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The South Indian Teacher

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

APRIL 1938

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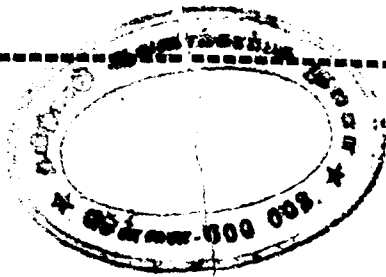
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CONTENTS

	PAGE
HEALTH AND PHYSICAL FITNESS OF SCHOOL-PUPILS, THE CITIZENS OF TO-MORROW—By Dr. V. Krishna Rao ..	139
THE NEW ELEMENTARY EDUCATION POLICY—By Mr. S. T. Ramanuja Iyengar ..	143
SOCIAL ASPECTS OF EDUCATION IN THE WARDHA SCHEME—By Mr. T. P. Srinivasavaradhan ..	148
REORGANISATION OF SECONDARY EDUCATION—By Mr. S. Santanam, M.A., L.T. ..	151
IE MANGALORE CONFERENCE—NOTE ON DRAFT RESOLUTIONS—By "Publicity" ..	159
FROM OUR ASSOCIATIONS ..	167
THE SOUTH INDIA TEACHERS' UNION, MADRAS—Minutes.	175
THE S. I. T. U. PROTECTION FUND—Notice ..	178
THE TEACHERS' BOOK-SHELF ..	180
MADRAS PROVINCIAL EDUCATIONAL CONFERENCE ..	182
EDITORIAL ..	184

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Vol. XI.

April 1938

No. 4

HEALTH AND PHYSICAL FITNESS OF SCHOOL-PUPILS, THE CITIZENS OF TO-MORROW

By

DR. V. KRISHNA ROW

Medical Officer, Presidency College, Madras

As one who appreciates the draft resolution, adopted by the Working Committee of the South India Teachers' Union on 5-2-'38, on the compulsory school medical inspection of pupils with the object of improving the health and increasing the physical fitness of the children of to-day. I desire to place before the teaching profession, the following notes, for their thoughtful consideration and immediate action.

2. The "Teacher" is in a singularly fortunate position to inculcate into the young, impressionable, and receptive minds, the fundamental necessities of a healthy life, healthy habits and behaviour. Not only this, his daily contact with the children of the community enables him to weed out the sickly from the healthy. He is also perched in an unassailable post to gauge the intelligence and mental retardation of the growing children, and impart graded and suitable education, suited to the capacities of the child. In this manner, the teacher is able to do immense service to the Nation, by training the intellect and building the health of his wards, the future citizens.

3. The scheme of medical examination of school-pupils in all advanced countries includes—

(i) Detailed examination of the pupils and offering the best medical advice, by the school-doctor ;

(ii) Hygiene instructions, which affect the healthy physical development of the pupil ;

- (iii) Lectures in Hygiene and Physiology; and.
- (iv) Instructions in Physical exercises and athletic control.

4. The detailed medical examination at the very beginning of scholastic career is necessary.

- 1. To prevent admission of physically unfit children;
- 2. To ensure prompt treatment of physical defects;
- 3. To avoid the spread of infectious diseases; and.
- 4. To create and develop healthy habits and living.

In other words, this regular medical examination maintains and insures the health of the growing child, who is a primary "Asset" to the Nation. It is regrettable that the famous saying that the "Child is the asset of a Nation" has now lost all its political and moral significance.

5. The primary importance given to this scheme of medical examination of school-pupils, in all advanced and modern countries could be noted from the fact—

(i) That all Nations are actively engaged in attending to the health of the children, as of vital concern to the health of the community and the Nation, as part of National Health Policy;

(ii) That Health and a re-invigorated health Policy is one of the pledges in the Election manifesto, adopted by the London Teachers' Association, represented by more than 15,000 Head-masters;

(iii) That Education Act of England (Sections 87 & 89) has been amended so as to make medical inspection *compulsory* in all schools; and,

(iv) That the Health Section of the World Federation of Education Associations, that recently met at Tokyo, has stressed the importance of medical examination (Appendix I).

6. In this intensive National health-building activities of other Nations, what has India been doing? Practically nothing. No attention to the growing children is being paid to-day. It is too obvious to escape one's eyes that the children of to-day, the rising generation are distinctly poor in physique and bodily health, which is indirectly affecting the body-politique of our country. The "Physical Education" that is now being imparted to children is hardly satisfactory and is not calculated to fulfill the aim of physical training and exercise, as understood and worked out by other advanced countries; the aim being "the development of the physical constitution of young boys and girls, the training their bodies and maintenance of their health."

7. In this connection, I have submitted to Government, a detailed scheme of school medical inspection with physical training for the school-children on a *self-supporting basis*—collection of As. 4 from each Elementary school pupil and As. 8 from Secondary and Middle school pupil, *per annum*. For the payment of this small annual sum, the pupil will have all the best medical treatment and care, *free any hour of day or night*, by a regular Service of school-medical officers in Madras Presidency. This school medical service would be establishing the following points of contact (Appendix II). This levy of As. 4 to As. 8 is neither novel nor economically unsound. When the medical inspection was in vogue in 1927-28, the pupil did pay this small sum; now he is promised better treatment and State-care of all his bodily troubles and ailments. "The reader is kindly referred to the special article of mine on "The Trends of Physical Education and School-Hygiene in South India" in the "South Indian Teacher"—of October, 1937."

8. Therefore, to preserve the health and vitality of the Indian Nation and "insure a second generation, a still better second generation and a Fitter Race"—(Health Policy of America), it is an absolute necessity and a paramount duty cast on the Public, the Teaching profession, and the Peoples' Governments to improve the prevalent low health and increase the physical efficiency of the Nation by insisting on the *compulsory* medical inspection of school children, from the school-going age. No one can afford to ignore or forget that "The Onward March of a Nation Depends On The Feet of Little Children." Hence this Health Resolution is recommended for acceptance by the teachers, at the ensuing Conference, at Mangalore.

APPENDIX I.

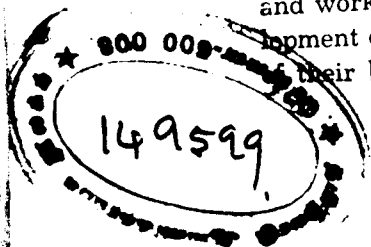
Resolutions adopted by the Health Section, World Federation of Education Associations Tokyo Conference, 1937.

1. "That adequate and uniform records of physical examinations for school and college students are desirable.

2. "That content and method of such examinations be determined by competent authorities in each country.

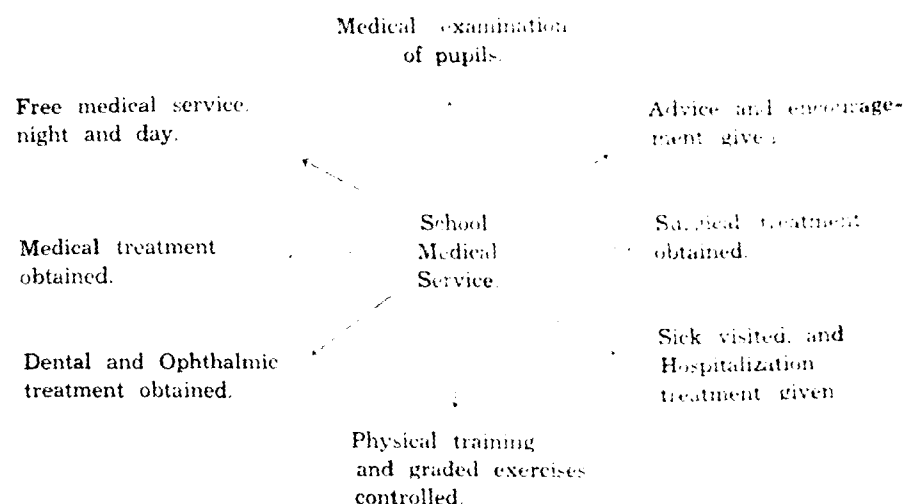
3. "That teacher training include adequate instruction in modern methods of teaching health and in actual co-operation with public health, community, and home agencies.

4. "That recreational and physical activities of children be determined and regulated by adequate medical examinations."



APPENDIX II.

SCHOOL MEDICAL SERVICE—Points of Contact



N.B. This School Medical Service would cater to the needs of the children of the whole Presidency, as above indicated, out of the small annual levy of As. 4 to As. 8 per child. The School Medical Service would be a regular paid full-time service.

THE NEW ELEMENTARY EDUCATION POLICY

1937 GRANT RULES AT WORK

By

S. T. RAMANUJA IYENGAR

Your readers will remember the announcement made by His Excellency the Governor of Madras in his speech to the last legislative Council under Dyarchy, regarding the new Elementary Education Policy of the Madras Government. This was followed up by the grant rules of 1937 and the Interim Ministry's communique of June last year.

THE GRANT RULES

The grant rules of 1937 promised the following rates of grants for teachers.

	Untrained Teacher	Trained Teacher
Lower Grade	Rs. 60	Rs. 108
Higher Grade	Rs. 108	Rs. 156
Secondary Grade	Rs. 144	Rs. 212

They require secular instruction of at least four hours; an average attendance of 20 pupils per teacher; and a strength of at least 25 in the fourth and fifth classes of a complete lower elementary school in relation to the strength in the first class allowing weightage in classes 4 and 5 calculating 2 as 3 pupils.

They penalise the presence of children who stagnate in a class for more than two years. They recommend decrease of grants by the Inspectorate for administrative abuses, stagnation and wastage, insufficiency of working days, neglect of vaccination, participation in politics, prescription of unapproved text books, false musters and registers and the appointment of male teachers in Girls' Schools. Increase of grants for efficient work will not apply unless recommended by the Inspectorate and no increased grants will be awarded to feeder schools not recognised as such and to schools which entertain more than a third of untrained teachers.

Efficient schools are defined to be schools which have complete five standards, or schools which are feeder schools with two or three standards; schools which have a strength ratio of 25 in fourth and fifth classes in relation to the strength of the first class and schools which have not been recommended for decreased grants by the Inspectorate.

FEARS EXPRESSED

It was contended even at the time of the introduction of the new rules that they were very complex and that they would lead to anomalies, unless the rules were made uniform and simple; that they admitted of manipulation of figures to earn grants in the existing lax conditions of administration, supervision and inspection of Elementary Schools, Schools, teachers, managements and Inspectors being what they are; that there was room for abuses in vesting Inspectors with powers to increase or decrease grants at discretion, the policy of Government being what—it was towards communities and creeds and castes; and that the new policy would end in the closure of many schools under the checks imposed by mere rules, and in the restriction of existing elementary education facilities in the country.

RULES WITHIN RULES

After the enunciation of the grant rules, the Department has enunciated rules within rules, as it were. Thus the increase of grant promised by Government to Elementary teachers has been partially withheld. The month of October 1937 has been chosen to determine if the strength ratio is alright as required by the grant rules in respect of classes 1, 4 and 5 ignoring progress of the year. The grant earned by the teacher is allowed to be diverted by a percentage for contingent expenses of managements, the teachers' minimum wage being thus reduced to even less than the grant allowed by Government. Circulars have been issued allowing managements to pay teachers according to private agreement between managements and teachers, if necessary allowing payments of wages every six months or even one year. These are really breaches of the letter and spirit of the grant rules, whatever the justification put forward by authority.

ANAMOLIES IN WORKING

If the figures which form the basis of the award and assessment of grants in various districts are made available for scrutiny by the public and by critics of the new Educational Policy and the grant rules, the defects and anomalies can easily be established. In any case, it will be difficult for the educational bureaucracy to challenge the following charges against the new policy and rules:—

1. They have entailed correspondence and returns, entailing heavy office work in Elementary Schools by masters to the detriment of class work.

