
1	3	3	1	2	3	3	2	2	6																							32	18	16	22	66	162	41									
1	1																															18	7	5	11	30	95	32									
3		2	1		2	2	2	3	1	1				1	2																	26	12	10	33	48	121	38									
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1	2	2	2		1	2	1	1	2	2		2	1	4	2																	17	7	5	14	29	63	46									
4	3	1	4	3	1	3	1	3	2	2	4	2	1	5	3	2	1	2	3	1	2	4	1	1	3	1	2	1				67	26	10	43	103	237	44									
																																500		197		144		394									
																																Total		...		...		841		2403		544					
																																Total percentage...		...		...		36%									

The following figures are taken from the report of the survey of education of the defective children in U. S. A., 1932, which show how the "exceptional" children in that country are educationally provided.

2

	Blind and partially blind.	Deaf and heard of hearing.	Mentally defective.	Socially maladjusted or incorrigibles and delinquents.	Cripple.	Speech defective.	Delicate children.	Mentally gifted.	Total.
No. of Schools and administrative units	153	200	613	205	145	36	135	14	1,501
Teachers	1,235	2,469	4,918	2,027	883	115	1,010	75	12,732
Pupils	10,838	19,324	88,885	47,772	16,166	22,735	24,020	1,834	231,574
Receipts in \$	5,418,527	11,096,592	133,737,293	16,669,691	1,948,965	209,064	2,245,864	15,692	71,342,318

THE CONDITION OF THE HANDICAPPED CHILDREN IN INDIA

The existing condition of handicapped children and grown ups in India is most deplorable as compared with the rest of the world. It may be of interest to know that Lord Buddha was the first in the world to create a genuine sympathy in the heart of mankind for the care and protection of handicapped or otherwise afflicted persons. Hitherto, India led an uneventful life, while in other parts of the world there have been drastic reformation, revolutionary and radical changes. A great percentage of Indians are illiterate and confined, more or less to a narrow sphere of life.

The alarming economic conditions of the great majority of our people contribute not in a little measure to the number of handicapped people in our country. Care and protection of such people does not seem to have engaged the attention of our legislators and educators to any appreciable degree. No attempt has been made to arrest the rapid increase in their numbers. Although there have been some individual attempts and few philanthropic organizations have taken up the matter, their efforts have been largely cancelled by public apathy and the lack of initiative and interest on the part of the Government. In consequence, millions of handicapped children have been left to a life of degradation and misery and beggary. The fatalistic view held by the general public is also, to a certain extent, responsible for the disgraceful state in which most of the handicapped are living.

Climate and customs and the struggle for sheer existence play a great part in causing physical and mental retardation among young children. Hot sun and dusty roads take a large toll in producing eye defects. Congestion, ill-ventilation, insufficient illumination, and smoke filled rooms in the living houses also have a share in producing handicaps in our country. Added to these is the indifference on the part of the people to resort to remedial measures as soon as the defect makes its appearance. For instance a great percentage of eye defects could have been avoided by timely medical treatment. A considerable number of cases of blindness, deafness and crippled condition might have been prevented or remedied, if a remedy was sought for them.

Quacks of all kinds abound and their attempted cure is often worse than the disease itself. A large proportion of the people in this land is desperately poor and they find that the right kind of treatment is beyond their means and they, therefore, either engage a cheap quack or do not attend to the defect at all.

We, as a nation, are too apathetic towards the plight of the defectives. It behoves us not only in the interest of these defectives, but also in our own interests and in the interest of the nation as a whole, to be alive to this aspect of our social life and to do some thing to serve this neglected section of our nation. It may be of interest to mention here the available figures of defectives in India. The number of defectives in India, in general and Madras in particular, according to the census report of 1931, may be quoted here, with a remark from the same source.

"There is much concealment of infirmities and the figures must be treated with the greatest reserve. Their significance is comparative, not absolute." The reports of India Red Cross Society and the Conference of Teachers of Deaf Mutes in India have been also consulted in drawing up this table of defective people : —

	Insane.	Blind.	P. Blind.	Deaf-mutes.	Hard of Hearing.
India.	148,000.	1,000,000.	3,000,000.	200,000.	600,000.
Madras. P.	33,000.	58,000.	165,500.	37,000.	74,000.
Children attending schools.	..	144.	..	372.	..

This survey discloses the fact that a considerable number of children who are defective in physical, mental and social conditions are attending our regular schools and because of their handicaps, are making little or no progress in their studies.

HOW INDIA CAN SOLVE THE PROBLEM

Some one has said that "Education is National Insurance." It may be said to be equally true in the case of national safety. As people insure their property or life against loss or damage, so a nation may rightly consider education to be a great insurance against the progressive deterioration or destruction of the life of a nation. This type of insurance virtually carries its ideals to a far higher level than all the insurance companies. It naturally involves the whole nation into its scope. It remits the premium by spending a considerable amount of public money for educational purposes. It also pays by consecrating a good proportion of intelligent and wise men and women of the land for service in the field of education. Again, it pays by putting the nation's children, the most precious gifts and fruits of life, in schools. This a nation has to do in the interest of national solidarity and national prosperity, if it cares to look ahead and plan wisely for the future.

Has India yet reaped the fruits of her national insurance? What has been the result of our educational work? Is it a profit or a loss? Is education in our country progressing or stationary or deteriorating? If the recent public utterances and the reports of educational surveys are correct then there has been a great wastage and stagnation in elementary education. No more time should be lost in detecting the real cause for such educational stagnation, and drawing up a thorough scheme of reform.

It is high time for India and the history of our national life. Now, we are planning and launching into educational reforms. There is a strong desire to close down all "ill-working schools" and abolish all deficient administrative units. The idea at the back of this new angle of vision may be that the leaders feel that India should have a better educational system and better schools in order to expedite the literacy of the land. Again, the leaders thought is that the system should in accord with Indian conditions and adequately give expression to the Indian life to bring forth a healthy progress in all aspects of national, economic, social, and political life of the people. Whatever the noble aspirations of our leaders may be, until they discover the specific reasons for stagnation and wastage in the educational work of the land and try to treat the disease at the root, all efforts of reorganisation and reconstruction will end in an additional wastage. Therefore, it is urgently necessary for us to go into a thorough and scientific research and study of the conditions of the children in the schools and other allied matters in order to discover the problems confronting the teacher and taught in our country.

The survey of the condition of the children in Saidapet area would be a startling revelation to those who are interested in the education and welfare of the children in India. There are 36 per cent of the children in schools of Saidapet who suffer from some kind of handicap, such as defective eye-sight, defective hearing, defective speech, mental backwardness, and anti-social behaviours problem. The teachers in schools are not in a position to help them, nor do the parents take any real interest in the matter. These children are found to be backward in school work and they are a problem to the teachers. Not only are the handicapped children backward but they retard the progress of other children in the class. They are a problem to the teachers, because they may not understand the difficulties of these children, or they cannot spare the time and energy required to instruct them. They are a problem to the average children because they are prevented from their natural progress. Again, they are certainly a problem to themselves, because they cannot benefit much from the general instruction. In spite of their handicaps, there are children who can do the average work but

PROBLEM OF DEFECTIVE CHILD IN PUBLIC SCHOOLS 13

this they may do at the expense of their health and with much private coaching which is very dangerous for their health and progress. In fact most of them are disheartened and are shunned by their teachers and their parents as stupid, lazy and useless. Such is the condition of a considerable number of our children in public schools. These factors, no doubt, consume a considerable proportion of our time, energy and money, without yielding any good results. Therefore, it is wise for us, at this stage of national building to give serious attention to this important matter and avoid inevitable deterioration by providing special instruction for the handicapped children in our schools.

The following points may be taken into consideration as an important aspect in the reorganisation of the educational system of our country:—

1. A special provision for the education for all handicapped children is necessary in the general educational budget.

2. A special department, under the direction of the Department of Public Instruction, is essential to start educational research and a thorough scientific diagnosis of the physical, psychological, and sociological condition of the children as well as teachers in schools. This is needed with a definite view to discovering the underlying causes of all failures and to obtain other pertinent facts. The data of such an investigation will certainly enable administrators and teachers to group children according to their mental capacity, physical ability and special aptitude, and to draw correct conclusions and outline a wise programme of education.

3. Special classes should be started in the regular schools to educate those children who are not able to make any progress in the regular classes because of their mental or physical defects. In a special class, these children may have the opportunity of developing their natural powers according to their own speed and ability.

4. Special schools are needed for those who cannot be educated in the public schools along with other children because of serious defects in them.

5. The teachers of the special classes should have previous successful experience in regular class work. Until specially trained teachers become available, the special classes may be in charge of selected teachers who should be instructed by the specialist as to how the work should be carried on.

6. An educational propaganda may be started acquainting the public with the different types of diseases that affect the mental and

physical ability of children. And at the same time the public may be informed of the curative and remedial or rehabilitative measures that are available for all handicapped people.

The introduction of such an additional scheme and methods in the field of education of the land, supplemented by effective demonstration centres in the Teacher's Colleges and Teachers' Training Schools, will certainly eliminate educational wastage and rectify the present stagnation of the land and expedite the literacy. This will, at the same time, help the underprivileged mass of our country in other lands.

THE PROPOSED GENERAL SCHEME

As far as the knowledge of "Special Education" and rehabilitative training for the different types of physical and mental and social mal-adjusted children are concerned, India has made very few attempts to correct the defects of handicapped children. The general public and the teachers also are unaware of its practical value and its individual and national significance. It may be said that we are at present in a right atmosphere in matters concerning educational reform and reconstruction and it is well for our nation to pay some attention to this phase of new education.

The techniques that has been followed in the investigation of defective children in Saidapet Municipal schools may be considered both in theory and practice as correct. The procedures of the investigation is as follows:

1. Investigation and Classification.

- (a) *Staff.* A specialist and an assistant with an office.
- (b) *Choice of Unit.* All Elementary and Higher Elementary schools in a given area. Especially schools in provincial headquarters will form a good unit for the purpose of practical demonstration and educational research and propaganda.
- (c) *Methods of Investigation.* The investigation to be carried by the specialist through the assistance of teachers in the selected area. The findings may be facilitated by parental co-operation and with medical aid.

At the same time statistics of children who fail to make the average progress of their respective class is also to be obtained with the remarks of teachers for comparative study.

- (d) *The types to be looked for.* (i) The physically handicapped; the deaf-mutes, the hard of hearing, the blind, the partially seeing, the

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speech defectives, the crippled, and the children with cardiac and Imbecile, the Moron and the Mentally retarded or dull, (iii) Socially maladjusted; the Incurables, the delinquent and the truant.

(e) *Recognition of Defectives.* (i) The totally blind, the deaf-mute and the crippled are easily recognised, (ii) The hard of hearing (defective hearing) the partially seeing (the defective eye-sight) to be detected by physiological test. The cardiac, the anaemic and cases with a predisposition to tuberculosis to be detected by the specialist and with medical assistance if necessary, (iii) The mentally deficient and the dull children to be recognised by psychological tests and the school progress records of children. The exceptional bright children are also detected by psychological tests, (iv) The Incurable and the delinquent and truant children to be discovered through their own unsocial and antisocial behaviour problems in the class room.

2. Establishment of Special Classes in Regular Schools.

(a) *The types to be treated.* The defective eye-sight, the defective hearing, speech defectives, mentally backward and delicate.