2. Schools which could have more strength in class 1 have had to restrict enrolment with a view to maintain the strength ratio between class 1, and classes 4 and 5.

3. Schools which have full strength of children in each class but have not been able to have more sections and teachers owing to lack of accommodation and other facilities have been losers of grant.

4. Schools which were able to distribute children in sections under separate teachers and submit monthly returns with due regard to the rules are enabled to obtain grants because of their watchfulness and manipulation.

5. The fixing up of the strength ratio in October 1937 as the standard month to judge the efficiency of schools is arbitrary as it ignores progress as a whole during the grant-year and as it ignores weightage.

6. The award of grant to fractions of pupils in attendance over and above the required 20 pupils in average attendance for a teacher has led to anomalies.

7. There is great scope for cooking up attendance registers in schools where schools exist for earning grants, rather than for education of children.

8. There is great scope for schools currying favour with the human Inspectorate and for the Inspectorate doing injustice or justice, according to their discretion, of things like communal and credal policies remaining the same.

9. The real progress of honest institutions which exist for the sake of work perse is at a discount compared with schools which thrive under the "Regime of rules."

10. The grant rules are leading to closure of single teacher and incomplete schools in areas, where, in spite of defects, they have subserved a want.

11. The policy of improving schools by "threats" explicit and implicit in the rules, is really not a natural approach to improving elementary education but a surrender of democracy to bureaucracy in education.

12. The increase of the Inspectorate, planned and executed in part, has subjected schools to visits, ordinary and surprise, by a hierarchy of the Department, both of the men and women's branch, and enabled the educational bureaucracy to justify its existence and increase by

the diaries indicating turn over of work by the Inspectorate but it has not improved educational guidance even in cases where Inspectors have the will and ability to do it.

SOME CONCRETE CASES

(1) School A with 360 attendance is entitled for a grant to 18 teachers but, if it has only 9 teachers, it will be given a grant only for 9 teachers. This is a blow to economically managed efficient schools.

(2) School B with 360 attendance which chooses to have 18 teachers with as many sections will however get a grant for 18 teachers. This is an encouragement to schools which manipulate with a view to make the best of the grant earning rules.

(3) School C which has 99 pupils in total attendance will not get a grant for 5 teachers but only for 4 $\frac{3}{4}$ teachers.

(4) School D which has an average for the year of 29 pupils in class 1 and 13 in class 4 and 12 in class 5, but has 41 pupils in class 1 and 18 in class 4 and 9 in class 5 will get a statutory cut of 10% of the grant because the strength ratio between class 1 and 5 in October is not according to the rules.

(5) School E having the following attendance to its credit is awarded a cut, in spite of the progress in enrolment, attendance and work, and expert management.

Teachers.	Month.	1937	Class 1.	Class 2.	Class 3.	Class 4.	Class 5.	Total.
6	Jany.	1937	23	18	18	18	14	81
6	Feb.	"	22	18	19	6	15	80
6	March	"	21	19	18	6	14	78
6	April	"	21	20	18	7	14	80
6	May	"						
4	June	"	4	17	11	15	7	54
4	July	"	25	20	15	14	10	84
6	August	"	36	22	20	16	9	103
6	Sept.	"	44	26	22	17	11	120
6	Oct.	"	41	22	22	18	9	113
6	Novr.	"	44	25	23	18	8	118
6	Decr.	"	44	26	25	18	8	121

(6) School F which maintains 6 teachers for 5 standards and incurs an expenditure of over Rs. 140 paying teachers not less than Rs. 20

and paying a school rent of Rs. 40 per month which has got an average attendance of over 120 for 5 classes, which spends nearly Rs. 2,500 on the schools gets a grant only of about Rs. 700 (seven hundred) and a cut of 10% all because of the regime of rules and discretion.

My study, as a student of Elementary Education, convinces me that the new elementary education policy and grant rules are not in the interests of the education of the child, but designed to achieve structural perfection (impossible of achievement) under a regime of rules, calculated to spread a wet blanket influence on honest and sincere educational work for its own sake. Teachers and teachers' organisations, with the handicaps under which they work, are unable to carry conviction to authorities because the Congress Government has more urgent problems than the progress of education; because the minister of Education has worked and inherited the educational policy of the past from bureaucrate educational advisers, and because the educational bureaucracy is growing strong to the detriment of democracy. Even the increased budgetary provision for education is likely, as in the past, to be swallowed, in sinking on so called equipment to serve as teaching aids, on Direction and Inspection, rather than benefit the child and the teacher, who are the twin human units being starved.

CONCLUSION

If the Congress Ministry is bent upon promoting the advancement of Elementary Education in the province let not the traditions of the past hamper them. Let there be genuine and swift enquiry into the working of the policy by an impartial committee of the legislature of members who are not committed to support existing policies and who have an open mind, irrespective of friendship and who can be true to Gandhiji's outlook. Let there be facilities for organised teaching opinion to expose the futility of the new policy and let organised teaching opinion be given a chance to have a hand in shaping Elementary Education. The country will be committing educational suicide if it accord its silent or active support to the philosophy of structural perfection of Elementary Schools, built on rotten foundations and run by administrators, Inspectors, managers and teachers who have to have a moral bath. Persistence in the new policy can only strengthen the belief that the educational bureaucracy, claiming its right to advise the ministry in educational matters is saving money by the grant rules to find money for itself at the expense of aided Elementary Schools.

SOCIAL ASPECTS OF EDUCATION IN THE WARDHA SCHEME

By

MR. T. P. SRINIVASAVARADHAN

Throughout the Zakir Husain's Report the social aspects of education are emphasised again and again. Since the great war a world wide development of educational thought has been taking place. The Great War has shown the insecurity of the foundations upon which Western civilisation rests and the need of rearing a race better equipped mentally and spiritually than the present, with a higher social intelligence and social order and truer understanding of men's relations to one another.

Our educational system at present which is a copy of the western one aims at individual development and personal success and not at social efficiency and progress. This defect is pointed out in the Report in dealing with the existing educational system.

The social instincts in man are fundamental and our own existence is bound up with that of the other people. On this fundamental fact the Wardha Scheme is drawn up. According to the scheme, education should aim not so much at individual as at social efficiency. Society is conceived as an organism the well-being of which depends upon that of its members. The interests of society and of the individual are really one. The faculties of each pupil must therefore be developed, not as if he were being trained to be a self-sufficient isolated unit, but in order that he may become an active and efficient member of society. This idea runs throughout the Report.

The school is a means of social training in three ways, firstly through its corporate life, secondly through the methods it employs, and thirdly through its studies or curriculum. In actual practice, these are closely interwoven.

CORPORATE LIFE OF THE SCHOOL

Sociability is a marked feature of the young. At every stage they form natural groups for all sorts of amusement and occupations. The group activities may take the following forms:—Clubs for games, boy scouts, dramatic and debating clubs etc. School societies are important factors in education. They provide not only opportunities for personal service and self-denial, but they accustom the young to the

idea of social solidarity and responsibility. The social life of the school is the soil in which in a natural way, the personal qualities grow which are the foundations of all character—loyalty, truthfulness and justice. This is brought out in the Report. The type of school contemplated in the Report is a miniature community where pupils would imbibe a social spirit, acquire social interests and get a training for social and practical life in the world.

EDUCATIONAL METHODS

What we wish education to do depends upon what we wish society to be. Hence all school procedure must be guided by social ideals. Every subject must be so taught that the pupils can see its relation to real life. A close connection should always be maintained between school work and community activities which are matters of daily life. The Wardha Scheme emphasises that instruction should be less bookish and more concrete. It is the considered opinion of educationists that if the social end of education has been properly emphasised, the pedagogical will, to a large extent, take care of itself.

SCHOOL STUDIES

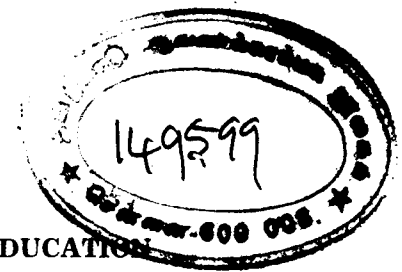
Every study and exercise of the school may be utilised for the purpose of the realisation of the ideals and requirements of social life, provided the teacher is imbued with social ideals. The Report rightly emphasises that teachers of the Wardha School type should have a different type of training in training colleges to achieve this ideal. Since the curriculum is to be used as an instrument for social efficiency, it must fulfil the following conditions. The first is its social usefulness. The second is that school studies should be related as far as possible to the present life of the pupils. The third is that the curriculum should give continuous opportunity for the close union of theory with practice. The Report emphasises the importance of imparting education through some craft or productive work. The practical studies should provide some degree of familiarity by the typical process by which society is maintained and perpetuated. The outcome of such an education is to socialise the young.

In order to realise the social aims, we must have smaller schools, smaller classes and competent and efficient teachers trained specially for this purpose. Every teacher must be something of a sociological as well as of a psychological expert. In the words of the Report "The teachers must have an intelligent interest in the life and activities of their human environment and a thorough grasp of the relationship between school and society."

* A paper read at the annual conference of the Madras Teachers' Guild.

There is no ideal which a nation can set before itself which it cannot attain in a few decades through the transmission of it into the national life by means of the educational system. In this way, Japan transformed herself in a couple of generations and placed herself in the front rank of the so called civilised powers. By the same means Germany made herself before the Great War the most powerful of nations. At the present day she is one of the most powerful nations. It is in the nature of ideals that both Japan and Germany have gone astray. The ruling caste in both the countries deliberately use the entirely educational machinery to saturate the nation with the ideals of domination and militarism and the result is the extraordinary display of unscrupulous force and military strength which Germany showed during the Great War and is showing now and which Japan shows in China. Had the leaders in those countries devoted the same amount of effort and organising skill to the inculcation of really worthy ideals, those countries would have attained a different position among the civilised nations. Once an ideal is successfully imposed on the mind of the young through the educational system, it becomes the expression of the collective soul of the people and nothing can stay its power.

The course civilisation takes and the goal it reaches will depend not solely on the terms of the treaty of peace or the formation of a league of nations, but rather on the nature of the social or spiritual ideals civilisation henceforth sets before itself and transmits to successive generations through education. The report says: "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 and for achieving all round freedom. Our children will therefore need to be taught the superiority of non-violence over violence." This is our social ideal preached by the Greatest living man, Mahatma Gandhi. If our nation adopts it, it will occupy a unique place among the nations just as Gandhiji occupies a unique place. The Wardha Report lays emphasis upon this social ideal. This is the philosophy underlying the scheme—the philosophy of Mahatmaji.



REORGANISATION OF SECONDARY EDUCATION

By

MR. S. SANTANAM, M.A., L.T.,

Tiruturaipundi.

The celebrated Wardha Scheme has absorbed all the attention of the thinkers of our country and has thrown all other educational questions into the background. Beyond a willingness to experiment with the scheme the Congress ministries are too busy with programmes of prohibition, debt relief, and such other schemes as interest and affect the elders immediately and appeal to them as important to devote any time to the consideration of the reform and reorganisation of higher education. Recently the Government of Madras announced in the Legislative Assembly itself that it has not yet decided its policy about secondary education. But it is the duty of those engaged in secondary schools as teachers to express their opinions clearly and courageously to the public and to the government, so that when the question may be taken up at any time by the government—perhaps it may be done early next year—the advice of the actual workers in the field may be available to those in power. It is a pity that generally the reorganisation of secondary education has been done and is attempted to be done according to the advice and opinions of those, educationists or otherwise, who have no actual working experience of secondary schools at all.