(b) *Curriculum and Method.* For academic work adjusted curriculum of normal children; but for physical, manual training and gardening work they can join with other children, except the delicate. There should be sight conservation classes for the partially seeing; lip-reading, voice culture training and speech correction classes for the hard of hearing and speech defectives.

(c) *Organization of Special Classes.* (i) Some cases of defective eye-sight and defective hearing may be treated in regular class room providing special seats for them, (ii) Some of these types have to be isolated and dealt with in special class rooms.

(d) *Special Equipment Required.* (i) *For the defective eye-sight or partially seeing;* standard physical surroundings, well ventilated and illuminated special class room; sight saving equipment, such as large type books, large maps, thick pencils to write with, black board for children to use, hand lens and other necessary things of regular school, (ii) *For the defective hearing or hard of hearing;* Isolated special class room; a large mirror and several small mirrors for children for speech-correction, several individual microphones (ordinary) for residual instruction (iii) *For speech defectives;* large mirror and tongue manipulators with a special class room, (iv) *For mentally backward;* a special class room with regular class room equipment.

(e) *Teachers and Supervision.* It is essential that all the teachers in the department of special education for the handicapped children should have previous successful experience in regular class work and in addition should possess special training for the particular understanding of the nature of handicaps and the power to detect them. Teachers in the regular schools should also have a fair understanding of the nature of handicaps so that the children under their care may be specially treated or placed under the care of specialist.

Specially qualified Inspectors are also necessary for the efficient working of the department.

3. Establishment of Special Schools.

(a) *The type to be treated.* The blind, the deaf-mute, the crippled, the feeble minded and the juvenile delinquent.

(b) *The types of Schools.* Central Residential schools may be started and supported by the Government especially for poor and destitute defectives.

(d) *Kinds of Instruction :*

i. *For the blind.* Educational; Tactile methods—Braille-special classes appliances. Professional and Vocational training according to the physical condition and mental ability.

ii. *For the deaf-mutes.* Educational; Oral methods—Lip-reading voice training, language building. Vocational. Training according to the mental ability and special aptitude.

iii. *For crippled.* Educational; the curriculum for these children is the same as for the normal children, but with special adjustment in furniture, equipment. Physio-therapy treatment is necessary during the school hours. Professional or Vocational training according to the physical and mental ability and special aptitude of the children.

iv. *For feeble minded.* Educational; adjusted curriculum, psychological treatment. Vocational training planned according to the mental ability and special interest.

v. *For juvenile delinquent.* Adjusted curriculum. Industrial training according to their mental ability and special aptitude.

(c) *The Kind of Teachers Needed.* Teachers should specially be qualified to instruct the children educationally and Industrially.

A PLAN FOR SAIDAPET.

The Saidapet Municipality with the co-operation of Teacher's College can plan for the education of the Defective Children in her midst to be carried out successfully without involving much expense. To give effect to this point there should be a special provision and legislation in the Local Government. The Special Provision does not, however, lead to additional expense on the part of the Community. When the people realise the wastage and stagnation under the present system, they will certainly feel the importance of this specialised education.

Therefore, it may do well to follow and give some special consideration to the following points:

1. Under the present circumstances, the Municipality may consider the problem of only those children who are seriously handicapped to such an extent that they cannot be educated in the regular class with other children. These include children with defective eye-sight, defective hearing, and mentally backward. These children notably larger in number when compared with the other handicapped children.

2. The Defective Children in the First and the Second Standards to be educated in their respective schools as long as the number does not exceed more than 15. In case the number of children in these two standards exceeds 15, there should be a Special Class started for them.

3. Two centralised Special Schools or additional Special Classes in a Centralized Regular School are necessary for the children from third standard upwards.

4. A School may be started in the same premises of Mettupalayam Municipal School and the handicapped children of seven surrounding schools should be collected for the Special Classes..

5. The other School or Special Classes may be started in the premises of the Teacher's College under the control and direction of the Principal of the Teachers' College, Saidapet. In this School or Special Class the handicapped children of 10 surrounding schools may be admitted for instruction.

It will be of indispensable value to the Teachers' College in addition to their regular Model School Section to start a Special Model Section for the education of the handicapped children. The Special Department will serve as a practical Demonstrative Centre for the Education of these Defectives. It will also furnish to the Teachers in training and to the Professors in the College, the material and the knowledge of

understanding of various types of children, for careful study and devise remedial methods. In addition, it will open up an opportunity for a comparative research work in Educational Psychology and Methods both to the Normal and the Defective children.

CONCLUSION

No nation can rightly consider itself organized unless it guarantees to every child in the land to preserve himself free from social calamity. There is a large proportion of the members of our community in India for whom nothing has been done in an official way and they are living in a most deplorable condition. Those are the deaf and dumb, the blind, the cripple, the feeble-minded and the leper. They are often in a most pathetic condition of life in India as compared with the handicapped children of other lands. In no other parts of the world the plight of the defectives is so disheartening as it is in India to-day. We all know that these defectives are sitting in market places by the way-side, along the dusty roads and in the scorching sun with an out-stretched hand and voice. Their groanings, their mournful cry and their lamentation for the bare necessities of life have not touched our hearts and souls.

In the midst of all other cries for ameliorating the poor and the downtrodden, the cry of the unfortunate handicapped brethren of our land also should be heard. Who will help these helpless unless we ourselves take interest on their behalf? Who can free them from their miserable bondage except we elevate them? It is a question—a question of life-long curse and degradation. This is something that our Legislators, the Educators, the parents and all other leaders of Progressive India should consider as an urgently important matter in their programme of reconstruction.

There is another group of about 36 per cent of children in our elementary schools who are in danger of becoming a burden and menace to society if they were left as they are. Those are the hard of hearing, the partially seeing, the mentally backward and the socially maladjusted children. Our public school teachers cannot usually understand the problem of these children, and the parents are either ignorant about it or they undertake no efforts to rectify their handicaps. Between the parents and the teachers, the children are in a most unfortunate state of life. The teachers on one side dishearten the children as dull and useless, and on the other hand the parents blindly grieve because their children do not learn quickly. This is the main cause for these children to develop hatred and antagonistic attitude towards school. Finally, the children dread the very idea of school and teachers, and eventually they turn out to be useless adults. When we understand the actual causes of failures of a great percentage of our children in elementary

schools, we will no doubt soon realize that it is not the fault of children but the mistake of the educators and the parents who have not provided them the type of education that is best suited to their physical condition and mental ability. Therefore, it is our legitimate duty to give as much thought to the defectives as to the normal children.

Here we must note that, whatever normality we may claim for other children it does not mean that those 'normal' children require no training whatsoever. Those normal children have to be nursed, have to be cared for, have to be trained, have to be educated and have to grow step by step just as much as the deaf, or the blind or crippled or feeble minded children. The difference is, one group needs an ordinary instruction and the other special instruction adjusted to its particular need. One requires perhaps, an average teacher but the other requires a teacher with special training. On the whole both the 'normal' and the handicapped belong to the same nation, and belong to the same soil, and can claim the same rights and privileges.

From time immemorial India has been noted for its longing after spiritual things of life. This longing has to a great extent obscured the perspective of our countrymen in the work-a-day life of the world. All our actions even the trifling have a religious basis. This has tended to make us take life too seriously and has hindered the growth of a robust optimistic outlook. We are inclined far too much to take the adverse factors of heredity and environment as the decrees of Fate or Karma. This despondency of outlook extends even to those who are defective or handicapped in one way or another. We look upon them as objects of pity and charity, but we are very apathetic towards taking any energetic measures to remove or mitigate the causes of such maladjustments in life. In fact our deeply religious outlook has made us a nation of philosophers and thinkers and not *pari-passu* of workers also.

The ideal of service and helpfulness has occupied just a casual place in the life of the Indian. Life and its human values occupy a secondary place. India is now entering on a new era of political consciousness. It is a very happy occasion that this new consciousness is in a great degree coloured by a sense of service and all round helpfulness, eloquent tokens of which are the multitude of uplifts and welfare movements springing up all over the country. But this is not enough. We should strive to bring our humanitarian activities to a level with the advanced countries of the world in this matter of making the defectives and maladjusted people as useful members of society. Let us show to the world that India in her search after Divinity has not neglected the claims of Humanity.

WARDHA SCHEME OF EDUCATION

Extracts from the report of Dr. Zakrit Husain Wardha Education Committee.

SECTION I. BASIC PRINCIPLES

THE EXISTING EDUCATIONAL SYSTEM

Indian opinion is practically unanimous in condemning the existing system of education in the country. In the past it has failed to meet the most urgent and pressing needs of national life, and to organise and direct its forces and tendencies into proper channels. To-day, when quick and far-reaching changes are reshaping both national and international life and making new demands on the citizens, it continues to function listlessly and apart from the real currents of life, unable to adapt itself to the changed circumstances. It is neither responsive to the realistic elements of the present situation, nor inspired by any life-giving and creative ideal. It does not train individuals to become useful productive members of society, able to pull their own weight and participate effectively in its work. It has no conception of the new co-operative social order which education must help to bring into existence, to replace the present competitive and inhuman regime based on exploitation and violent force. There is, therefore, a demand from all sides for the replacement of the present system of education by a more constructive and human system, which will be better integrated with the needs and ideals of national life, and better able to meet its pressing demands.

Any scheme of education designed for Indian children will in some respects radically differ from that adopted in the West. For, unlike as in the West, in India the nation has adopted non-violence, as the method of peace, for achieving all-round freedom. Our children will therefore need to be taught the superiority of non-violence over violence.

MAHATMA GANDHI'S LEADERSHIP

In this field as in so many others, far-sighted leadership has come at this critical juncture from Mahatma Gandhi, who has thrown himself whole-heartedly and devotedly into the question of evolving a system of education which will be in harmony with the genius of the Indian people, and solve the problem of mass education in a practicable way and within as short a time as possible. The basic idea of his scheme, as expounded by him in his articles in "Harijan" and at the Wardha Educational Conference, is that education, if sound in its principles, should be imparted through some craft or productive work, which should provide the nucleus of all the other instruction provided in the school. This craft, if taught efficiently and thoroughly, should enable the school to pay towards the cost of its teaching staff. According to him, this would also help the State to introduce immediately the scheme of free and compulsory basic education. Failing this, in the existing political and financial condition of the country, the cost of this education would be prohibitive.

CRAFT WORK IN SCHOOLS

Modern educational thought is practically unanimous in commending the idea of educating children through some suitable form of productive work. This method

is considered to be the most effective approach to the problem of providing an integral all-sided education.

Psychologically it is desirable, because it relieves the child from the tyranny of a purely academic and theoretical instruction against which its active nature is always making a healthy protest. It balances the intellectual and practical elements of experience, and may be made an instrument of educating the body and the mind in co-ordination. The child acquires not the superficial literacy which implies, often without warrant, a capacity to read the printed page, but the far more important capacity of using hand and intelligence for some constructive purpose. This, if we may be permitted to use the expression, is "the literacy of the whole personality".

Socially considered, the introduction of such practical productive work in education, to be participated in by all the children of the nation, will tend to break down the existing barriers of prejudice between manual and intellectual workers, harmful alike for both. It will also cultivate in the only possible way a true sense of the dignity of labour and of human solidarity—an ethical and moral gain of incalculable significance.