Let that pass. Can it be at least said that teachers of secondary schools have any ideas on the question? Do they all think that there is a need or any necessity for a reorganisation of the present system? Then too, can it be said that they all think alike and can agree about the defects in the system and the ways of remedying them and the principles to be followed in an attempt to reorganise it? No; some will have to confess at least to themselves their apathy in the matter and the utter lack of any ideas of their own on the subject; some take up the cries started by others, whether they are those of teachers like themselves or others outside their fold and speak about them as having their well-considered support. Then there are some Teachers' Associations and Guilds which pass resolutions on the subject. There is also the S.I.T.U. which has passed a series of resolutions on the question, and many teachers are content with accepting some of these proposals as the best that can be suggested and do not trouble themselves to think on them and make their own contribution to the considera-

tion of the topic in the papers and the journals which can enlighten the public.

The writer of this article has had the honour and fortune of attending the Provincial Educational Conference held at Tanjore in May, 1937, and of deriving the benefit of hearing the discussions on the draft proposals for the reorganisation of secondary education. The draft consisted of 21 resolutions and was accepted by a large majority with the solitary exception of that on public examination. (Res. No. 11). This draft should be considered as the most authoritative stand taken by the teachers of the secondary schools in our presidency, till it is changed by another provincial conference. Therefore the writer desires eagerly to plead for a drastic change of the draft in the forth-coming conference at Mangalore and humbly to explain how and why it should be changed. This he wants to do in the light of his pretty long experience and his earnest consideration and study of the problems of secondary education and the various proposals made for its recognition for the last few years by various agencies, the Government and eminent educationists and non-educationists as well. He feels it his duty to place his own opinions before the educationists to meet at Mangalore this year, whatever may be the influence of the suggestions on the decisions they may make; the most humble worker in the field, however insignificant and unknown he may be, is entitled to be heard if he wants to express his opinions. It is with such confidence that the following lines have been written.

The first resolution explains the objectives of secondary education as three-fold; namely, preparing the pupil to be a good citizen, training him to an occupation, and developing the personality in him. Such a conception of the scope of secondary education is to make it more than secondary education as has been understood so far. It is possible to enlarge the concept of any expression and to include in its scope objectives which were not previously included in it. That means a reorganisation of the very content and concept of secondary education. Elementary Education, Secondary Education and University Education have formed three well-defined stages of general education, each with a pretty definite scope of its own, though each has been regarded to be the foundation of the next stage. The general idea of the classification has been rudely shaken. Properly speaking, the first stage should enable a pupil to be proficient in 3R's and to lead a life with the help of such a knowledge, far better than those who lack literacy and are handicapped with an ignorance of arithmetical calculations, both capacities being very necessary to escape being cheated by others. This stage never included so far any vocational training or even bias; the Wardha Scheme attempts to make it more vocational than has been thought of

as necessary anywhere in the world. It goes to the extent of making elementary education itself a vocational training camouflaged skilfully with literary and cultural aspects which on paper take the pupils to the standard of Matriculation itself. No wonder then that secondary education is also affected by the tendency of making education more and more vocational, just preserving something of the gloss and appearance of literary and cultural pursuits which have so far formed the core and entire substance of secondary education.

The second stage of education so long was one intended to equip pupils with a great deal of general knowledge comprised in various subjects like languages, history, geography, sciences, mathematics, etc., necessary for a liberal education and culture and to make them take an interest in the cultivation of a healthy body and character through games and other extra-curricular activities and of a taste for fine arts through drawing, etc. The first invasion of the vocational spirit was made about a decade ago through the incorporation of manual training courses. That was the thin end of the wedge and was called the imparting of a vocational bias. Now it seems to have flowered and fructified so as to make vocational training one of the pucca aims of secondary education and ere long, perhaps it will become its chief and central objective, about which the literary and other cultural glosses will revolve as satellites. The vocational aim seems to bid fair to dominate the the social civic aim and the personality aim; they only seem to stick on in the new proposals in an apologetic manner by way of tradition to the new discovery or orientation born of the spirit of the times.

The writer strongly condemns this new-fangled fashion of making all education vocational and advocates the preservation of the original purity of the literary and cultural character of the stage. The vocational bias with manual training has itself degenerated into a farce in our secondary schools. This will certainly give a taste of how costly and useless a farce secondary education will be when it becomes more vocational than now. 'Enough unto the day the evil thereof.' The daily witnesses of this futile training can boldly prophesy the colossal calamity which can happen to the country with a new type of High School products trained to a vocation which they may not, cannot, or will not, follow after the completion of such a course. It is far better to be unemployed with a general and cultural education than with a vocational education. Let it be remembered that a general education is not purely given for solving the problem of employment while vocational education cannot have any other objective. So it will be the height of unwisdom to give such an education without being sure that the recipients of it will and can eke out their livelihood through it. Now who can guarantee employment for all trained to different voca-

tions? Can vocational training create vocations? To think so is as preposterous as to think that the effect can bring about the cause.

"Vocational and general education," say Messrs. Abbot and Wood in their famous report, "should not be provided in the same schools since the two types have diverse aims." This should make us ready, if any authoritative finding should do so, for abandoning the vocational aim in secondary education altogether. To combine the two in one and the same school will involve a great deal of difficulty in the organisation and the good and proper working of our secondary schools. It is better to start separate vocational schools if there is any utility or necessity for doing so. The report mentioned above aptly observes, "There appears to be a common belief that a more adequate supply of vocational education would lead quickly to greater use being made by organised industry of the raw materials of the country. The existence of skilled workmen, though essential, is not in itself enough to create organised industries." Principal Seshadri writes in his article on 'Indian Education in 1937' that these experts have no hesitation in declaring that vocational education depends for its success on the existence of large scale industries, and the expansion of vocational education should, therefore, not really outstrip the development of industries.

Rev. Mr. Macnicol, Professor of English, Madras Christian College, said in the course of an address of his (Scott Christian College, Nagercoil), that he would warn all of the dangers of over-specialisation in technical studies at the expense of liberal education. The writer will go a step further and warn all against any specialisation in technical and vocational courses in secondary schools. It is enough if the social civic aim and the personality aim are satisfactorily fulfilled in secondary education. The words used by the writer at Tanjore as given in the report of the S.I.T.U.'s journal, *The South Indian Teacher*, deserve in his humble opinion to be borne in mind in an attempt to reorganise secondary education. "Secondary Education should have nothing to do with vocational education. In spite of unemployment that we hear of, secondary education (as we have been accustomed to) is necessary. But vocational education will come into existence when there is a need for it, when new vocations spring up in the country." In a brilliant address delivered in the conference, Father Jerome Desouza, Principal, St. Joseph's College, Trichy, examined and explained the scope of secondary education and powerfully pleaded for its preservation as a scheme of pure cultural and literary education and the entire exclusion of vocational education from it. He had no objection to the opening of vocational schools for the benefit of the pupils who can go in for them from any point of their general education. The

writer is of the same opinion and earnestly urges that no vocational education be combined with secondary education. Just as medical, engineering, veterinary, forest, and agricultural schools and colleges are now run separately, admitting suitable candidates from secondary schools, so also other technical and vocational schools may be started when and where necessary and profitable and not otherwise.

If this principle is accepted, there is no need for the bifurcation of courses at the end of the middle school course as required in Res. No. 5 of the draft. Consequently a lot of change will become necessary in the draft, and it will have to be more or less thoroughly altered. A new draft scheme of reorganisation is given below, which according to the writer may be discussed at the ensuing provincial conference. Before the draft is given, one or two other points may be discussed with advantage. That will make the draft more understood and sympathetically considered.

Res. No. 6 speaks of the necessity of the existence of the compulsory group of subjects and an optional group of them also. The introduction of optional subjects in the S.S.L.C. system and the history of that group are not happy. The minimum of two optionals with which the system began was later reduced to one, and there was a further proposal to abolish even the one optional which has been, however, retained till now. Indeed the government issued a questionnaire on the reorganisation of the S.S.L.C. system, in which a very prominent question was whether the C group should be retained or abolished. Many educationists wanted the entire abolition of the C group in the wake of that of the old B group, and the cry was "Back to the old Matriculation." The proposals of Mr. Smith, ex-D.P.I., completely recasting the scheme in his way, about to be carried out, suddenly became still-born. Last year, the Interim Government adumbrated some proposals which more or less served as a basis for the proposals of the S.I.T.U. on the subject at Tanjore. So reorganisation has been kept in abeyance for long and seems to be overdue. Taking the necessity for granted, the writer favours the entire abolition of the C group and return to the old Matriculation system with courses of studies made a little broader.

What about the slaughter of the innocents for which the old Matric had to be abolished? It can and should be obviated by the total abolition of the public examination at the end of the course of secondary education. Regularly kept school progress records of the pupils of the High Schools should enable the heads of these schools to issue certificates of merit and character speaking about their performances in school examinations and other spheres of activity. Governments and colleges can admit them into services and studies respect-

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ively through tests, if they want, of the applicants by special agencies which they may institute for this purpose. The government has a service commission for this and the university may institute an Entrance Examination open to all such pupils of High Schools as are declared fit for admission to universities. The successful candidates under the present system, in spite of their success in a public examination, are not found satisfactory by the service commissions and colleges. What is the harm if there are a few more unsatisfactory pupils of this type when High schools are themselves free to issue such certificates without a public examination ordeal? The writer believes that, for these reasons and others so beautifully pointed out by Mr. C. Rajagopalachariar at Tanjore on the much debated question of public examination, it should be totally abolished. Secondary education will then immensely improve and all the present feverish haste and counterfeit education for a certificate of eligibility will end. Real education can then be given under the guidance of competent headmasters and educational officers, eager to establish their reputation by honest certificates of their own. Thus will end the unhealthy scramble for public examination certificates, run after only for the prospects of getting decent jobs, and obtained through pedagogic methods which stand pitifully exposed by the service commissions and the colleges. Therefore the Res. No. 11 which was rejected by the P. C. at Tanjore, deserves to be reconsidered at the forthcoming conference at Mangalore.

The compulsory introduction of Hindi during any stage of the secondary school course in non-Hindi areas is a fad with the Congress and is bound to have disastrous effects on the future of the other languages in our country if the attempt is successful; but it seems doomed to failure for this among other reasons: this huge country cannot be made to possess a tongue common to all the millions inhabiting it by any but Nazi methods of unification and consolidation. It is better to realise this and to give up all attempts to Hindi-ise India and be content with the possession of English itself as a *lingua franca*, if necessary, for historic and other compelling reasons. But English or Hindi as a common compulsory language is not a *sine qua non* of secondary education in our country. Only the mother tongue is absolutely essential to the course, not only as a language but also as the medium of instruction of all knowledge or non-language subjects. Those who want to take to political, commercial, or government service careers should be given facilities to learn Hindi or English as an optional language, while others may be offered the choice to take Sanskrit, Persian, Arabic or any other classical language for the cultural value of the study.

Below is the new draft of proposals for the reorganisation of secondary education.

1. Secondary education should have, as its objectives only the following: the social civic aim (the pupil as a future citizen); (b) the personality aim (the pupil with an individuality), so as to fit the pupil for life and enable him to hold his own as a citizen and to develop his character and individuality on good lines.

2. The secondary course shall not include any vocational training and shall, besides leading to a university course, aim at the attainment of a fairly good range of knowledge necessary for the aims shown in 1.

3. The duration of the secondary course should be seven years, comprising a middle school stage of four years, the extension of the lower secondary course by one year to be taken from the present elementary stage and there shall be no extension of the higher secondary course by one year as proposed by some through taking one year of university course and adding it to the secondary school course.