Economically considered, carried out intelligently and efficiently, the scheme will increase the productive capacity of our workers and will also enable them to utilise their leisure advantageously.

From the strictly educational point of view, greater concreteness and reality can be given to the knowledge acquired by children by making some significant craft the basis of education. Knowledge will thus become related to life, and its various aspects will be correlated with one another.

TWO NECESSARY CONDITIONS

In order to secure these advantages it is essential that two conditions should be carefully observed. Firstly, the craft or productive work chosen should be rich in educative possibilities. It should find natural points of correlation with important human activities and interests, and should extend into the whole content of the school curriculum. Later in the report, in making our recommendations on the choice of basic crafts we have given special attention to this point, and we would urge all who are in any way concerned with this scheme to bear this important consideration in mind. The object of this new educational scheme is NOT primarily the production of craftsmen able to practise some craft mechanically, but rather the exploitation for educative purposes of the resources implicit in craft work. This demands that production work should not only form a part of the school curriculum—its craft side—but should also inspire the method of teaching all other subjects. Stress should be laid on the principles of co-operative activity, planning, accuracy, initiative and individual responsibility in learning. This is what Mahatma Gandhi means when he says: "Every handicraft has to be taught not merely mechanically as is done to-day, but scientifically. That is, the child should learn the why and wherefore of every process"—of course through personal observation and experience. By merely adding to the curriculum one other subject—weaving, spinning or carpentry—while all other subjects are still taught in the traditional way we shall, we are convinced, encourage passive assimilation and the division of knowledge into unintelligible water-tight compartments, and thus defeat the real purpose and spirit of this scheme.

THE IDEAL OF CITIZENSHIP IMPLICIT IN THE SCHEME

We are also anxious that teachers and educationists who undertake this new educational venture should clearly realise the ideal of citizenship inherent in it. In modern India citizenship is destined to become increasingly democratic in the social, political, economic and cultural life of the country. The new generation must at least have an opportunity of understanding its own problems and rights and obligations. A completely new system is necessary to secure the minimum of education for the intelligent exercise of the rights and duties of citizens. Secondly, in modern times, the intelligent citizen must be an active member of society, able to repay in the form of some useful service what he owes to it as a member of an organised civilised community. An education which produces drags and parasites—whether rich or poor—stands condemned. It not only impairs the productive capacity and efficiency of society but also engenders a dangerous and immoral mentality. This scheme is designed to produce workers, who will look upon all kinds of useful work—including manual labour, even scavenging—as honourable, and who will be both able and willing to stand on their own feet.

Such a close relationship of the work done at school to the work of the community will also enable the children to carry the outlook and attitudes acquired in the school environment into the wider world outside. Thus the new scheme which we are advocating will aim at giving the citizens of the future a keen sense of personal worth, dignity and efficiency, and will strengthen in them the desire for self-improvement and social service in a co-operative community.

In fine, the scheme envisages the idea of a co-operative community, in which the motive of social service will dominate all the activities of children during the plastic years of childhood and youth. Even during the period of school education, they will feel that they are directly and personally co-operating in the great experiment of national education.

THE SELF-SUPPORTING BASIS OF THE SCHEME

It seems necessary to make a few remarks about the "self-supporting" aspect of the scheme, as this has occasioned considerable misunderstanding. We wish to make it quite clear that we consider the scheme of basic education outlined by the Wardha Conference and here elaborated, to be sound in itself. Even if it is not "self supporting" in any sense, it should be accepted as a matter of sound educational policy and as an urgent measure of national reconstruction. It is fortunate, however, that this good education will also incidentally cover the major portion of its running expenses. We hope to show presently that within the scope prescribed by the Wardha Conference, it can do so to a considerable extent. The Appendix gives the figures of the contribution to be made towards its own current expenditure by a school with the basic craft of spinning and weaving.

So far as this craft was concerned we had little difficulty in making these calculations, as expert work in this line has been going on for the last seventeen years under Mahatma Gandhi's guidance. The wages in this case have been calculated on the basis of the standard fixed by the All India Spinners' Association in Maharashtra. In the case of other crafts, calculations may be made on the basis of the prevailing market rates. Mahatmaji has definitely suggested that the State should guarantee to take over, at prices calculated as above, the product of the work done by its future citizens in school, a view which we heartily endorse.

...every school can be made self-supporting, the condition being that the State takes over the manufactures of these schools." (HARLIAN, 31 July 1937).

Apart from its financial implications, we are of opinion that a measurable check will be useful in ensuring thoroughness and efficiency in teaching and in the work of the students. Without some such check, there is great danger of work becoming slack and losing all educative value. This is only too obvious from the experience of educationists who from time to time have introduced "manual training" or other "practical activities" in their schools.

But here we must sound a necessary note of warning. There is an obvious danger that in the working of this scheme the economic aspect may be stressed at the sacrifice of the cultural and educational objectives. Teachers may devote most of their attention and energy to extracting the maximum amount of labour from children, whilst neglecting the intellectual, social and moral implications and possibilities of craft training. This point must be constantly kept in mind in the training of teachers as well as in the direction of the work of the supervisory staff and must colour all educational activity.

SECTION II. OBJECTIVES

It has not been possible, during the short time at our disposal, to prepare a detailed correlated programme of work for the whole period of seven years. However, we have tried to put down, under separate heads, the objectives of the new schools. In the future each Provincial Board of Education must include an expert curriculum maker, who will be responsible for preparing the detailed correlated programme for the complete seven years' course of studies. As a result of their valuable observations in the new schools, the teachers, working under competent supervision and guidance, will be able to supply the details which will serve as a basis for this work. We are, however, attempting to make a correlated syllabus in broad outlines which will form an annexe to this report.

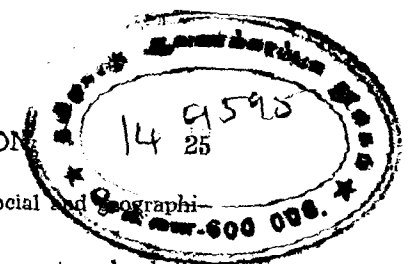
MAIN OUTLINES OF THE SEVEN YEARS' COURSE OF BASIC EDUCATION

I. The Basic Craft. Such reasonable skill should be attained in the handicraft chosen, as would enable the pupil to pursue it as an occupation after finishing his full course.

The following may be chosen as basic crafts in various schools:—(a) Spinning and weaving, (b) Carpentry, (c) Agriculture, (d) Fruit and vegetable gardening, (e) Leather work, (f) Any other craft for which local and geographical conditions are favourable and which satisfies the conditions mentioned above.

Even where an industry other than spinning and weaving or agriculture is the basic craft, the pupils will be expected to attain a minimum knowledge of carding and spinning with the takli, and a practical acquaintance of easy agricultural work in the local area.

II. Mother Tongue. The proper teaching of the mother tongue is the foundation of all education. Without the capacity to speak effectively and to read and write correctly and lucidly, no-one can develop precision of thought or clarity of ideas. Moreover, it is a means of introducing the child to the rich heritage of his people's ideas, emotions and aspirations, and can therefore be made a valuable means of social education, whilst also instilling right ethical and moral values.



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Also, it is a natural outlet for the expression of the child's aesthetic sense and appreciation, and if the proper approach is adopted, the study of literature becomes a source of joy and creative appreciation. More specifically, by the end of the seven years' course, the following objectives should be achieved:

1. The capacity to converse freely, naturally and confidently about the objects, people and happenings within the child's environment. This capacity should gradually develop into:
2. The capacity to speak lucidly, coherently and relevantly on any given topic of every-day interest.
3. The capacity to read silently, intelligently and with speed written passages of average difficulty. (This capacity should be developed at least to such an extent that the student may read newspapers and magazines of every-day interest.)
4. The capacity to read aloud—clearly, expressively and with enjoyment—both prose and poetry. (The student should be able to discard the usual lifeless, monotonous and bored style of reading.)
5. The capacity to use the list of contents and the index and to consult dictionaries and reference books, and generally to utilise the library as a source of information and enjoyment.
6. The capacity to write legibly, correctly, and with reasonable speed.
7. The capacity to describe in writing, in a simple and clear style, every-day happenings and occurrences, e. g., to make reports of meetings held in the village for some co-operative purposes.
8. The capacity to write personal letters and business communications of a simple kind.
9. An acquaintance with, and interest in, the writings of standard authors, through a study of their writings or extracts from them.

III. Mathematics. The objective is to develop in the pupil the capacity to solve speedily the ordinary number and geometrical problems arising in connection with his craft and with his home and community life. Pupils should also gain a knowledge of business practice and book-keeping.

We feel that these objectives can be attained by a knowledge of and adequate practice in:

The four simple rules; the four compound rules; fractions; decimals; the rule of three; the use of the unitary method; interest; elements of mensuration; practical geometry; the rudiments of book-keeping.

The teaching should not be confined merely to the facts and operations of number. It should be closely co-ordinated with life situations arising out of the basic handicraft and out of the great variety of actual problems in the life of the school and the community. Measurements of quantities and values in these connections would supply ample opportunity for the development of the reasoning capacities of the pupils.

IV. Social Studies. The objectives are:

1. To develop a broad human interest in the progress of mankind in general and of India in particular.

2. To develop in the pupil a proper understanding of his social and geographical environment; and to awaken the urge to improve it.

3. To inculcate the love of the motherland, reverence for its past, and a belief in its future destiny as the home of a united co-operative society based on love, truth and justice.

4. To develop a sense of the rights and responsibilities of citizenship.

5. To develop the individual and social virtues which make a man a reliable associate and trusted neighbour.

6. To develop mutual respect for the world religions.

A course in history, in geography, in civics and in current events, combined with a reverential study of the different religions of the world showing how in essentials they meet in perfect harmony, will help to achieve these objectives. The study should begin with the child's own environment and its problems. His interest should be awakened in the manifold ways in which men supply their different wants. This should be made a starting point to arouse their curiosity about the life and work of men and women.

1. A simple outline of Indian history should be given. The chief landmarks in the development of the social and cultural life of the people should be stressed, and the gradual movement towards greater political and cultural unity be shown. Emphasis should be laid on the ideals of love, truth and justice, of co-operative endeavour, national solidarity, and the equality and brotherhood of man. The treatment of the subject should be chiefly biographical in the lower, and cultural and social in the upper, grades. Care should be taken to prevent pride in the past from degenerating into an arrogant and exclusive nationalism. Stories of the great liberators of mankind and their victories of peace should find a prominent place in the curriculum. Emphasis should be laid on lessons drawn from life showing the superiority of non-violence in all its phases and its concomitant virtues over violence, fraud and deceit. The history of the Indian national awakening combined with a living appreciation of India's struggle for social, political and economic freedom, should prepare the pupils to bear their share of the burden joyfully and to stand the strain and stress of the period of transition. Celebrations of national festivals and of the "National Week" should be a feature in the life of every school.

2. The pupils should become acquainted with the public utility services, the working of the panchayat and the co-operative society, the duties of the public servants, the constitution of the District Board or Municipality, the use and significance of the vote, and with the growth and significance of representative institutions. Training under this head should be as realistic as possible and should be brought into close relationship with actual life. Self-governing institutions should be introduced in the school. The pupils should be kept in intelligent touch with important current events through the co-operative study of some paper, preferably brought out by the school community.