4. In view of the heterogenous character of the secondary school population and in view of the need for a wider diffusion of secondary education in our province, the existing secondary schools should be utilised as far as possible in any scheme of reorganization and the students, not fit for a successful progress through the course, should be sent away to go in for any vocational training offered by any vocational and technical schools which may be opened to serve as the means of saving the secondary schools from their stagnation and injurious march through the course.

5. There shall be no bifurcation, as was proposed, of the secondary school course into two branches after the middle school stage into a pre-university High School course and a vocational High school course, as vocational education should not and cannot be properly and advantageously combined together in one and the same school.

6. The High school course should consist almost of a group of compulsory subjects and it should be possible for every pupil to get a fairly good acquaintance with subjects of modern interests while getting a good preparation for the university.

7. The mother tongue should be the medium of instruction and examination in all non-language subjects throughout the secondary course, neither Hindi nor English being compulsory at any stage in the course.

8. One language, among English, Hindi with the Devanagiri or Urdu script Sanskrit, Persian, Arabic or any other classical language,

shall be chosen by each pupil from the third year of the secondary course.

9. There should be no public examination at the end of the Middle School course or High School course, and in view of the serious defects of an external public examination, it is desirable that students whose progress is certified to be satisfactory by the Headmaster, should be given a school leaving certificate which should entitle them to appear for any service or University Entrance examination or to join training or technological institutions as the case may be.

10. The following should be the scheme for the secondary school course the mother tongue, an optional language, elementary mathematics, elementary science, outlines of history and geography,—of about the same standard now in vogue.

11. Steps should be taken to promote the health and physical fitness of pupils in secondary schools through provisions of facilities for physical education and medical inspection.

12. Creative powers should be encouraged through drawing and fine arts and manual training.

13. Secondary schools should maintain a record for each pupil throughout his school course so that reliable objective data may be available at any time about his proficiency in any subject or capacity for creative work.

14. Regulations regarding the methods of instruction, syllabuses, texts, portions prescribed for the several forms and so on, should, while attempting to ensure uniformity of standard, be elastic enough to encourage schools to make experiments and adopt a forward policy.

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

This draft is based almost closely on that passed at Tanjore. It seeks to exclude the vocational aim, the scheme of bifurcation of courses in the High School and the compulsory introduction of Hindi. It pleads for the acceptance of the abolition of the public examinations by reversing the decision at Tanjore and also for the abolition of the present C group. In other respects it is merely a copy of the Tanjore draft; only owing to the changes noted and advocated above, some of the proposals have been dropped and others worded suitably to agree with principles underlying the reorganisation scheme adumbrated by the writer. He earnestly believes that this draft may move some educationists to think about the problem for a good solution of it on a lasting basis, so that frequent and hasty reorganisations of Secondary Education can be avoided and it may be placed on sound and permanent lines.

THE MANGALORE CONFERENCE

NOTE ON DRAFT RESOLUTIONS

By

“PUBLICITY”

Readers of the S.I.T. and delegates to the Mangalore Conference have to know the import of the resolutions tabled for the 29th Provincial Educational Conference for an intelligent following of the proceedings. Hence this Note on the why of each resolution, published in S.I.T., February 1938.

No. 1.

Resolution No. 1 on Educational policy and agency is necessary in view of the following :—

- (a) Educational policy has been one of drift.
- (b) Conditions are changing in India and elsewhere, in every sphere, political, economic, social and educational.
- (c) Altered conditions require adjustment and re-statement.
- (d) Sound education, unmixed with political necessities, requires sound objectives and plans for New India, claiming independence.
- (e) The existing system of education has been found wanting under altered conditions.
- (f) Review of educational policy by autonomous Provinces is overdue.
- (g) Plan of reorganisation in all its details is necessary for all concerned in education.
- (i) Future of educational progress requires definition of the relationship between Government and agencies in Education, so that educational agencies might agree not to differ on the fundamentals of national education in all its stages; and might agree to pull together for recording progress with one pointed direction.

(j) Government of Madras by the Congress Party has to enunciate its policy programme, unfettered by tradition and precedents.

Ref. Government's Resolutions on Education since 1854.

direction with the Government which takes the initiative in matters educational. The resolution wants reorganisation of administration by power being vested in a Board, instead of as at present in one man, like the Board of education. Vagaries in administration from district to district exist in interpretation and execution and even application of orders on subjects common to education. These require co-ordination

Ref. Board of Education in England—Directors' position and work.

Sub-clause (b) wants the creation of local education authorities, to bring about a study of local conditions, planning of local work, and harmonising the work of different agencies and services pulling away from one another at present. Local Education panchayats are suited to the genius of rural India and the example of English local authority is a pointer to us. They have to replace our D.E.C's.

Ref. Village panchayat Scheme in ancient India—Education centres according to Madras Education Survey register—District Education Councils and their reports—

SUB-CLAUSE C.

This relates to the appointment of a civilian as administrator in the place of the Director of Public Instruction, as experience in Secretariat work is bound to minimise office delays and administrative drawbacks now present.

No. 5.

This is a resolution which recognises the need for education guidance and supervision, now absent in the present scheme of supervision and inspection, which emphasises educational policing and audit rather than effective guidance.

It recommends reorganisation of the Inspectorate and the appointment of non-official honorary school visitors, on the model of jail visitors, with a view to make supervision effective, to meet the growing and expanding needs of education.

By implication, the resolution does not approve of the increase of the Inspectorate, as recently announced.

Ref. the history of the Inspectorate in Madras from reports.

No. 6.

The subject of educational finance is so important that the budget has to be reorganised on a planned basis. Budgetary provision for edu-

cation must be doubled in consonance with educational needs. An educational loan is suggested for planning expansion through local education authority. Suggestion is made to organise educational endowments by tapping local charity. Retrenchment by reducing the overhead charges and by abolition of Divisional Inspectors is suggested. The present Budget provision for education in Madras is 2½ crores. The expenditure on Directoric Inspection is 7.4. Divisional Inspectors consume ½ a lakh and it is a planned waste in view of their being mere post offices, duplicating work. The spread of mass education requires people who can mix with the masses, speak and understand in language of the people. But the Divisional Inspectors, as they are, are more anglicised than Englishmen and cannot reach the people except through interpreters.

What is required is not increase of top-posts in the Inspectorate but basic posts in rural areas. More of Deputy Inspectors and less of Inspecting officers must be the watch word of the Department. Ref.—Budget figures.

No. 7.

Resolution 7 is a call to organise the teaching profession as a profession, by means of (1) a registry, (2) a council.

The registry will lead to the organisation of licensed teachers and will make for expertness. The council will make for evolution of a code of professional conduct for teachers.

Ref. Literature Royal Society of Teachers—Teachers' councils, Bar councils and Medical councils.

No. 8.

This resolution seeks to amend the Madras Educational rules with a view to make the contract in aided educational institutions acceptable to the teaching profession. To-day, the management gets the arbitrary right to terminate services of teachers. This right has to be checked in the interests of teachers who are thrown out for no causes or flimsy causes or for denominational causes. The approval of the Department is required by the resolution in cases of termination, the Department being given the role of an appellate authority. Even in cases where the approval of the Department is obtained, as termination in aided institutions is almost tantamount to dismissal without redress, disputed terminations have to be settled by enquiry. As the salaries under the contract system are left to the sweet will of the employer and the conditions of the market, Government is asked to standardise minimum salaries for various grades in aided institutions. These amendments are

constructive suggestions to remove the lacunae in the contract in vogue and redress teachers' tenure grievances.

No. 9

The resolution on the mother tongue urges its immediate adoption and at the same time it wants publication by Government of standardised technical terms in all languages to make its adoption easy.

Government has a responsibility in the matter to make the programme a success.

No. 10.

This is a resolution favouring Government taking up control of publication of text-books as guides to teaching and learning, in addition to proscription and prescription of books. This is bound to nationalise the book industry and end the wasteful competition among publishers and authors.

Ref. Text-book committee, G.O's. on text-books—Text-books suitable and unsuitable.

No. 11.

This is a resolution in favour of abolition of external public examinations of the present type at all stages of education. The literature on the subject is so vast that no argument is needed for acceptance of the resolution. The resolution wisely does not suggest alternatives, for these must be thought out by those who are affected.

Ref. Literature on examinations.

No. 12.

This is a resolution steering clear of local objections. What it envisages is local programmes for school hours. The responsibility for fixing school hours is rightly thrown on management and heads of institutions.

No. 13.

This is a resolution which amounts to a demand for a children's charter of rights. It wants nursery schools, clinics, playgrounds and recreation for children, now absent in the Educational System. The Government has to evolve a plan and make a survey and provide these things at any cost, if they are interested in future Indian citizens.

No. 14.

This is a resolution calling attention to the need for stopping piecemeal action by Government, pending reorganisation of education. Un-economic schools too subservient to want and closure is bound to restrict educational facilities. Any step likely to close down schools because of Government's financial incapacity is calculated to injure education.

No. 15.

This is a resolution on service hardships caused by G.O. 4619 in respect of local Board and Municipal Teachers. Great havoc has been caused by the application of this G.O. and the reaction of the G.O. is a commentary on the vagaries of local bodies and on the vacillation of Government in regard to conditions of service of teachers, protected by statute.

CONCLUSION

The resolutions centre round

1. Educational policy
2. Educational finance
3. Educational administration, supervision and inspection
4. The needs of the Teaching Profession
5. The needs of the curriculum and methods and schools.
6. The needs of children.

The conference by its agenda has declared its intention to tackle fundamental problems of the day, instead of entering into details. Teachers have to form study circles, assemble information, be well informed and be able to convince others concerned in education about their views. But the condition precedent to success in organisation and one pointed agitation and sustained work on the years' programme by teachers who have to be individually and collectively efficient.

Let every teacher study.

- (1) S.I.T.'s. Jubilee Directory
- (2) The Government of India Reports
- (3) Madras Government's Education reports
- (4) Madras Grant in aid code
- (5) Madras Educational rules
- (6) Madras D.E.C. reports

- (7) Madras Government's G.O's. and circulars on Education
- (8) Books relating to Educational reorganisation, methods etc.
- (9) S.I.T.'s Schemes relating to Education, tenure, etc.
- (10) The condition of the Teachers' organisation in his or her area.

If I were Director of Public Instruction, I would publish a Book of Information for Teachers.

THE S. I. T. U. PROTECTION FUND

(List of names continued.)