3. The course in social studies should also include a study of world geography in outline, with a fuller knowledge of India and its relations with other lands. It should consist of: (a) Study of the plant, animal and human life in the home region and in other lands as controlled by geographical environment (stories, description, picture-study, practical observation and discussion, with constant reference to local facts and phenomena). (b) Study and representation of weather phenomena; (mainly outdoor work, e.g. direct observation of the sun; changes in the height of the noon-

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day sun at different times of the year; reading of the weather-vane; thermometer and barometer; methods of recording temperature and pressure; records of rainy and dry days and of the rainfall; prevailing wind directions; duration of day and night in different months; etc.) (c) Map-study and map-making; the world a globe; study of local topography; making of and study of plans of the neighbourhood; recognition of conventional signs; use of the atlas and its index. (d) Study of the means of transport and communication correlated with industries and life. (e) Study of occupations; local agriculture and industry (visits to fields and factories); economic self-sufficiency and inter-dependence of different regions; types of agriculture and industry favoured by geographical environment; the principal industries of India.

V. General Science. The objectives are:

1. To give pupils an intelligent and appreciative outlook on nature.
2. To form in the pupils habits of accurate observation and of testing experience by experiment.
3. To enable them to understand the important scientific principles exemplified in (a) The natural phenomena around. (b) In the application of science to the service of man.
4. To introduce them to the more important incidents in the lives of the great scientists whose sacrifices in the cause of truth make a powerful appeal to the growing mind.

The curriculum should include the following topics from various sciences:

A. Nature Study. (a) A knowledge of plants, crops, animals and birds in the environment. (b) A knowledge of the changes of seasons and their effect on the activity of plants, animals, birds and man. (c) A knowledge of crops in different seasons.

B. Botany. (a) Different parts of plants and their functions. (b) Process of germination, growth and propagation. (c) Work on the school garden and the fields around to give the pupils an understanding of the effects of differing conditions of moisture, heat and light, and of the different qualities of seeds and manures.

C. Zoology. A study of germs, insects, reptiles and birds as friends and foes of man.

D. Physiology. The human body, its organs and functions.

E. Hygiene. (a) Personal hygiene; cleanliness of teeth, tongue, nails, eyes, hair, nose, skin, clothes. (b) Cleanliness of the home and the village; sanitation; disposal of night-soil. (c) Pure water; the village well. (d) Pure air; the function of trees in its purification; proper breathing. (e) Food, hygienic and unhygienic; balanced diets. (f) First aid and simple remedies. (g) Common infections; contagious diseases; how to safeguard against them. (h) Purity of conduct as a preservative of health.

F. Physical Culture. Games, athletics, drill (Desi games to be encouraged).

G. Chemistry of air, water, acids, alkalis and salts.

H. A knowledge of the stars showing direction and time at night.

I. Stories of the great scientists and explorers and of their contributions to human well-being.

VI Drawing. The objectives are:

1. To train the eye in the observation and discrimination of forms and colours.
2. To develop the memory for forms.
3. To cultivate a knowledge of and appreciation for the beautiful in nature and in art.
4. To draw out the capacity for tasteful design and decoration.
5. To develop the capacity to make working drawings of objects to be constructed.

These objects can be obtained by.

- (a) Drawings made by children to illustrate read or observed material.
- (b) Object and memory drawings, e.g., drawings of plants and of animal and human forms (correlated with work in general science, handicraft, etc.).
3. Designing.
4. Scale drawing, graphs and pictorial graphs.

The work in drawing during the first four years should be correlated chiefly with work in reading and pictorial representation in nature study and the craft. During the last three years emphasis may be laid on design and decoration and mechanical drawing, so as to enable pupils to make correct working drawings.

VII. Music. The objective is to teach the pupils a number of beautiful songs and to cultivate in them a love for beautiful music. The child's natural sense of rhythm should be developed by teaching him to keep his own time by beating with the hand. Walking in time to a fixed rhythm can be a great aid in achieving this.

Care should be taken to select only the best and most inspiring songs, artistic interpretation of some healthy and elevated theme. Special emphasis should be placed on group or choral singing.

VIII. Hindustani. The object of including Hindustani as a compulsory subject in the school curriculum is to ensure that all the children educated in these national schools may have a reasonable acquaintance with a common "lingua franca". As adult citizens they should be able to co-operate with their fellow countrymen belonging to any part of the country. In teaching the language the teacher should in various ways quicken in the students the realisation that this language is the most important product of the cultural contact of the Hindus and Muslims in India. It is the repository—in its more advanced forms—of their best thoughts and aspirations. They should learn to take pride in its richness and vitality and should feel the desire to serve it devotedly.

In Hindustani-speaking areas this language will be the mother-tongue, but the students as well as the teachers will be required to learn both the scripts, so that they may read books written in Urdu as well as in Hindi. In non-Hindustani-speaking areas, where the provincial language will be the mother-tongue, the study of Hindustani will be compulsory during the 5th and 6th years of school life, but the children will have the choice of learning either one or the other script. However, in the case of teachers who have to deal with children of both kinds, knowledge of both the scripts is desirable.

At any rate, every public school must make adequate provision for the teaching of both scripts.

In general outlines, the syllabus of studies will be the same for boys and girls up to the 5th grade of the school. In grades 4 and 5 the syllabus in general science should be so modified as to include Domestic Science for girls. In grades 6 and 7 the girls will be allowed to take an advanced course in domestic science in place of the basic craft.

SECTION III. TRAINING OF TEACHERS.

The proper training of teachers is perhaps the most important condition for the success of this scheme. Even in normal circumstances the quality of the teachers generally determines the quality of the education imparted. When a radical reconstruction of the entire educational system is contemplated, the importance of the teachers who work out these changes is greatly accentuated.

It is therefore essential that these teachers should have an understanding of the new educational and social ideology inspiring the scheme combined with enthusiasm for working it out.

Since they are to teach not only certain academic subjects, but also crafts, their training should include a reasonably thorough mastery of the processes and technique of certain basic crafts.

Their methods of teaching and approach to subject matter will be different. They will deal with the various subjects not as isolated and mutually exclusive branches of knowledge, but as inter-related aspects of a growing and developing activity which provides the focus of their correlation. For this purpose it is essential that teachers should have some training in formulating projects and schemes of correlated studies, and thus link up life, learning and activity.

They must have an intelligent interest in the life and activities of their human environment and a thorough grasp of the intimate relationship between school and society.

Besides these points—which must be particularly stressed if the new scheme is to be worked in the spirit in which it is conceived—the teachers' training curriculum should of course include the other necessary skills and subjects.

In order to gain admission to the training institution, the candidate must have read up to the Matriculation Standard in some national or recognised Government institution, or must have had at least two years' teaching experience after passing the Vernacular final or some equivalent examination.

CURRICULUM FOR A COMPLETE COURSE OF TEACHERS'

Training (covering a period of three years).

1. (a) Growing, picking, carding of cotton (or wool), spinning of yarn and making of warp. (b) Mechanics of the spinning wheel (or other instruments and tools involved in the exercise of the basic craft selected). (c) Economics of village industries with special reference to the selected craft. (d) Elementary carpentry involved in the selected craft.
2. Training in one of the following basic crafts: (a) Spinning and weaving. (b) Agriculture. (c) Vegetable and fruit gardening. (d) Carpentry. (e) Toy-making. (f) Leather work. (g) Paper-making, or any other craft which may be considered suitable for any particular locality.
3. Principles of education, which should comprise:—(a) The basic idea of education through productive work. (b) The relation of the school to the community. (c)

Simple outline of child psychology (treated as concretely as possible) and of the psychology of acquiring a skill. (d) Methods of teaching, with special reference to the formulation and development of projects. (e) Objectives of the new education, studied with reference to the actual conditions of life in the country.

4. An outline course in physiology, hygiene, sanitation and dietetics, referring specially to the actual problems of village life and aiming at direct, practical utility.

5. A revision and further development of the basic course in social studies directed towards securing the teacher's proper orientation to the manifold problems of his social environment. This should culminate in a broad general survey of India and the world during the last fifty years.

6. A course of lessons and directed study, in the mother tongue, to introduce the teachers to some master-pieces of India art and literature, thus imparting a general cultural background.

7. Knowledge of Hindustani, and the capacity to read and write both the Hindi and Urdu scripts, in both Hindustani and non-Hindustani-speaking areas. (This is essential for teachers in All State schools and aided schools, if they are to further some of the basic cultural and civic objectives of this education.)

8. Black-board writing and drawing.

9. Physical culture, drill and deshi games.

10. Supervised practice teaching in attached demonstration schools.

We expect these teacher training schools to be residential institutions where the students and their teachers will be in close contact with one another. They should develop co-operatively a vigorous and many-sided social and cultural life in which the individual interests of the teachers in training will find adequate expression. We therefore visualise and invite the attention of the staff of these institutions to the desirability of encouraging the growth of many and varied hobbies and social activities carried on by the teachers under training in their leisure time.

The real success of these institutions will be judged by the variety and spontaneity of the various hobbies and social activities, the enthusiasm and persistence with which they are carried out, and their reaction on the life of schools and the community.

The course as outlined above might possibly give the impression of being too heavy and ambitious, and therefore unlikely to be practicable. We are anxious to counteract that impression by pointing out that, if approached in the right spirit, it is possible to cover this ground with reasonable thoroughness. It has to be remembered, in the first place, that this is a continuous three years' course, and therefore it lends itself to a fuller planning than is the case at present. Secondly, we expect that after a few years' time when the scheme is well under way, having passed through our new schools, all the teachers recruited for training will have covered a good deal of the ground in craft training and in other subjects such as social studies. Therefore this course will not so much teach new subjects as carry further and give a professional orientation to subject matter already studied. Thirdly, we would again emphasise the fact that at this stage the object is not to make a thorough, systematic and scientific study of these various subjects (which would be an unduly ambitious undertaking), but to centre the teaching round actual concrete problems of civics, sanitation, hygiene, first aid, child behaviour and class room practice arising in the school or in the enviroing community life. Of course, we hope that if pro-

professional pride has been quickened and intellectual interests have been generated, many of these teachers will continue their study privately and try to obtain a more thorough acquaintance with certain subjects. But so far as the training period of these teachers is concerned, our object is not to produce academically perfect scholars, but skilled, intelligent, educated craftsmen with the right mental orientation, who should be desirous of serving the community and anxious to help the coming generation to realise and understand the standard of values implicit in the educational scheme.

CURRICULUM FOR A SHORT COURSE OF TEACHERS' TRAINING.

To make a beginning with this scheme as soon as possible, we recommend that a short emergency course of one year's training be provided for teachers specially selected from existing schools, national institutions and ashrams. The teachers selected should possess some background of successful teaching experience or craft work, and hold out promise of working the scheme in the right spirit with understanding and enthusiasm. The number of these teachers in any province may be determined by the number of schools which it is proposed to open at first.

The course of training for these teachers should include:—(a) Training in carding and spinning with the takli. This will be compulsory, whatever may be the basic craft chosen. (b) Sufficient training in one of the above-mentioned basic crafts to enable the teacher to teach the first three years' school course in that craft. (c) A short course in physiology, hygiene, sanitation and dietetics. (d) The basic idea of the craft school and its relation to community life. (e) Formulation and working of simple projects as a basis of co-ordinated teaching. (f) A short course of lessons on the history of the Indian national awakening and the trend of world movements during this century. (g) Teaching of at least 25 lessons in the practice school under proper supervision.

SECTION IV. SUPERVISION AND EXAMINATIONS.

A. SUPERVISION.

An efficient and sympathetic supervisory staff is almost as important for the new schools as well-trained teaching personnel. Supervision is a fairly specialised work and we would recommend that provision should be made for the training of supervisors to meet the ever-growing needs of an expanding school system. The minimum qualification for a supervisor should in our opinion be complete training as a basic school teacher, together with at least two years' experience of successful teaching and a year of special training in the work of supervision and administration. Supervision should not be mere inspection, it should mean personal co-operation and help offered by one who knows more, to a less experienced or less resourceful colleague. Supervisors should, indeed, be able to play the role of leaders and guides in the educational experiment. In order that the more important obligations of helpful guidance and leadership may be properly fulfilled, it is necessary that the load of unavoidable administrative and routine work should be as light as possible. Therefore there should be an adequate number of supervisors, and the supervisory districts should not be unmanageably large. This will mean greater expense, but economy here will be bad economy.

B. EXAMINATIONS.

The system of examinations prevailing in our country has proved a curse to education. A bad system of education has, if possible, been made worse, by awarding

distant urban schools for education (3) that there are but few Secondary Schools in the District and the abolition of any School would remove the facilities for Secondary Education in some taluks altogether and (4) that the closure of some Schools would swell the number of unemployed people which is already alarmingly large.

3. The Association requests the S.I.T.U., Madras, District Teachers' Guild, Kurnool and other teachers' Association in the District to move in the matter and send appeals to the authorities concerned for the retention of all secondary schools in the District.

THE 5TH PROVINCIAL PHYSICAL EDUCATION CONFERENCE

The 5th Provincial Physical Education Conference will be held at Mangalore during the 1st or 2nd week of May 1938. The topics for discussion will be:

1. Type of Programme in Physical Education for educational institutions,
2. Recreational and Play Programme for the Public.

All who are desirous of contributing papers on either or both subjects are requested to do so by the 31st March 1938.

There will also be a Health and Physical Education Exhibition. Exhibits are invited.

Further particulars can be had from the Honorary Secretary, Madras Provincial Physical Education Association, Saidapet, Madras.

13TH ALL-INDIA EDUCATIONAL FEDERATION OF EDUCATIONIST ASSOCIATION

A COMMITTEE ON WARDHA SCHEME.

The 13th. All India Educational Conference at Calcutta has appointed a representative Committee of educationists to discuss the desirability and the practicability of Mahatma Gandhi's Wardha Scheme and Dr. Zakir Hussain Committee's report. All the educationists of the country are requested to send their criticism and suggestions as well as the relevant materials available expected to be of help to the Committee, to the convener, Mr. P. Seshadri, Principal, Government College, Ajmer, by the 25th February at the latest. The Committee has to submit its report by the 31st March 1938.

2. We realise that by, fixing seven plus as the age for the introduction of compulsory education, we have left out a very important period of the child's life to be shaped in the rather unfavourable surroundings of poor village homes under the care of uneducated and indifferent parents mostly struggling against unbearable circumstances. We feel very strongly the necessity for some organisation of pre-school education conducted or supported by the State, for children between the ages of three and seven. A painful consciousness of the realities of the situation, chiefly financial, prevents us from making this recommendation. We are anxious, however, that the State should not overlook its ultimate responsibility in the matter. We are confident that if the scheme of basic education suggested here, with its intimate relation to home life, is firmly established, it will go a long way towards helping the pre-school child to get a better home training than he now does. It will also help considerably in the great work of adult education which will also have to be taken up in right earnest at no distant date.

3. We have tried to make an estimate of the time required to complete the different sections of the curriculum. We feel that the following distribution will be about right:

The basic craft	3 hours 20 minutes.
Music, drawing and arithmetic	40 minutes.
The mother tongue	40 minutes.
Social studies and general science	30 minutes.
Physical training	10 minutes.
Recess	10 minutes.
	5 hours and 30 minutes.

In making this estimate, we have kept spinning and weaving as the basic craft. The distribution might vary from craft to craft, but in no case should the time allotted to the basic craft exceed the above estimate.

The school is expected to work for 288 days in a year, average of 24 days in a month.

4. In view of the diversity of pupils' interests we recommend that as far as possible a variety of crafts should be provided for, at least during the last two years of the school course.

5. We are of opinion that every school should have attached to it a plot of land big enough for a school garden and a playground.

6. Research has established a very close relationship between malnutrition and backwardness at school. Considering the almost universal under-nourishment of the village children, we recommend that every effort should be made to remedy the defect by providing light nourishment to all children during school hours. We are confident that the State will be able to secure enough co-operation from the public to meet the expenses involved in the undertaking.

7. With regard to the teachers' salaries, we endorse Gandhiji's suggestion that "it should, if possible, be Rs. 25 and never less than Rs. 20." But we also contemplate that for teaching the higher classes of the school, it may be neces-

sary to employ some teachers with higher academic qualifications, and for them a somewhat higher pay may have to be provided.

8. We recommend that during the first two or three years of this experiment, specially qualified and competent teachers should be secured—even if their pay is somewhat higher—so that in selected schools they may work out the necessary details and technique of the syllabus and the new methods of teaching. When this pioneering stage has been successfully crossed, it will be possible for average teachers who have received training in our three-year institutions to carry on the work fairly satisfactorily.

9. We are of opinion that the average number of students in any class should not exceed thirty. If the number is larger, it will not be possible for the teacher to discharge his heavy and responsible duties efficiently.

10. In the selection of teachers, preference should be given to those who belong to the locality in which the school is situated.

11. In order to encourage women to take to this profession, special efforts should be made to provide facilities for training them as teachers.

12. The problem of selecting suitable candidates for training should be carefully and competently examined, and a reliable technique of selection evolved. We are convinced that unless this difficult problem is tackled, the scheme will have little chance of success. Teaching requires special social and moral attitudes and qualities, and it is not right to assume that everyone who volunteers to enter the profession is suitable for it. We must, therefore, conduct our selection with great care and forethought and preferably take only those who belong to what the psychologists call "the social type".

13. We suggest that these training institutions should be residential institutions, open to all classes and creeds, and free from restrictions relating to untouchability and interdining.

14. In these institutions expert artisans or craftsmen may be employed to give craft training. Local artisans may also be utilised, if necessary, to help the teachers of basic schools in their craft teaching and in putting the finishing touches for marketing purposes to the material produced by the students.

15. Refresher courses on a large scale should be gradually organised at training colleges and schools, in order to maintain and improve the efficiency of teachers. Such courses should be of various types—cultural, professional and industrial.

16. Demonstration schools should be attached to every training institution and these should serve as laboratories where new methods of teaching are attempted and developed. These schools—staffed by specially qualified teachers—should serve as models for their locality, and teachers from other schools should be given an opportunity to see the working, teaching materials, and technique.

17. The introduction of a craft, the co-ordination and correlation of the content of the curriculum, the close relationship with life, the method of learning by doing, the individual initiative, and the sense of social responsibility,

which are among the main features of the new scheme suggested here, cannot be realised without supplying to both the teachers and the pupils—but primarily to the teachers—such books and material as would help to achieve our aim. It is essential that the illustrative material, the books for the teachers, and the necessary programmes of correlated work should be prepared. Entirely new text-books, permeated with the new spirit, are also essential. The Board of Education in each province and the Central Institute of National Education, whose establishment is recommended below, will be able to render valuable help in this connection. The provinces which propose to establish the new type of schools must institute the requisite machinery for the preparation of these necessary books and materials at the earliest possible date.

18. In the section on examination we have referred to the systematic measurement of school achievements as an important function of the education authority in each province. We recommend that the Board of Education in each province should provide on its academic side for an efficient staff of educational experts. This staff should carry on scientific research to fit the school curriculum to the real life of the people, and to guide the teachers in the use of the new standards and norms of achievement. They should try progressive method of teaching, keep the teachers in touch with the results of successful experiments undertaken in this country and elsewhere, and also guide the training of teachers and supervisors.

19. Apart from the official boards, we would recommend the formation of an independent, non-official Central Institute of Indian Education, which should be free from administrative responsibility and consist of persons eminent in the field of education as well as in other spheres of cultural activity. The objects of this institute should be as follows:

1. To serve as an advisory body on matters of educational policy and practice.

2. To study and discuss the ideas and aims underlying educational efforts in India and outside, and to make the results of this study available to all who are interested.

3. To collect information about, and to keep in touch with, the educational work of the various Indian Provinces and States, as well as foreign countries.

4. To organise research on problems relating to education.

5. To issue monographs and a magazine for educational workers.

20. It is common knowledge that the different public utility services of the country which should be concerned with the welfare of its future citizens are sadly un-coordinated. We recommend that the Department of Education should be placed in a position to secure the co-operation of the other State departments (e.g. Health, Agriculture, Public Works, Co-operation, Local Self-government) in building up a healthy, happy and efficient school community.

FROM OUR ASSOCIATIONS

SALEM DISTRICT TEACHERS' GUILD

(AFFILIATED TO THE S.I.T.U.)

ANNUAL MEETING

Proceedings of the Annual Meeting of the Salem District Teachers' Guild held on Saturday the 27th November, 1937 at 2-30 P.M. in the Conference Hall, Board High School, Namakkal. Bernard Thomas Esq., M.A. (Oxon), President of the Guild and Principal, London Mission High School, Salem, presided.

Members from all the affiliated associations were present.

The Joint Secretary, Mr. K. S. Chengalroya Iyer made a statement regarding the action taken on the resolutions passed at the Guild Meetings held at Salem on 30-1-1937, 3-4-1937 and 4-9-1937 and read replies received from the authorities concerned. He made a fervent appeal to the assembled gathering to strengthen professional organisation. Among the various ways he suggested the enrolment of the Elementary School Teachers Centre and Range Associations as members of the Guild. He pointed out how the women Teachers had been standing out of the organisation thus far and requested them to become members of the Guild. Yet another method was to canvas for subscribers for "The South Indian Teacher" and Balar Kalvi the official organs of the S.I.T.U. and all the teachers to enrol themselves as members of the Protection Fund in their own as well as their comrades' interest. He also stressed the need for the executive of the Guild to go about the District so that the constituent associations might be made to take more interest. He also suggested that the Guild be registered under some suitable act.

The election of office bearers of the Guild for the year 1938 then took place. Mr. Bernard Thomas M.A., (Oxon), Principal of the London Mission High School, Salem was reelected President. Messrs. S. M. Lakshmana Chettiar, B.A., L.T., Headmaster of the Rasipuram High School and R. Narayanaswami Iyer, B.A., L.T., Headmaster of the Hosur Board High School, Vice-Presidents: Mr. V. Doraiswami Iyer, B.A., L.T., of the Municipal High School, Salem, Secretary: And Mr. K. S. Chengalroya Iyer, Joint Secretary.

Mr. K. S. Chengalroya Iyer was re-elected to the S.I.T.U. Executive Board as the Guild's representative for the year 1938-39.

The invitation of the Krishnagiri Board High School Teachers' Association to hold the next District Conference and Guild Meeting in November, 1938 at Krishnagiri was accepted with thanks.

On the motion of Mr. K. S. Chengalroya Iyer it was resolved to register the District Guild under a suitable act and to take necessary steps for registration.

The President thanked the members for electing him again as the President of the Guild and assured them that he would work his best for the cause of the Guild.