1396. Mr. S. S. Srinivasa Aiyangar, N. C. B. A. Elementary School, Trichinopoly.
1397. „ V. Sundarachari, Asst., S. M. D. H. School, Vellore.
1398. „ A. S. Venugopal Pillai, Voorhee's College, Vellore.
1399. „ S. Kumaraswami Sarma, Voorhee's College, Vellore.
1400. „ D. Sundararaju, Asst., C. H. School, Ambur.
1401. „ K. Kuppa Rao, Asst., Bd. H. Ele. School, Peraiyur.
1402. „ G. N. Krishnamurti, Asst., Bd. H. School, Aravankadu.
1403. „ K. Sundaram, Teacher, Bd. H. School, Hoobathalai.
1404. „ A. S. Ramanathan, Teacher, Bd. H. School, Hoobathalai.
1405. „ James Samuel, The Kellett High School, Triplicane.
1406. „ P. S. Jayaram, Teacher, Hindu High School, Triplicane.
1407. „ K. Nagaraja Rao, Headmaster, P. S. H. Ele. School, Mylapore.
1408. „ V. P. Nataraja Iyer, Asst., N. High School, Palghat.
1409. „ K. H. Balasubramanian, Assist., N. High School, Palghat.
1410. „ C. K. Gopalakrishna Iyer, Asst., N. High School, Palghat.
1411. „ G. Ramamoorthi, Asst., N. High School, Negapatam.
1412. „ V. Narayanaswami Iyer, Clerk, N. High School, Negapatam.
1413. „ S. Ramamurthy, Asst., N. High School, Negapatam.
1414. „ K. Sanjiva Shetty, Asst., Bd. High School, Udipi.
1415. „ Aaron Jacob, Librarian, Kellett High School, Triplicane.
1416. „ M. Ambrose, Clerk, Kellett High School, Triplicane.
1417. „ C. Ratnaswamy, Asst., St. Gabriel's H. School, Madras.
1418. „ V. S. Subramanian, Asst., Bd. High School, Nanguneri.
1419. „ S. Rangaswamy, Asst., Bd. High School, Namakkal.
1420. „ B. N. Venkatarama Sastry, Bd. High School, Namakkal.
1421. „ P. G. Mahamad Yakub, Bd. High School, Namakkal.
1422. „ D. K. Ratnam, Asst., Kellett High School, Triplicane.
1423. „ S. J. Devasagayam, Asst., E. L. M. F. High School, Purasawalkam.
1424. „ M. G. Samuel, Asst., M. E. L. I. M. H. S., Vadakangulam.
1425. „ S. Gulam Sirafuddin, M. H. School, Ootacamund.
1426. „ K. S. Aravamudha Iyengar, Asst., N. H. S., Negapatam.
1427. „ P. S. Gundachar, Asst., N. S. Rao Ele. School, Triplicane.

FROM OUR ASSOCIATIONS

THE MADRAS TEACHERS' GUILD ANNUAL EDUCATIONAL CONFERENCE

The annual educational conference of the Madras Teachers' Guild was held on 9th April 1938 at the P. S. High School, Mylapore, Rao Saheb Kumar I. N. Menon, Director of Public Instruction, Cochin, presided. After a short programme of music by the pupils of the school, Mr. Venkatarama Iyer the Headmaster welcomed the delegates. He observed: The Wardha Scheme of Education has been before the public for some time. A volume of literature has already grown about it. We perceive the swing of the pendulum to the other extreme. Education which has been hitherto culture-centred is going to be craft-centred. The scheme has the express sanction of the Great Son of India; consequently it may have a far-reaching aim. Still, it is up to us to discuss the feasibility of its application, so far as our district is concerned. Next in importance arises the question of re-organisation of Secondary Education. The question deserves to be thrashed out. One feature in it that needs our thoughtful attention is the desirability of holding a public examination at the end of the fourth Form stage. Next comes the question of adoption of the vernacular medium for instruction. Vernacularisation is considered to be a panacea for all educational ills. The worth of this prescription as a sovereign remedy can best be gauged only on application. It may be excellent in itself. However, the importance of the place of English in the Scheme of cultural education can neither be underrated nor ignored. Last but not least is the question of liquidation of illiteracy. Adult education and Library Movement have to play a leading part therein. Mr. M. S. Sabhesan, the President of the Guild welcoming Rao Saheb Kumar I. N. Menon expressed his appreciation of the high place that Cochin occupied in regard to education. In Madras, though the Director of Public Instruction Mr. R. M. Statham wanted to safeguard the interests of teachers, the rules proposed were unsatisfactory. The licence system was not wanted either by the teachers or the managements. It seemed to him that the Government simply wanted to create the impression in the minds of the public that everything that could possibly be done for the teachers had been done. The idea of the annual conference was not only to talk about their grievances, but also to consider the educational topic of the day. Such a topic was the Wardha Scheme. To have the necessary background for a proper discussion of the subject, an exhibition had been arranged where exhibits of handicrafts of pupils were shown.

THE PRESIDENT'S ADDRESS

Rao Saheb Kumar I. N. Menon then delivered his presidential address in the course of which he said:—

“The present system of public education in India in its several grades is of relatively recent origin. The first grant of 1 lakh of rupees by the East India Company made in the year 1813 was avowedly not for the inauguration of anything new, but for ‘the revival and improvement of literature and encouragement of the learned natives of India.’ Mr. Menon while far from upholding the present system of education wanted, however, to combat the irrational prejudice which imagined that it was introduced with a sinister motive by a foreign government. Dealing with the question of compulsory education, and the Wardha scheme he said:—

"If India is to adjust herself successfully to the changing conditions, she must first educate her sons; and, irrespective of the cost, compulsory primary education on a comprehensive basis must be introduced in all Provinces without delay. It is not possible to do this without some radical changes in the system of education now in force and we are, therefore, again driven to the question of immediate educational reform from another direction.

"What I consider to be the characteristic feature of the present situation is that, whereas India has perhaps the largest number of University men relative to her population, she has also the largest percentage of ignorant, illiterate and inefficient men relative to her total population.

"With acute educated unemployment at the top and ignorant destitution at the bottom the man-power and material resources of the country rapidly going to waste. In other words the grave questions that confront the educationist and statesman to-day are the mitigation of the severe and widespread unemployment among the educated classes who will not, except in rare cases, resort to manual labour for their livelihood, and the speedy and effective liquidation of mass illiteracy. Some consideration must, also, be given to the future of higher education in any scheme of national education, because, after all, the pursuit of knowledge for its own sake cannot be altogether ignored by any nation which aspires to a place in the future federation of mankind.

EMPHASIS ON ACADEMIC TRAINING

"The proposals formulated at Wardha and later on embodied in detail in the Zakir Hussain Committee Report, are directed, I believe, to a solution of the first two problems. The one outstanding criticism of the modern system of education in India is that, by the on-sided emphasis it lays on a purely academic training in all its grades, it unfits young Indians for pursuing any useful career and engenders in them a contempt for manual occupations which are the normal lot of more than ninety per cent. of the population of the country.

"The Wardha Report says, for instance, that 'it does not train individuals to become useful, productive members of society, able to pull their own weight and participate effectively in its work.' There is no doubt that this criticism is essentially just and goes to the root of the question of educated unemployment, because the existing craze for the tail-coated professions is not all the result of innate aptitude or inherited talent. A survey of the rank and file of the several learned professions and the public services will prove that a large proportion of their personnel has been drawn to them by the normally attractive prizes these vocations offer, rather than by any inherent attractiveness which these callings themselves possess for their votaries.

"I am sorry to say that this is particularly true of the public services where there is no question of competition or survival of the fittest once a person gets into one of them.

"It is, however, wrong to suppose that every young man or woman who takes to higher education to-day can be diverted to callings other than the professions or Government service. There will always be in society certain classes or individuals who, fired by intellectual enterprise, material ambition or assisted by the sense of security born of inherited wealth will take up only the learned callings; and, indeed, the country cannot wholly dispense with their services.

"What I wish to emphasise is that it is useless to replace one cast-iron system by another, and in the future educational organisation of India, room must be

found for the training of all our talents and all our social services. Of these the most populous and the most important for our internal strength and happiness are the peasantry and working men of India, and their proper education must receive our first and most serious consideration. The Wardha Scheme is an earnest effort in this direction, and our estimate of its value must ultimately rest on its capacity to give to the masses a course of training which will make them good and efficient members of society.

"That the Scheme leaves out of consideration those children who seek to serve the country through channels other than agriculture or industry cannot constitute a reasonable objection to the adoption of the scheme as a comprehensive plan of elementary education because, under existing conditions, our elementary schools furnish the bulk of the people of India with the only formal education which they are destined to get in their lives.

NEED FOR PUBLIC SCHOOLS

"Personally, I am of opinion that in addition to our basic elementary schools, we should maintain a few institutions of the Public and Grammar School type for the training of talented young men for the learned professions and the superior grades of the Public Services, because under no scheme of things can we wholly dispense with the services of the intellectuals.

"In Mahatma Gandhi's own words. "The integral parts of the scheme are : 1. Taken as a whole, a vocation or vocations are the best medium for the all-round development of a boy or girl, and, therefore, all syllabuses should be woven round vocational training. 2. Primary education thus conceived as a whole is bound to be self-supporting, though for the first or even the second year's course it may not be wholly so.

"I very much wish that Mahatmaji had contended himself with the first part of the scheme; firstly, because that it is the main scheme or the main idea behind the whole scheme which Zakir Hussain and his colleagues have elaborated in their report and secondly because the second part has no integral relation to the first.

"It may be that such a system of education will be able to finance itself up to a point, but whether it does or not, it does not touch the significance and value of the idea behind the scheme—that properly organised manual work can be invaluable as a means of intellectual development, as a means of self expression, as a means of keeping the individual, boy or girl, in touch with real life.

THE ECONOMIC ASPECT

In fact, the criterion of "self-support" as applied to the teaching of crafts in Elementary Schools is liable to grave abuse, and the Zakir Hussain Committee has rightly sounded a note of warning in their observation that "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." My own submission is that, apart even from this inevitable and inherent risk, the second part of the scheme has no organic connexion with the central idea of craftwork as the basis of elementary education. The economics of education may be safely left to the popular Ministers whose business it is to find the money required for every beneficial reform.

The dualism between intellectual and manual training is perhaps not more ancient than the theory of their unity in a complete scheme of education for, we

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find Plato saying in his *Laws*: "According to my view anyone who would be good at anything must practise that."

"The idea of manual work as an important part of education is not a new one. What is new in the scheme proposed by Mahatmaji is his conviction that 'education, if sound in its principles, should be imparted through some craft or productive work,' which is 'rich in educative possibilities' and possessing 'natural points of correlation with important human activities and interests.' The distinction referred to is a very important one both from the point of view of the teacher and the taught."

CRAFTS AND EDUCATION

"I am a sincere believer in the rich educative possibilities of crafts."

"The only question which has to be investigated is which are the crafts that can be adopted as basic ones, and what is the extent of their intellectual and practical correlation with the other essential subjects of study in an elementary school."

"This investigation is a matter for experts, and I think the Provincial Governments should set up expert committees, after the model of the 'Consultative Committees' of the Board of Education to examine this and other related questions which may arise in actually implementing the scheme."

"I believe that some of the crafts mentioned in the list drawn up by the Husain Report do not possess the educative possibilities necessary for a basic craft and some of them do not possess a sufficient number of points of natural contact with the other subjects of the curriculum. For instance, I do not think that leather work possesses the qualifications necessary for a basic craft. In any case the curricula need very careful scrutiny and adaption to suit local needs and this will be best done by a body of experts."

STRAIN ON PUPILS

"Again, I consider that the scheme places an enormous strain on the children attending the new schools."

"I do not think that children of the age group seven to fourteen can work with zest or profit for more than 200 days in the year and that should be fixed as the minimum. Fatigue has many forms and shapes and work done with faded interest and flagging energy is not only useless but will soon prove to be a positive impediment to efficient instruction."

"Public opinion has been sharply divided as to the desirability of including Hindustani as a compulsory part of the curricula of elementary education, and I am not sure that the objectors are without their justification. I believe expert opinion will be in favour of excluding from the elementary school the teaching of 'foreign' languages."

"I think that the scheme of studies is sufficiently exacting even without the inclusion of Hindustani and I am of opinion that the teaching of any language other than the mother tongue should not be attempted in elementary schools. I fully appreciate the purpose for which it is proposed to include Hindustani in the compulsory part of the syllabus. The possession of a *lingua franca* will tend to consolidate our sense of national solidarity, and encourage interprovincial intercourse. But, if it is socially desirable, educationally it is not advisable to load the curriculum with another language. Further, what really is the loss in actual fact as far as the masses are concerned?"