The Joint Secretary proposed a vote of thanks to the President of the Guild for the keen interest he is taking in the affairs of the Guild and the Meeting was brought to close.

(Sd.) BERNARD THOMAS,

..President.

(True copy)

K. S. CHENGALROYA AYYAR.

Joint Secretary,
Salem District Teachers' Guild.

XIII SALEM DISTRICT EDUCATIONAL CONFERENCE

NAMAKKAL.

The 13th. session of the Salem District Educational Conference under the auspices of the Salem District Teachers' Guild was held on the 27th. November, 1927 at Namakkal in the Board High School premises. There was a large gathering of delegates and visitors.

After prayer by the pupils of the High School, Mr. M. K. Swaminatha Aiyer, M.A., L.T., Headmaster, Board High School, Namakkal and chairman of the Reception Committee of the Conference welcomed the delegates and visitors and appealed to women teachers to join the District Teacher's Guild and co-operate with them. It was a regrettable feature, he observed, that hitherto women had kept aloof from this important and useful organisation. He did not believe that it was practicable to make education self-supporting at any stage. In the case of Elementary Education the children could not be expected to make things which could be marketed and even in the later stages he was sure that the proceeds of articles made could not pay for the cost of education. He urged that education must be spread among all but in the spreading of mass literacy the cultural aspect should not be forgotten and educated young men must be made to turn to the villages and live the village life. He also put in a strong plea for adopting Hindi as the national language. He requested Mr. G. L. Lobo, Divisional Inspector of Schools, Madras South, to declare the Conference open.

Mr. G. L. Lobo, opening the Conference, thanked the organisers for giving him an opportunity to talk to such a large gathering of teachers—secondary and elementary, and explained the policy of the department in carrying out the programme of education in the country. The Congress Ministry was wedded to the improvement of elementary education even at the sacrifice of Secondary and Collegiate education to some extent. The Government had not as yet announced their final intentions regarding Hindi but it was his strong personal opinion that Hindi should be made an examination subject and should not be allowed to suffer the same fate as the present moral instruction classes.

It was not correct to say that the Government had no 'policy' with regard to education. Times and circumstances were changing and in such an age it would be folly to prescribe and follow a particular plan of action for all time. If the experiments did not justify the expectations, the proposals would surely be dropped.

With regard to vernacularisation of studies he said that there was a great difficulty. Firstly, all schools were not adopting vernaculars as the medium of instruction. Secondly, the University was having a high standard of English and if students after completing the High School course, should go to the University they should have a high knowledge of English which would not be possible if there was vernacularisation of studies. More caution and consideration were necessary in the matter.

He said, it was suggested to him by some Headmasters, that there was real need to have a public examination at the IV Form stage to filter out unfit students from proceeding higher. The percentage of results in the S.S.L.C. examination had shown that several undeserving pupils had got up to that stage. This shall not continue and there should be a proper stiffening from the lowest class onwards.

In an attempt to spread mass education they should first get mass opinion in their favour and also train the present young pupils to govern the public opinion later on when attempts at mass education would be really effective. The Higher Elementary Schools were intended to serve as complete rural schools and the present attempt to make them feeder schools for the High Schools by following their syllabus ought to be deprecated and discontinued.

Concluding he appealed to teachers to do prohibition propaganda in the villages and declared the Conference open.

Mr. R. Narayanaswami Iyer, B.A., L.T., Headmaster, Board High School, Hosur and Vice-President of the Salem District Teachers' guild proposed Mr. S. Ramaswami Iyengar, B.A., L.T., a retired Headmaster to the chair. Mr. V. Doraiswami Iyer, B.A., L.T., Secretary of the District Teachers' Guild seconded the proposal which was carried unanimously.

Mr. S. Ramaswami Iyengar thanked the organisers for the honour done to him in asking him to preside over the Conference. He said that the teachers profession was a noble one. He was glad to find a number of Elementary school teachers in the gathering without whom the District Guild not be said as an institution representing all grades of teachers in the district. He expected the Conference to pass practical resolutions.

Mr. V. Doraiswami Iyer B.A., L.T., Secretary of the District Guild read messages of goodwill received from Messrs. V. Saranatha Iyengar, P. K. Pattabirama Sastri, M. S. Sabhesan, Secretary of the South India Teachers' Union, E. N. Subramanian, Secretary of the Chittoor District Teachers' Guild and others.

The President announced that the whole Conference would go in as the Subjects Committee and it would meet at 3-30 P.M. in the afternoon.

Mr. A. Ramanatha Iyer, B.A., L.T., Headmaster, Board High School, Krishnagiri proposed a Vote of thanks to Mr. G. L. Lobo for his opening address and the visitors who attended the Conference.

At 2-30 P.M. the business meeting of the District Teachers' Guild was held under the presidency of Mr. Bernard Thomas, M.A., (Oxen), President, District Teachers' Guild.

At 2-30 P.M. the Subjects Committee met under the Chairmanship of Mr. S. Ramaswami Iyengar and discussed the draft resolutions to be placed before the Conference.

At 5-30 P.M. there was a group photo.

At 6 P.M. Dr. G. F. Andrews, Senior Assistant Director of Physical Education to the Government of Madras delivered a lecture on "The class room teacher and Physical Education."

Mr. S. T. Ramanuja Iyengar, B.A., L.T., Secretary, Trichy District Teachers' Guild and Working Committee Member of the South India Teachers' Union delivered a lecture in Tamil on "The South India Teachers' Union and Educational Reconstruction."

The Subjects Committee met again at 9-30 P. M. and discussed the draft resolutions to be placed before the Conference under the presidency of Mr. S. Ramaswami Iyengar. The discussions were very lively and went on till midnight.

The Conference resumed its session the next day (28th. November, 1937) and adopted a number of resolutions.

It was decided to hold the Educational Conference at Krishnagiri, next year. A Committee was also constituted to put the resolutions adopted into effect.

In his concluding remarks the President appealed to Elementary School Teachers to join the District Teachers' Guild in large numbers. He also advised the teachers to consider things dispassionately and not be thrown into a flutter by announcements made elsewhere or by speeches made by officials and other propagandists.

Several delegates spoke congratulating the Reception Committee for the excellent arrangements they had made.

With a Vote of thanks proposed by Mr. A. Ramanatha Iyer of Krishnagiri on behalf of the delegates, by Mr. V. Doraiswami Iyer on behalf of the District Guild and by Mr. K. Seshagiri Rao, Conference Secretary on behalf of the Reception Committee to the donors, the lecturers, the President of the Conference and others who were responsible for the successful session, the Conference ended.

K. S. CHENGALROYA AYYAR,
Joint Secretary,
Salem District Teachers' Guild.

NAMAKKAL

"PHYSICAL EDUCATION AND THE CLASS ROOM TEACHER"

In addressing the conference on the above subject Dr. G. F. Andrews, Senior Physical Director, discussed first the relationship between Physical Education and Education, and pointed out how the aim of Education, namely development of the boy or girl into an efficient citizen "living best and serving most" is also the aim of physical education. He explained how in physical

education the vigorous bodily activities contribute to health and physical well being and serve to further the development of the mental processes and how physical education activities co-operate with all the other educational activities in the school to better the character and conduct of the pupils and serve as powerful socialising factors in the school.

Because of the close tie up between general education and physical education, Dr. Andrews urged that the class room teacher also had a responsible share in the programme of Physical Education. According to him teachers can shoulder their responsibilities in the following way:—

1. Those who are young and active can actively participate in the activities of the playground and either play with the boys or help them by referring the play.
2. Those who are not so active could passively cooperate by moving about in the playground and exerting a benevolent influence specially in character and conduct formation.

3. All teachers should adopt a decidedly favourable attitude to play and encourage those who are too bookish to devote a little time to play. They should also discourage too much play at the expense of class room work.

Dr. Andrews also pointed out that a thorough overhaul of the heavy curriculum of studies which at present deters from devoting sufficient time to physical education activities, a change in school hours resulting in better facilities for play, provision of food to the needy pupils, and the removal of the fear of examination are some of the urgent reforms which the class room teachers should tackle in order better results of a sound physical education programme should follow.

Lastly Dr. Andrews pointed out that teachers owe it to themselves and their families and to their work to keep healthy and happy and urged teachers to make up their minds to spend at least half an hour daily in the playground not only in the interest of the pupils, but also for the sake of the pleasure and joy they could find there for themselves.

RESOLUTIONS PASSED AT THE XIII SALEM DISTRICT EDUCATIONAL CONFERENCE HELD AT NAMAKKAL ON THE 27th & 28th Nov., 1937.

1. This Conference resolves to place on record its deep sense of sorrow at the sudden and premature demise of the late Mr. T. B. Krishnaswami Mudaliar, a former District Educational Officer, of this District, and also of Sir Jagadish Chandra Bose, the World renowned Scientist of India.

2. This Conference welcomes the advent of the Congress Ministry, which represents the will of the vast majority of the people and feels confident that all Educational problems will be tackled in a manner suitable to the needs of the Province and conducive to the welfare of the people.

3. This Conference requests the Government to permit the payment of premium towards Life Insurance policies of subscribers to the Provident Fund in non-pensionable service from out of their Provident Fund contributions and make necessary alterations in the rules governing that Fund.

THE SOUTH INDIAN TEACHER

4. This Conference requests that the Government may be pleased to extend the benefit of the Provident Fund contribution to aided school teachers drawing a salary of not less than Rs. 12 if they should so desire.
5. This Conference requests the Government to instruct the Local Bodies to follow the Fundamental Rules, with regard to Leave, etc., in the case of teachers, in the elementary schools, under their managements, as in their secondary schools.
6. This Conference requests that the Government may be pleased to so modify the rules as to enable a teacher holding a certificate of the Higher Elementary Grade automatically gaining, on passing a Higher Public Literary Examination, certificate of the Secondary Grade, which the Secretary to the Commissioner may issue, without further training on a special recommendation of the District Educational Officer.
7. This Conference requests the Government to treat all Lower Grade Elementary Teachers, trained during 1907-1914 as Higher Grade Teachers for purposes of pay, qualifications, etc.
8. This Conference resolves to recommend that the Government may be pleased to alter the scale of pay of the qualified pandits, in the Board and Municipal Secondary Schools, from Rs. 45-2 2-75 to Rs. 45-3 2-75 to enable them to reach the maximum in twenty years instead of in thirty years—a period too long for many to reach.
9. This Conference resolves to recommend to the Government that no differentiation be made between the Secondary Grade Trained Teachers working in Board Elementary Schools and those working in Board Secondary Schools in the matter of their scale of pay, and requests that orders may be passed to raise the scale of the Secondary Grade Teachers in Elementary Schools.
10. Resolved to request the Government to instruct Local Boards, to adopt the Government scale of salaries in their Elementary Schools.
11. This Conference requests the Government to make all increments, in salaries, annual.
12. This Conference requests the Government and the District Boards of Salem and Dharmapuri, not to absorb the difference, between the minimum allowed in the scales of pay of all teachers under their employ, as per G.O. No. 4619 dated 20-12-'34 and the pay drawn by them on 31-10-1934, in their subsequent increments.
13. This Conference requests the Government to reintroduce the Intermediate assistant's posts in all Secondary Schools, where they were in existence prior to November, 1934.
14. This Conference requests the Government to exempt the children of teachers, in all recognised schools, from payment of school fees.
15. This Conference requests the Government to declare Saturday as a full holiday to all the Elementary Schools under public management as in the Secondary Schools.