"I am definitely of opinion that this question may be allowed to lie over until we know what is going to be the result of the agitation for linguistic Provinces. Our friends in the North can hardly appreciate how difficult it is for the boy or girl hailing from Kerala or Tamil Nad to undertake the study of any additional language on top of a fairly heavy curriculum. I would urge that in any case the question be allowed to wait till we have had time to see the working of the Wardha Scheme in at least a dozen districts."

THE TEACHERS

"I would suggest that our prospective teachers be selected from among the young men and women while they are at school or college and taken up for training in continuation of their academic studies, giving them a suitable stipend in return for a covenant to serve the community as teachers. Recruitment must be made only against vacancies which are certain to arise and only from among persons who have made up their minds to enter the teaching profession and are prepared to abide by that choice in return for the cost of their specialised training."

"Such a mode of selection will ensure (1) that only those who feel a vocation for the teaching profession will get entry into the ranks; i.e., it will exclude all those who turn to it not even as a 'second best' but as the last resort; and (2) there will be no uncertificated teachers handling any class of our new elementary schools. This last consideration is a very important one in the new scheme of education which cannot be worked successfully with a body of untrained teachers."

Mr. T. T. Krishnamachariar, M.L.A., spoke on "Our Education Budget."

After referring to the funds available for education he said:

"The Government's policy in elementary education is to get rid of uneconomic schools, discourage single-teacher institutions, raise the number of standards in some of the incomplete elementary schools by the addition of IV and V standards and try to give a vocational bias to education in 100 selected schools. This is what one gleans from Ministerial utterings."

"If what I have stated before, correctly depicts scope of Government activity in regard to elementary education, it presents a very unsatisfactory state of affairs. For one thing, there is no attempt to induce, not to say compel, all children of school-going age to go to school. The Government in fact, have totally missed or ignored the central idea behind the Champion Scheme (consolidation of schools), viz., the fact that the Government are not in a position, for financial reasons, to provide completely equipped schools in all the places where such schools ought to exist to meet local needs, even though it may be agreed generally that the champion Scheme is generally considered to be a failure."

"I do not feel that any definite attempt is being made to face the reality of the situation particularly having in view the fact that the financial resources available to the Education Department are limited."

"Dealing with the Wardha Scheme, Mr. Krishnamachariar said: "One point that strikes one as a main weakness in this scheme is that a large portion of the working hours has been allotted to craft work—3½ hours is far too long and is bound to be a strain on the child."

NO PROVISION FOR TRAINING

"The second feature of the Wardha Scheme which provokes criticism is the absence of provision for training craft teachers."

"If craft work is to be introduced into schools, the first thing the Government have to do is to train craft teachers and there seems to be no indication that they are taking any step in this direction."

Referring to the condition of teachers, Mr. Krishnamachariar pointed out that the Education Minister in his reply to the budget debate outlined the steps taken by Government to ensure that teachers were paid their salaries promptly and that travelling allowances were paid to them when they were unnecessarily transferred. It was also stated that teachers in institutions managed by local bodies could appeal to Government if they had any grievance.

But the much larger question of the teachers in aided institutions had been left untouched. He felt that no policy with regard to elementary education will be complete unless it provided for the betterment of the condition of the teacher.

SECONDARY EDUCATION

The speaker observed that the expenditure on secondary education was not in the same proportion as that on university education, though interests of a much larger percentage of the population was involved in Secondary Education. The amount to be spent on secondary education was Rs. 28.9 lakhs and on university education Rs. 28.6 lakhs. In fact the amount to be spent on secondary education was a trifle less than what was spent in 1936-37. That was a branch of education on which the Government had to increase their outlay.

THE INSPECTORATE

"Connected with elementary and secondary education," the speaker added, "is the question of the inspectorate. The expenditure on the Inspectorate, which is about 7 per cent. of the total educational expenditure was justified by the Minister for Education. Anybody who has any idea of what these Inspectors do should realise the futility of the inspectorate run on the lines on which it is being run now. The function of the inspectorate, I believe, is dual. One is connected with accounts and administrative details and the other and more important function is the control and regulation of the teaching staff. Obviously it is rare to find an Inspector who is good at both these functions. If the Inspector is to be efficient as an educationist my suggestion is to take away from him all work in regard to the checking of accounts and such minor details."

"With regard to the inspection of the teaching staff, while the capacity of the inspectors to discharge their function satisfactorily in regard to lower and higher elementary schools may be taken for granted. I do not think they are in a position adequately to supervise the work of secondary schools. If the inspection of secondary schools is to be of benefit to the teachers of such institutions the inspection must be done by people who have actual teaching experience. It should really be an inspection by a committee of headmasters with wide experience, both in administration and teaching. In any event, if the examination of accounts is taken away from the inspectorate there hardly seems to be any reason for the continuance of the present system of annual inspection."

"With regard to the Government's attitude towards the administration of the Education department. I made a suggestion during the last Budget discussion for the constitution of a Board of Education very much on the lines of the English Board of Education with its concomitant expert advisory committees. It appears to have missed the ear of the Minister. It is no reflection on the present personnel of this Department to say that they have no administrative talent. Why

should they possess it? A good educationist need not and ought not to burden himself with the details of administration.

"For any real improvement in the administration of the Department, it is necessary, in my opinion, to create a Board of Education, to hand over the administration of the Department to a trained Administrator and to get an expert or experts at the top to give his or their undivided attention to the task of education proper."

Mr. G. Srinivasachariar next presented the report of the committee appointed by the Council of the Madras Teachers' Guild to consider the various aspects of the Wardha Scheme.

EXHIBITION

As an adjunct to the conference an exhibition of handicrafts in schools was held. Rattan work, carpentry and embroidery works formed the main feature of the exhibition. The following six schools sent in their exhibits. (1) The Lady Willingdon Training School, (2) The Madras Seva Sadan (3) The Ramakrishna Mission Residential High School, (4) E. L. M. Fabricius High School, (5) St. Paul's High School, (6) Christian College School.

Reassembling after lunch, the discussion on the Wardha Report was initiated by Mr. T. P. Srinivasavaradhan. He said that the scheme emphasised that instruction should be less bookish and more concrete. It was the considered opinion of educationists that if the social end of education had been properly emphasised, the pedagogical would take care of itself. Teachers for the Wardha scheme of subjects should have a different type of training. They must have smaller schools, smaller classes and competent and efficient teachers trained especially as sociological and psychological experts.

Mr. A. R. V. Achar spoke about the attempts of the Madras corporation to introduce the Wardha Scheme in Corporation schools. He said that a certain amount of products of handicrafts from schools was going to be insisted upon. The corporation was supplying more raw materials than previously, and they hoped to get some return by the sale of finished products. A handicraft museum would also be opened in the near future.

Mr. S. Muthukrishna Ayyar said that the spirit of the Wardha scheme was applicable to all sorts of pupils. In his opinion, two and a half hours for a basic craft would do. He suggested that government might take up the work of publication of suitable text-books in connection with the scheme.

Miss Nityananda said that the Wardha scheme might be tried in boys' school first before being introduced in girls' school.

After discussion, the Report of the committee was adopted.

DISCUSSION OF SUBJECTS

Besides the main discussion on the Wardha Scheme, a number of subjects were discussed at the conference. The first was "The standard of Tamil in the city schools." Mr. M. S. Subramaniam read a paper in which he referred to the various causes that had led to the deterioration in the standard of Tamil spoken and written by pupils. He said that it was clear from the S.S.L.C. Examiners' Report issued annually by the Government that the standard had been slowly going down. He complained against certain habits in homes where English was freely mixed with Tamil in conversations. He also dealt with the influence of the bazaar, the colloquial Tamil magazines and various other factors that had brought about the

present results. He advocated the necessity for the use of better text-books and better teaching methods, than obtained at present. Sri Krishnaveni Ammal said that the subject of Tamil Grammar should be made interesting to pupils by suitable illustrations. The pupils should not merely get by heart the rules, without understanding their applications.

INDIVIDUAL METHOD

Mr. Nagaraja Rao, Headmaster, Pennathur Subramaniam Higher Elementary School, spoke on the possibilities of the individual method in teaching with the development of personality. Under the method every boy was classified according to his mental attainment. The method was intended to lead the boy to further understanding and knowledge to what he knew. The sluggard and the shirker were dealt with independently. There was no rule of the rod. There was so fear of the teacher. There was only the joy of work, work that one could do happily. The whole work turned out by boys was entered on a chart which was not only an indicator of a boy's progress but a guide to the teacher to find out the shirker. The teacher's place under this method was relegated to the background; but the teacher was a guide and friend to the boys.

GOVERNMENT AND TEXT-BOOKS

"Publication of text-books," was the subject of a lecture by Mr. K. Venkatesikan. He said that publications should be guided and controlled to some extent by an expert body of teachers. Would it be unfair, he asked, if they expected Government to exercise real and greater control in the matter of approval of text-books? Now that the State was eager to make the mother-tongue the medium of instruction, the need was all the more imperative for Government to extend all possible help for publishing common equivalents for scientific terms, to indicate the lines on which the books should be re-written, to dictate the size and the standard of the books for each subject, and to maintain a uniform standard. The Text-Book Committee was at present doing only a negative piece of work which did not help them much. They wanted a central agency that would be more useful and reliable.

Mr. S. Natarajan spoke on "Making Schools Attractive."

PRESIDENT'S HOPE

The president expressed the opinion that if the Congress Ministry could not achieve educational reconstruction on a nationwide basis, it was so much the worse for the nation. He could not see how any other ministry could carry through this reform quickly. The Congress Ministry had an overloaded programme and did not know which programme it had to take up first. He felt confident that within their period of office the working of the Wardha Scheme would be an accomplished fact in Madras and whatever support the States could lend them by means of copying their method, they would only be too pleased to render. He only wished that it were possible for the Madras Presidency and the States to have intimate contact with each other.

He concluded by thanking the Teacher's Guild for having invited him to preside over the conference.

Mr. G. Srinivasachariar proposed a vote of thanks to the President.

THE SOUTH INDIA TEACHERS' UNION, MADRAS

Minutes

A combined session of the Working Committee and the Executive Board of the S.I.T.U. was held in the Union office on Saturday the 9th of April, at 8 a.m.

The following members were present:—

1. Mr. S. K. Yegnanarayana Iyer. (President)
2. Mr. M. S. Sabhesan. (Secretary)
3. Mr. S. T. Ramanuja Iyengar.
4. Mr. G. Srinivasa Iyer.
5. Mr. Kalyanarama Iyer.
6. Rev. Milton G. Kuolt.
7. Mr. A. N. Schwartz.
8. Mr. E. N. Subramaniam.
9. Mr. S. Natarajan.
10. Mr. V. Srinivasan.
11. Mr. K. S. Chengalroya Iyer.
12. Mr. C. Ranganatha Iyengar.
13. Mr. V. Bhuvaramurthi Rao.

Mr. S. T. Ramanuja Iyengar took the chair for about 15 minutes when the President of the Union came and occupied the chair.

I. The Secretary presented the draft annual report for the year 1937 and the same was adopted with a few verbal alterations and he was directed to incorporate as appendix a short summary of the Vigilance Committee Report.

II. The Secretary of the Vigilance Committee presented his report. It was recorded, and a sub-committee consisting of M. S. G. Srinivasa Iyer, Schwartz and S. Natarajan, was appointed with Mr. Natarajan as convener, to summarise the report and send it to the general Secretary of the Union to be incorporated in the annual report. The Committee was requested to confine its attention to the facts regarding the work done and to eschew all opinions and views and also to see that names of institutions and persons are not mentioned in the report.

III. The question of Presidentship for the 29th Provincial Education Conference was taken up. The President suggested that it is desirable to have an unanimity of opinion on the matter and therefore he allowed the topic to be discussed informally for about 10 minutes. The question was viewed from all possible points of view and the meeting came to the unanimous conclusion that Mr. M. S. Sabhesan be requested to preside over the Conference.

IV. The two following propositions given notice of by Mr. Chengalroya Iyer were accepted with the proviso that the proceedings of the meetings be sent to members within a month from the date of the meeting and the quarterly statements be sent also within a month after the quarter concerned.

Proposition:—1. That the proceedings of the meetings of the Working Committee and of the Executive Board be communicated to the members of the Executive Board.

2. That quarterly financial statements of the S.I.T.U. be sent to the members of the Executive Board.

V. Read letter from Mr. U. N. Subramaniam Pillay, Secretary of the South India Pandits Union. Resolved to inform Mr. Pillay that the Working Committee regrets its inability to make an exception regarding the payment of affiliation fee so far as the Pandits' Union concerned.

VI. Read letter from the Secretary, the Madras Teachers' Guild enclosing a copy of the Report of the Guild Committee on the Wardha Scheme. Resolved to include a discussion on the Wardha Scheme among the subjects to be considered at the provincial Conference and the representative of the Madras Teachers' Guild be given an opportunity to lead the discussion.

At this stage members of the Executive Board who were not members of the Working Committee expressed a desire to be freed from the obligation of attending the meeting as the subjects to be considered were within the purview of the Working Committee only. Hence the Working Committee continued to sit and considered the letter of Mr. S. T. Ramanuja Iyengar, dated 15-3-1938, containing a number of suggestions.

VII. The following subjects mentioned in the letter came up for discussion and the committee resolved:—

1. To maintain a register of all members of the Union with the help of the District Guilds and Teachers' Association. It was pointed out that when an attempt was made in this direction on a previous occasion the constituent guilds and associations did not respond to the extent expected and hence the materials gathered could not be used for a complete register. The Working Committee was, however of opinion that another attempt might be made.

2. It was resolved that members in arrears be notified that they will be disqualified under the rules of the Union to vote at the meeting of the Union.

3. It was resolved that the Union be registered and that a committee consisting Messrs. S. T. Ramanujam and S. Natarajan be requested to put the rules of the Association in the proper form required for registration.

At this stage it was 11-30 a.m. and the Working Committee meeting was adjourned to 3 p.m. on Sunday the 10th inst.

The adjourned meeting of the Working Committee was held at 3 p.m. on Sunday the 10th April, 1938 and the following members were present:—

1. Mr. S. K. Yegnanarayana Iyer. (President)
2. Mr. M. S. Sabhesan. (Secretary)
3. Mr. V. Bhuvaramurthi Rao.
4. Mr. S. Natarajan.
5. Mr. S. T. Ramanuja Iyengar.
6. Mr. E. N. Subramaniam.
7. Mr. V. Srinivasan.
8. C. Ranganatha Iyengar.

Consideration of Mr. S. T. Ramanujam's letter was continued.

4. Mr. S. T. Ramanuja Iyengar's suggestion that the rules of the Union be so modified as to empower the President of the Union to nominate the members of the Working Committee was lost.

5. The Committee resolved to request Messrs. E. N. Subramaniam and S. T. Ramanuja Iyengar to tour in the Districts of Malabar and South Canara before the Conference and the propaganda Committee of the Protection Fund be requested to meet their charges according to the following scale:—viz.

(a) that each member be paid Rs. 12-8-0 to enable him to purchase a "Go as you please" ticket.

(b) that each member be paid the actual bus charges and that each member be paid at rupee one per day for boarding and other incidental expenditure.

6. Mr. S. T. Ramanuja Iyengar moved that memoranda be at once drafted and placed by the Working Committee for their consideration on the following topics:

(a) The Government communique on Education: Resolved that no action be taken as the views of the Union have already been communicated to the Government.

(b) Congress Government's proposals for reorganisation of education: it was resolved to request the Government and the Department to place at the disposal of the Union all Government orders and departmental circulars so as to enable the Union to be in touch with the changes in educational policies effected by the Government from time to time.

(c) The grant policy about elementary education of 1937: It was resolved to circulate Mr. S. T. Ramanujam's article on the subject amongst the members of the Working Committee with a view to elicit their views on the subject. The Secretary was requested to consolidate the views and place them before the Government in the form of a memorandum.

(d) The tenure of aided school elementary teachers and the new rules dated 1-3-38. Messrs. S. T. Ramanujam and S. Natarajan were requested to draft a memorandum and it was resolved to have the same circulated amongst the members of the Working Committee. The Secretary was requested to consolidate the views of members and submit a memorandum on the subject based on the views of members.

(e) Representation of Union and its branches in Education: Committees: Resolved to address the Government to give proper representation on Educational Bodies to the Union and to its affiliated Guilds in the districts.

(f) Affiliation of official Elementary Teachers' Associations with District Guilds:

Resolved to allow the existing state of affairs to continue, and the district guilds be requested to get as many Elementary teachers as possible to become members and to admit range associations on a very nominal affiliation.

(g) The policy of displacing non-catholics by catholics in catholic educational institutions: Resolved to republish with suitable modification and with special reference to Trichy and Palamcottah incidents the editorial note of 1934 on the matter.

VIII. Mr. T. Ramanujam's letter of resignation of his Secretaryship of the Vigilance Committee:—Resolved to request Mr. Ramanujam to reconsider the question and to be in charge of the Committee's work until the general question of retention or otherwise of the Vigilance Committee be decided at the general body meeting of the Union. Resolved also that this subject be brought up for consideration at the meeting of the general body at Mangalore and that it be the recommendation of the Working Committee that the Vigilance Committee be abolished as

the Working Committee feels that the work of the Committee could not be undertaken with the imperfect organisation we have at our command.

IX. Mr. S. Natarajan tendered his resignation of his place as *Journal Secretary*; The President on behalf of the Committee conveyed to Mr. Natarajan their confidence in him and the high appreciation of the work he has been doing and requested him to reconsider the question.

X. It was resolved that all working committee members who attended the meeting may be paid travelling allowance for one journey and they be requested to get the allowance for the return journey from their guilds.

41, Singarachari Street.
Triplicane.

S. K. YEGNANARAYANA IYER,
President.

THE S. I. T. U. PROTECTION FUND

NOTICE

Notice is hereby given to the members of the South Indian Teachers' Union Protection Fund that the Tenth Annual Meeting of the General Body of the Fund will be held on Thursday the 12th May 1938, at 10-30 a.m. in the Canara High School, Mangalore.

All the members are requested to attend.

AGENDA

1. Minutes of the last meeting of the General Body held on 7th May, 1937, at Tanjore.
2. Consideration of the Tenth Annual Report.
3. Election of Office-bearers.
4. Election of an Auditor for 1938.
5. Announcement regarding budget proposals.
6. Amendments and Resolution (brought by the Board).

AMENDMENTS:

Rule 6, Admission: Add the following as third paragraph:—

"A member may be allowed to increase the number of units held by him subject to Rules 6 and 9. Such member shall be treated as a new member with respect to the increased number of units and a fresh Certificate of Membership shall be issued. Every time he increases the number of units, he shall be treated as a new member for purposes of initial payment of registration fee, over age fee (if any), and recurring annual subscription and contribution. But no member can claim any increase in the number of units as a matter of right nor shall he be entitled to more than one vote in any case."

Rule 7, Classification: Re-write clause (a) as under:—

"The amount collected under 'Registration Fees' together with such amounts as may be transferred by the Board of Management as occasion arises, shall form

the 'Reserve Fund' to be drawn upon at the discretion of the Board of Management of the Fund for safeguarding the claims of members in general. It shall be competent for the Board to utilise the interest under this account towards expenses relating to actuarial valuation and such other non-recurring special items of expenditure as may be decided upon by the Board from time to time."

Add the following as (e):—

"A tenth of the yield on shares, securities and debentures along with such profits as may arise from the sale of the same together with such amounts as may be transferred by the Board from time to time, shall form the DEPRECIATION RESERVE FUND. This account shall be debited with the loss on sale of securities, shares, debentures, as well as the difference in value between the market and purchase price of the shares, debentures, securities etc., in cases where the purchase prices are above the market price at the close of the year."

Rule 8, Monthly Call Money: Delete 'at the beginning of every month' and substitute 'on the first day of every month.'

Rule 14, Payment of Dues: Delete the words 'one anna' in line 3 of clause (c) and substitute 'half an anna.'

Rule 19, Powers of the Board: Add the following as second paragraph to clause (a):—

"It shall be competent for the Board to invest the monies of the Fund in such manner as may be decided upon by the Board from time to time."

RESOLUTION

"Resolved that the sum of Rs. 8,566, recommended by the Actuary to be set apart as 'special provision for expenses' be transferred to the Reserve Fund."

TRIPLICANE,
1st April, 1938.

V. SRINIVASAN,
Hony. Secretary.

THE TEACHERS' BOOK-SHELF

School Magazines:— St. Paul's High School Magazine, Madras.
 T. T. V. High School Magazine, Madras.
 E. L. M. Fabricius Mission Schools Magazine, Madras.
 Kishoree Raman Inter College Magazine.

School Magazines are becoming increasingly popular and many schools are now actively trying to run magazines of their own. A school magazine always exerts a wholesome influence on its pupils. It enables them to take a live interest in their school activities and develops in them the school pride. Pupils enthusiastically come forward to help in conducting the magazine. It serves to give a good impetus to extra curricular activities. Above all, the magazine helps to promote in the public an intelligent appreciation of the good work of the school.

These four magazines reveal a live student-partnership not only in the conduct of the magazine but in the various activities of the School.

—
 "A French Course for To-day."—By Mr. Kenneth G. Brooks, M.A., and Mr. Herbert F. Cook, B.A., Part I. Published by J. M. Dent & Sons, Ltd. Price not stated.

The authors have done a valuable service to the students intending to learn French. This French Primer lays stress on the development of the reading capacity of the students. A few hints on speaking French are given which are really very instructive. In order to make the book interesting the authors have written realistic lessons on motor cars, out door games, Films, class rooms—all familiar topics. The French are a humorous nation and some of the lessons in the book echo this trait, and stimulate an interest in the lessons. The authors aim at making the student a master of French Pronunciation. With this end in view they have given some words at the beginning of each lesson so that the student may practise the art of pronunciation. Again in the voluminous vocabulary which is added in the end phonetic transcripts for every word is given. This "pronunciation drill" is a commendable feature of this book. Grammar is but a means to an end. Each lesson is divided into four parts, viz., *vocabulaire*, *une leçon française*, *grammaire* and *exercices*. Under the head, *Exercices* are included textual and grammatical questions and passages for translation from English to French. These Exercises are intended to give the student a good grasp of the lesson. Revision lessons are also given after every six lessons with a view to enable the student to recapitulate what he had studied in the foregoing lessons. "Each 'point' is hammered home" in these lessons. Illustrations catch the eye of the student and the book is copiously illustrated. This is a book of great importance to the beginner in French. Colleges in India can prescribe this book for the Junior Intermediate class where students take French for the first time as their second language. The Publishers deserve congratulations for having brought out this excellent book. The get up of the book is neat and attractive.

S. G.

Biology for Senior Schools. Book I.—By M. R. Lambert, M.A., (Oxon), Macmillan & Co.

This is the first book of a series of three books designed to meet the requirements of pupils of senior schools in England. This book is intended for the 1st year pupils, i.e., of age 11. It gives an elementary but general survey of the natural world and treat about the study of common plants and animals—The treatment is simple and much attention is paid to such process and functions of plants near at hand and which could be easily observed by pupils. Interesting and testing questions are given at the end. The book is well illustrated. A good supply of this book in our class libraries will prove very useful.