16. This Conference requests the Government to give representation to teachers in Elementary Schools, in the firka Educational Boards to be formed.

17. This Conference requests the Government to issue instructions to the Village Officers to help the teachers in the preparation of Census work for educational purposes.

18. This Conference requests the Government that they may be pleased to remove the restrictions imposed on the teachers taking part in politics.

19. This Conference requests the Director of Public Instruction, Madras and the Government of Madras, to effect necessary amendments to the Madras Educational Rules, in order to standardise the salaries of all teachers, employed in all schools, including the aided institutions, and to ensure security of their tenure as provided in the Local Boards Act.

20. This Conference requests that the Director of Public Instruction, Madras, may be pleased not to require the exemptions once granted to permanent members of the school staff, such as Pandits, munshis, Drill and Drawing Masters and Manual Training Instructors to be renewed year after year on account of their qualifications which were once considered sufficient but not satisfying the requirements of the present Educational Rules, but to treat such exemptions permanent.

21. This Conference requests the University of Madras, to exempt bona-fide Pandits of not less than six years' standing who have secured not less than 35% in English in the S.S.L.C. Public Examination, from the production of attendance certificate for appearing for the Intermediate Examination, with Group 'D' leading to the 'B.O.L.' Degree.

22. This Conference requests the University of Madras to make no distinction between candidates taking Sanskrit and those taking the vernaculars, in the matter of granting concessions to appear for the Intermediate Examination in Group 'D' leading to the 'B.O.L.' Degree and thus permit the vernacular candidates to pass the Entrance Examination with English in addition as for Sanskrit candidates.

23. This Conference requests the President, District Board, Salem, to favourably reconsider the hard cases of teachers, employed in the Board Schools in Atur Taluk, affected by the reorganisation, made by the President, Taluk Board, Atur, in May, 1933.

24. This Conference requests the authorities to sanction the difference of pay between what was being drawn by the board elementary school teachers, during 1933-34 and the present pay, as personal pay.

25. This Conference desires to bring to the notice of the Presidents of the Salem and Dharmapuri District Boards that the scale of contingencies, sanctioned to the Elementary Schools, in their jurisdiction, is inadequate for the needs of those schools, and request for a reasonable increase.

26. This Conference desires to draw the attention of the President, District Board, that increments are not sanctioned on the due dates to teachers, in

Elementary Schools, under the Board and to request that the matter may be looked into and increments sanctioned in time.

27. This Conference brings to the notice of the Presidents of the District Boards of Salem and Dharmapuri, the injustice and hardship, caused by abruptly lowering the pay of the few Lower-grade trained teachers, who subsequently passed the Higher-grade examination prior to the date of revision of pay of teachers on 11-8-1934 on the basis of grade system on the ground that though they were Higher-grade trained teachers and were drawing pay on that scale, they were acting in the Lower-grade places, and strongly recommends that their old pay may be restored and increments added.

28. This Conference requests the various managements in the District to confirm all those persons, acting in permanent vacancies, as soon as they complete their period of probation satisfactorily.

29. This Conference requests the managements of the several schools in the District not to insist on their teachers, putting on a coat and a turban, while on duty, but deem it sufficient for them to wear a jibba with a cap or angavastram in addition, in view of the fact that such a change is conducive to simplicity and now considered sufficient in public offices.

30. This Conference requests the various managements to give preference to those L.T. teachers acting in secondary grade vacancies, when any new appointments in L.T. grade are made, provided they are not found unsuitable.

31. This Conference recommends that managements of all Elementary Schools, in the District, may supply suitable printed forms—Recording sheets—for use in their schools.

32. Resolved to request the managements to supply their Elementary Schools with text-books for class-use.

33. This Conference resolves to accept with pleasure, the invitation extended by the Teachers' Association, Board Higher School, Krishnagiri, to hold the next Conference at Krishnagiri.

34. This Conference requests the undermentioned gentlemen to form themselves into a Committee and wait in deputation on the Presidents of District Boards, or higher authorities and make suitable representations on the resolutions passed as they may deem fit.

1. President of the District Guild.
- 2 & 3. Vice-Presidents of the District Guild.
- 4 & 5. Secretary and Joint Secretary of the District Guild.
6. Mr. M. K. Swaminatha Aiyar, Chairman of the Reception Committee.
7. Mr. Y. C. Ananthanarayana Aiyer.
8. Mr. K. N. Rama Rao.
9. Mr. T. V. Nataraja Aiyer.

(True copy)

(Sd.) S. RAMASAMI AIYENGAR,
President of the Conference

K. S. CHENGALROYA AYYAR,
Joint Secretary,
Salem District Teachers' Guild.

(SD.) M. K. SWAMINATHAN,
Chairman of the R. C.

SALEM DISTRICT TEACHERS' GUILD AUDIT REPORT FOR THE YEAR 1937.

I have the honour to present the Audit Report of the Salem District Teachers' Guild for the year 1937. A Statement of Receipts and Charges is enclosed.

There were 27 Associations and one individual member at the beginning of the year. One Association reported disaffiliation. Two associations and one individual member joined the Guild during the year. At the end of the year there were 28 associations and 2 individual members. Out of the five associations that were in arrears at the end of the last year four paid their subscriptions and the subscription of one association was written off by the Guild at its meeting held on 4-9-1937. Three associations have not paid their subscription for 1937 and are in arrears.

The year opened with a balance of Rs. 59-0-9. The amount collected by way of subscriptions (arrears and current) from associations and individuals was Rs. 223-0-0. The balance of the 27th. Provincial Educational Conference amounting to Rs. 14-4-2 was credited to the Guild funds. The Guild's share of the delegate fees collected by the Namakkal Educational Conference Reception Committee is Rs. 31-8-0. and the same is credited to the Guild funds. The total expenses came to Rs. 161-5-9 leaving a balance of Rs. 166-7-2. All items of expenditure are supported by vouchers and are duly sanctioned.

The Guild owns a teak-wood almirah.

STATEMENT OF RECEIPTS AND CHARGES.

	Rs. a. p.
RECEIPTS.	
1. Opening Balance	.. 59 0 9
2. Subscription 1936	.. 41 0 0
3. Subscription from Secondary Schools for the year 1937	.. 142 0 0
4. Subscription from Elementary Schools for the year 1937	.. 36 0 0
5. Subscription from individuals	.. 4 0 0
6. Provincial Educational Conference Balance	.. 14 4 2
7. Namakkal Educational Conference Delegate fees—Guild's share	.. 31 8 0
Total	.. 327 12 11

	Rs. a. p.
CHARGES.	
1. S.I.T.U. Subscription	.. 37 0 0
2. S.I.T.U. Education Week Donation	.. 5 0 0
3. N.E.F. Reception Committee Fees	.. 5 0 0
4. Subscription—Journal of Education	.. 5 0 0
5. Subscription—Balar Kalvi	.. 2 0 0
6. Travelling Expenses	.. 41 6 0
7. Postal Expenses	.. 29 3 0
8. Stationery, Printing etc.	.. 36 12 9
9. Closing Balance	.. 166 7 2
Total	.. 327 12 11

Salem Dt. Teachers' Guild,
Kaveripatnam. (Salem Dt.),
1st. January, 1938.

K. S. Chengalroya Ayyar,
Joint Secretary.

R. S. Krishnamurthi,
AUDITOR.
1-1-1938.

KOILKUNTALA

The following are some of the resolutions passed at a meeting of the Teachers Association, Koilkuntla:—

This Association views with great concern the proposal of the Government to abolish certain Secondary Schools under the Kurnool District Board on the ground that they are uneconomic.

This Association respectfully draws the attention of the authorities to the fact that what is now considered as the uneconomic strength of each school now proposed to be abolished has been continuing with negligible variations ever since the starting of these institutions, which shows how the Government have been so far considerate towards the rural parts without expecting higher strength and without the expectations meeting with disappointments.

This Association humbly urges upon the authorities the necessity and the desirability of retaining all the Board Secondary Schools in the Kurnool District at present working, in special consideration of the poverty and backwardness of this district in education and in view of the fact that the closure of these schools will be a set back to rural upliftment.

In view of the certainty that the new scheme of Secondary education which is being actively considered, will improve the strength of these rural schools, as this scheme is intended to cater to the needs of the present day with special reference to rural developments, this Association urges upon the authorities to postpone the idea of abolishing any secondary school, as suggested by the Headmasters' Conference held in December 1937 in Madras.

While realising the need for a radical change in the system of education, this Association believes that it is possible for a popular and sympathetic Government to make the transition least harmful to the interests of the present incumbents and trusts and prays that short training courses with stipends may be devised to enable the present incumbents to fit in with the new scheme, and that those who may be thrown out of Local Board service as a result of abolishing any school or the introduction of any new scheme, may be absorbed on a provincial basis in Local Board, Municipal, or Government service in the teaching, executive and ministerial lines with suitable exemptions of age.

This Association trusts that teachers who are admitted on all hands to be the most depressed of all public employees would not be allowed to suffer for no fault of theirs under a popular Government well known for its zeal for the uplift of the depressed in all fields.

B. H. SCHOOL, ATMAKUR (KURNOOL)

The following resolutions were passed at a meeting of the Associations:—

1. The Association views with alarm the proposals of the Government that three High Schools and a Middle School under the District Board may be closed down as they are uneconomic.

2. The Association submits to the President, District Board Kurnool and the District Educational Officer, Kurnool to recommend to the Government the retention of these three High Schools and a Middle School for the reasons (1) that the people in the District are educationally backward (2) that the people in the District are generally poor and cannot afford to send their children to

distant urban schools for education (3) that there are but few Secondary Schools in the District and the abolition of any School would remove the facilities for Secondary Education in some taluks altogether and (4) that the closure of some Schools would swell the number of unemployed people which is already alarmingly large.

3. The Association requests the S.I.T.U., Madras, District Teachers' Guild, Kurnool and other teachers' Association in the District to move in the matter and send appeals to the authorities concerned for the retention of all secondary schools in the District.

THE 5TH PROVINCIAL PHYSICAL EDUCATION CONFERENCE

The 5th Provincial Physical Education Conference will be held at Mangalore during the 1st or 2nd week of May 1938. The topics for discussion will be:

1. Type of Programme in Physical Education for educational institutions,
2. Recreational and Play Programme for the Public.

All who are desirous of contributing papers on either or both subjects are requested to do so by the 31st March 1938.

There will also be a Health and Physical Education Exhibition. Exhibits are invited.

Further particulars can be had from the Honorary Secretary, Madras Provincial Physical Education Association, Saidapet, Madras.

13TH ALL-INDIA EDUCATIONAL FEDERATION OF
EDUCATIONIST ASSOCIATION

A COMMITTEE ON WARDHA SCHEME.

The 13th. All India Educational Conference at Calcutta has appointed a representative Committee of educationists to discuss the desirability and the practicability of Mahatma Gandhi's Wardha Scheme and Dr. Zakir Hussain Committee's report. All the educationists of the country are requested to send their criticism and suggestions as well as the relevant materials available expected to be of help to the Committee, to the convener, Mr. P. Seshadri, Principal, Government College, Ajmer, by the 25th February at the latest. The Committee has to submit its report by the 31st March 1938.

EDITORIAL

A STORM

The District Boards are now called upon to close such of their Secondary Schools as are regarded uneconomic. This order of the Government has created an alarm in the mind of the public and teachers. Public men holding responsible positions in District Boards have taken objection to the proposal and they are urging the Government to abandon what they consider to be a retrograde measure. The idea of closing uneconomic Secondary Schools was suggested years ago by the special officer deputed to study the condition of Secondary education and submit a report to the Government. There was a hint given sometime back that the uneconomic schools might have to be closed. Conditions have changed rapidly since the recommendation of this special officer was made. That the so-called uneconomic schools were started to give a chance to the pupils in backward areas is well-known. A considerable amount has been spent all these years on buildings, equipment, and staff. It cannot be denied that the existence of these schools has exercised a healthy influence in the several localities and one will certainly ask whether the strength of the classes should be the only consideration that ought to weigh with the Government. To start schools or to close them by a stroke of the pen is a haphazard method of dealing with the educational needs of the country and wastage must result. It is not necessary now to go into the merits of the proposal for closure. We feel that the Government will be well advised in keeping the order in abeyance. It is still considering the lines on which secondary education is to be reorganised. There is the Wardha scheme with its far-reaching implications. One can have no idea just now as to what should be done with the existing schools, whether economic or uneconomic. It will be a wise policy for the Government to take a general view of the whole situation and then adopt a line of action. A hasty step at the present moment is more an occasion for a storm. It is likely that, under the reorganised scheme of secondary education, the uneconomic schools may have an important role to play. We appeal to the Government to give due consideration to public opinion and to keep the order in abeyance.

THE WARDHAW SCHEME.

The All-India Educational Conference has appointed a committee to study the proposals contained in Wardha scheme and to submit a report to the Council at an early date. It is also required to consider at the same time the resolutions on the Wardha scheme that were

OUR LETTER BOX

NAMES IN HISTORY

Dear Sir,

May I request the hospitality of your columns for the following.

It is a sad fact that History in the Secondary school curriculum has fallen on evil days owing to several causes. Into all of them one need not go at present. Enough if attention is focussed on the ways and means of enabling it to re-occupy that status which is legitimately its due.

In this letter I shall confine myself to only one phase of the subject that is the pronunciation and spelling of names of places and persons in the History of England and the History of India. So long as the medium of instruction happened to be English the risk of neglect of this problem was not great. But now with compulsory vernacular medium in the offing it is essential that teachers of History and publishers of History books should bestow some thought on the question and prevent the perpetuation of erroneous spelling and pronunciation, confined not to the few as here-to-fore, but with every likelihood of its spreading to every nook and corner of the land. The danger of neglect is particularly great in the case of foreign names and for this purpose, we in the Madras presidency should deem Muslim names of people and places as foreign. Let us but take a few mistakes:—Anwarud-din, Chand Bibi, Timur, Alberui, Suraj-ud-doulah, Shah Alam, Himru, Dara, Tukhlak, Jizya. In the above cases where should we have the long vowels and where the short? How should we spell them in the vernacular. Are we to pronounce *அந்ரூட்டின்* or *அந்ரூட்டின்*, *ஹிம்ரு* ; *தேஹ்ரு*, or *தேஹ்ரு* ; *ஆல்பெருனி*, *ஆல்பெருனி* or *ஆல்பெருனி* should it be? *சக்பீரூ* or *சக்பீரூ* or *சக்பீரூ*?

Dear Mr. Editor, I raise this question so that teachers of history, Hindu, Muslim, Christian, and others might tackle the problem and give the benefit of their thought to the teaching and publishing professions I should even make hold to suggest that the S.I.T.U. should take the lead and appoint a small expert committee of Secondary school and collegiate teachers to go into the question and publish the results of their inquiries in the South Indian Teacher. The committee should be requested to consult opinion not only within the presidency but also outside it. The committee should also try to settle the vexed question whether the names of persons should, if men, end in *ன்* or the mere respectable ' *ர்*

Hindu High School,
Triplicane.
7th Dec. 1937.

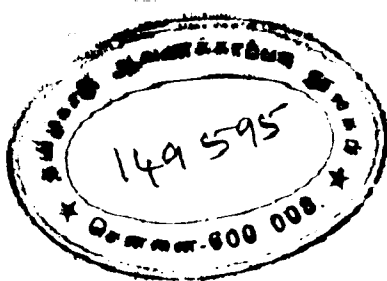
Yours Sincerely,
(Sd.) N. GANAPATHY IYER,
M.A., L.T.

placed in the agenda of the conference. It is expected that the associations affiliated to the South India Teachers' Union would study in detail the principles and implications of the scheme and make recommendations to the ensuing Provincial Educational Conference. It is for them to approach the problem from an educational standpoint and to see how far the scheme can help the country to go forward in respect of education. There is bound to be a difference of opinion with regard to details and it is expected of the associations to suggest the modifications necessary to make the scheme acceptable to all those who are keen on making our schools and colleges fulfil the widely accepted three-fold aims of education, namely, education for personality, for citizenship and for a vocation. The discussions that are going on in the press and on the platform should also be carefully noted since they give us an idea as to what the parents expect the schools to do for their children. In the course of a discussion of the scheme recently under the auspices of the Triplicane Club, an attempt was made to examine the several criticisms and to show that most of them had nothing to do seriously with the fundamental principles. An interesting point was raised with regard to the omission of any reference to higher education. One section urged the view that the Wardha scheme dealt primarily with the universal compulsory education and that there was no justification for assuming that the committee contemplated the abolition or extinction of high schools and colleges. Another section chose to consider that the omission might not be after all a matter of oversight. This point is referred to now just to make our readers realise that they should study the scheme in all its aspects and suggest lines of improvement. The question is not whether the Wardha scheme can be introduced or not but whether any reorganisation that does not take into account the three-fold aims of education can ever meet with the approval of the country. What should be done with the existing schools and teachers is one important question that has to be examined by us carefully. The fundamental principles of the Wardha scheme may have to be incorporated gradually in our system even though the Government may not see its way to adopt the Wardha scheme at once in all its entirety. It will be a great contribution to the solution of the problem if associations discuss this problem of the existing schools in relation to the Wardha outlook and suggest constructive measures.

STRIKE

It is alarming news that the teachers in elementary schools have begun to think seriously of resorting to strikes in order to have their grievances redressed. That thousands of teachers in elementary schools

have been kept in a deplorable condition is well-known to the Government and the public. The qualifying word "poor" has become inseparable from the teacher. The Director of Public Instruction was kind enough to bring a ray of hope some months back but nothing has been done till now to improve the position of teachers in elementary schools. The Hon'ble Minister for Education attempts to find a solution by weeping along with the teachers and his reference to prohibition in this connection has made the situation worse. Some days back, the Hon'ble Mr. Kher of Bombay is reported to have told the hunger-marching ryots that they need not have spent time and money by going to Bombay and that he would have done the needful if the necessary information be furnished to him. Our Minister has been in possession of all the facts relating to the conditions of service of teachers and with his previous experience it should have been possible for him to find a solution. Is there any wonder if teachers have lost patience and abandoned all hopes of relief from the authorities? Is it not amusing that public men still stand before the hungry teachers and appeal to them to be prepared for sacrifice and to do their work with enthusiasm and energy? We very much wish our administrators to ask themselves the same question and tackle the problems placed before them. The Premier has had the courage and conviction to do what he thought proper and just for the masses. *Is it not open to the army of teachers to catch his eye and to appeal to him not to forget them?* During his stay at Tanjore the Premier expressed the view that the conditions of service of teachers in elementary schools should be improved. We hope he has not forgotten the case of teachers. Unless a definite solution is found, the situation is bound to become grave. We appeal to teachers throughout the presidency to acquaint the Premier with the seriousness of the situation by wire and also by representations bearing thousands of signatures.



**MADRAS PROVINCIAL EDUCATIONAL CONFERENCE
XXIX SESSION, MANGALORE.**

The 29th Provincial Educational Conference will be held in Mangalore in the 1st week of May. As it is expected that the educational programme of the present Government will have been formulated and published by that time, the deliberations of the conference are bound to have far-reaching results.

Apart from this consideration a visit to South Kanara will amply recompense the long journey involved in going over to this remote corner of the Presidency. The District is one of the loveliest parts of the Province.

Its unique natural charm, its historical centres such as Udipi and Karkala, its cosmopolitan population speaking four or five languages, its peculiar social customs, its many educational institutions and centres of social reform, all these are bound to interest the visitor, and even claim respectful and close study at the hands of scholars.

The South Kanara District Teachers' Guild, although a babe of 5 years, has succeeded in organizing an influential reception committee under the Chairmanship of *M.R.Ry. D. Manjappa Hegde, Avl., M.L.C.* On behalf of the Reception Committee and of the Guild a cordial welcome is now extended to all teachers and other educationists of the Presidency to come to Mangalore and contribute to the success of the conference.

**S. MUKUNDA RAO,
K. SANJIVA CHETTY,**
Joint Secretaries.

M. S. EKAMBARA RAO,
*President, Dist. Teachers' Guild
and
President, Working Committee.*

THE S. I. T. U. PROTECTION FUND

We regret to announce the death of Mr. Y. Viswanatha Sarmah, Headmaster, V. M. High School, Bodinayakanur, Madura Dist. (Reg. No. 1016) at the early age of 33 and his nominee will be paid a sum of Rs. 275/- on receipt of the claim papers.

**THE SOUTH INDIA TEACHERS' UNION
PROTECTION FUND**

41, Singarachari Street, Triplicane, MADRAS.

(REGISTERED)

(ESTABLISHED IN 1928.)

MEMBERSHIP is open to teachers, clerks, librarians, etc., in any registered school or college, who are members of the S. I. T. U. or of its affiliated Associations or Guilds.

Age of a member on the date of admission shall not exceed 40.

Even those who leave the teaching profession may continue their membership in the Fund.

HOW TO BECOME A MEMBER.

Send in your application form with :

1. Registration Fee : Re. 1 (if you are under 30) and an additional Re. 1 (for every year above 30).
2. Annual Subscription and Contribution : Rs. 2.
3. Monthly Call Money : Re. 1 for each unit.

BENEFITS OFFERED BY THE FUND :

1. Death benefit to nominees of members.
2. Retirement benefit to members.
3. Withdrawal benefit after 5 years of membership.
4. Loans to members.
5. Safeguarding of professional interests.

THE SOUTH INDIA TEACHERS' UNION PROTECTION FUND

(REGISTERED)

(ESTABLISHED IN 1928.)

Table of Benefits.

For a monthly payment of Rupee one (one unit).

Year of membership in the fund.	In the event of death during the year.*	In the event of withdrawal at the end of the year.	Remarks.
	Rs.	Rs.	
1	250	Nil	
2	255	Nil	
3	260	Nil	
4	265	Nil	
5	270	40	
6	275	50	
7	280	60	
8	285	70	
9	290	80	
10	295	90	Maximum number of units
11	300	100	allowed to a member be-
12	305	115	low the age of 36 ..
13	310	130	
14	315	145	Between 36 and 38 ..
15	320	160	
16	325	175	Between 38 and 40 ..
17	330	190	
18	335	205	
19	340	220	
20	345	240	
21	350	260	
22	355	280	
23	360	305	
24	365	330	
25	370	375	

* This does not include the bonus that may be added on the of actuarial valuation.