—
Tales Retold for Easy Reading:—

The Rose and the Ring—By N. K. Venkateswaran. Oxford University Press.
 Price 8 as.

This is an adaptation of the *Rose and the Ring* by W. M. Thackeray. The adaptation is carefully done; It is nicely illustrated and is written in simple style. It can well be used for supplementary reading by the pupils in form III.

MADRAS PROVINCIAL EDUCATIONAL CONFERENCE

29th Session—Mangalore

The 29th Session of the Provincial Educational Conference will be held in the Canara High School, Mangalore, commencing in the evening of Wednesday (11-5-'38) and closing in the evening of Saturday (14-5-'38). All associations affiliated to the S.I.T.U. are invited to send delegates to the Conference. Other persons interested in education are also invited to register themselves as Visitors. The fee to be paid by delegates is 8 As. *per delegate*; visitors will be registered if they pay Re. 1 *per person*.

Delegates and visitors arriving by the Malabar Express on 11-5-'38 will be received at the station and conducted to the camp. Guides will be sent to receive persons coming by other trains if previous intimation is given to the Reception Committee.

Board and lodging for Delegates, Visitors and Members of the Reception Committee will be arranged in the immediate neighbourhood of the Conference Hall. The charge for boarding and lodging for the *entire period of the conference* is Rs. 3; single meal tickets at 4 As. each and tiffin tickets at 2½ As. each will be sold if at least three hours notice be given.

Excursions to important places in the district will be arranged at concession rates; persons desiring to join the party will kindly register their names in the office soon after coming to the camp.

The Reception Committee is arranging for variety entertainments of educational interest. They will include features peculiar to South Kanara, and will be staged on the nights of the 12th, 13th and 14th. Delegates, Visitors and Reception Committee Members can purchase tickets for these at concession rates.

Admission to the Educational Exhibition will be free to Delegates, Visitors and Reception Committee Members. Others will have to buy tickets of 1 anna each.

Secretaries of associations are earnestly requested to intimate before the 30th of April the number of delegates or visitors that will attend the conference.

Mangalore,
4-4-'38.

S. MUKUNDA RAO,
Secretary, Reception Committee.

Tentative Programme

11-5-'38	4-20 P.M.	Arrival of the President.
	5-30 "	Presidential Procession.
	6 "	Opening Session of the General Conference.
	9 "	Subjects Committee Meeting.
12-5-'38	8-30 A.M.	Opening of the Exhibition.
	9 "	Opening Session of the Geography Conference.
	11 "	Annual Meeting of the S. I. T. U. Protection Fund.
	2 P.M.	Opening Session of the Physical Education Conference.
	4-30 "	Elementary School Teachers' Conference.
	9 "	Entertainments.
13-5-'38	8-30 A.M.	General Conference: II sitting.
	11 "	Annual General Body Meeting of the S.I.T.U.
	2 P.M.	Sectional Conferences: II sitting.
	4-30 "	Annual General Body Meeting of the District Teachers' Guild.
	9 "	Entertainments.
14-5-'38	8-30 A.M.	General Conference: III sitting.
	2 P.M.	General Conference: Final sitting.
	4 "	Sectional Conferences: Final sitting.
	9 "	Entertainments.

Everyday Chota Hazri will be at 7-30 A.M. Dinner at 12 noon
Lunch at 4 P.M. and Supper at 8 P.M.

EDITORIAL

EDUCATION IN INDIA 1935-36.

The report of the Commissioner of Education with 'the Government of India on 'Education in India 1935-36' is an illuminating document. It gives importance to the increasing amount of attention given to education by Provinces, educational bodies and individuals. It observes: "All are agreed that stagnation and wastage is appalling, that the administration of primary education by local bodies shows no improvement and is thoroughly inefficient. that compulsory primary education appears as remote as ever, that the annual increase in the percentage of literates is disconcertingly small, that the Universities contain many students who are unfitted to profit by higher academic studies, that unemployment amongst the educated classes is common, and that provision for the education of girls is ludicrously inadequate." The report further observes, "What is now necessary is a determined effort to do something about it and not merely talk. The plea of lack of money can no longer excuse apathy, for the money now available for primary education could support a wide expansion, were administration more austere and wastage eradicated." The diagnosis of the ills of education in our land has been rightly made and the need for eradicating the defects has been pointed out.

Let us now examine what measures are suggested in the report for setting right this sorry state of affairs. During the year under review there has been a slight reduction in the number of elementary schools but an appreciable increase in the enrolment. The distribution of pupils in the different classes is unsatisfactory, 43.8% of the pupils being in the 1st year, as against 7.6% in the 5th class. The "Wastage" that this brings about is appalling and in trying to analyse the causes for this, the report attributes it to the lack of good school buildings, to the absence of well-qualified, well-trained and adequately paid teachers, and to the administration and inspection being weak and ineffective. An Educational Inspector of Bombay, is reported to have observed:

"In an age when even criminals are well-housed and well-looked after, and when institutions for delinquents are no longer treated as juvenile jails but as reformatory schools, we still come across buildings in which it would be a social crime to house even delinquents. Many a building suffers from too much of the sun, rain and wind, while not a few have rooms where the sun's rays rarely penetrate and where air condition is almost entirely absent."

In our own province more than 60% of the elementary schools are in rented buildings and a large proportion of school buildings would fit quite well the description given above. Yet, in our last budget, there seems to be no provision for improving school buildings.

There seems to be gathering a large volume of opinion on the inefficiency of local bodies to administer education. Most of the Provinces are actively considering the question of transferring education from Local Bodies to direct Government control. Apart from the financial implications of the scheme, the suggestion contained in the following observation of the Commissioner: "The Provincial Governments through their Education Departments should use these powers for the education of the local bodies in the duties of administration, for it is on the basis of improved local body administration rather than on the transfer of all control back to the Provincial Government that success in the progress of education seems to lie," deserves careful consideration before any Government should venture on such a step.

In regard to the teaching personnel in elementary schools, the report reveals a very depressing state. "The fact that India is a poor country is no excuse for the miserably low scales of pay which some provinces offer. To reply that teachers can be obtained on the scales offered does not take into account the type of teacher recruited and the effect on the school of having a staff discontented, depressed by poverty, and on the look out for other means of increasing their income." Added to this are other hardships like the delay in the payment of salaries and the frequent transfers from place to place often at considerable personal expense and inconvenience.

"Single Teacher Schools" have come in for much criticism in recent times and the report under review holds them responsible to some extent for the prevailing wastage. It is unfortunate that a school should be condemned as inefficient on the sole ground of its being a single teacher school. It is well worth recognising that, under present financial conditions, single teacher schools would be an economic necessity and that the mere elimination of these schools, would take us no step forward in the spread of literacy. On the other hand what is needed is a determined effort to improve them. Steps should be taken to see that they are in charge of competent teachers. Fannie Daunn, Professor of Education, Columbia, New York, has some interesting observations on one and two teacher-schools in the United States (New Era, April 1938), where there are 138,542 one room schools with an enrolment of 3,000,000 rural children. According to that writer, 'given the kind of teacher who can do a progressive type of educational work, given equal provision in length of term, educative equipment and

supervision, a high grade of education as we conceive it to-day may be had in these schools.'

The report contains two more valuable suggestions which are well worth serious consideration. 'The economic necessity which makes parents in the rural areas prefer the wage earning child, irrespective of age to the school going child,' is a problem which those who are anxious to stop the premature withdrawal of pupils from schools before completing the full 5 years course should consider seriously. The mere enforcement of compulsion laws would not at all solve the problem, for at bottom it is an economic problem and the authorities should consider seriously the measures to be adopted to give economic relief to the parent so as to make it worth-while for him to keep his child at school.

The other suggestion is that quoted from the report of the Director of Public Instruction, Assam, viz., "If under the new constitution Education is to make any progress it is essential that the Director should be relieved of the greater part of his routine work, as then he can have time for the preparation of schemes, and for larger problems that must arise." Frequent inspection as security against waste of public money is no doubt needed. Whether such a kind of inspection can be effectively made by one who has also to supervise and guide the work of teachers deserves careful consideration.

One of the most effective methods of combating stagnation and wastage is to make the schools attractive by educational activities; our schools—most of them, are dull and life-less and in their methods they neglect the characteristics of childhood and the nature of a child's growth and development. Any scheme of reorganisation should take note of this and make adequate provision to make the schools attractive.

LICENCE FOR TEACHERS.

We are glad that Government are alive to the need for assuring teachers in aided schools reasonable security of tenure of teachers. Our Minister, his Parliamentary Secretary and the Director of Public Instruction are all alive to the fact that conditions of service in aided elementary schools are far from satisfactory and that a first step towards improving the efficiency of these schools, is to secure for the teachers proper conditions of service. Any measure by which Government would be in a position to regularise the conditions of service in aided elementary schools, would be eagerly welcomed by teachers and the public.

It has been, however, the misfortune of teachers in aided schools that Government never felt very keen on removing their disabilities, probably because, as observed by the Minister in the

course of his reply to the debate on the Education Demand, conditions of service in these institutions are governed by a contract between the employer and the employee. When Government think of doing something to safe-guard their interests it is again the misfortune of these teachers, that Government's proposals, though conceived with the best of interests, are likely to create more hardship than any good. An instance, in point, is the introduction of the Licence for teachers in aided elementary schools. The Draft of an Amendment to the Educational rules to this effect was published on the 1st March and on the 6th April, the amendment is brought into force. We wonder, if the Government seriously considered the desirability of this system either to the State or to the teacher, before they decided to enforce the amendment in such haste? According to this rule, every teacher working in an elementary school under private management shall possess a teacher's licence issued by the District Educational Officer, which he can secure on payment of Rupee One. In the Licence, the Manager has to specify clearly the terms of service under which the teacher is recruited, including the period of employment and his salary and get it countersigned by the subordinate inspecting officer. It also states that no grant shall be assessed for any teacher who does not possess a teacher's licence.

The system of granting licences is surely going to be complicated? It has not been stated who alone are eligible for getting such licence. Is it to be granted only to qualified and trained teachers or to every person employed in a school, irrespective of his qualifications? If the latter be the case, is it likely to promote efficiency of education in our aided elementary schools? Will this system contribute to better service conditions? The licence in effect becomes a contract between the teacher and the manager with the knowledge of the Inspecting Officer. The terms have to be decided by agreement between the teacher and the manager and Government does not seem inclined to lay down minimum scales of salary, rules for service, termination of service etc. They leave it to be negotiated by the teacher with his management. This would certainly place teaching service under the operation of the law of supply and demand. The licence will thus not serve the purpose for which, it is hoped, it is intended, viz., improving the conditions of service. It may bring about Rs. 40,000 to the coffers of Government.

If it is presumed that the system of licence will eliminate bogus teachers, then, licences should be given to managers of aided elementary schools. Such a licence will give a greater hold to Government on managements. As these are in receipt of Government grants, Government have a right to see that they conduct their schools on right lines.

Mr. C. J. Varkey, Parliamentary Secretary to the Education Minister is reported to have said recently in the course of his address while opening the Conference of Malabar Aided Elementary School Teachers, that he was not in favour of the licence and that he would carefully consider representations from teachers on this subject. Possibly it is another instance to show that Government approved of them and passed orders without seriously considering the proposals of the Director of Public Instruction. Whatever it may be, it is upto the Government to take into consideration the feelings of aided elementary school teachers and cancel this order. The rule is objectionable inasmuch as it is applicable only to teachers in aided elementary schools. It is unwanted as the licences would not contribute to the solution of the problems of tenure of elementary school teachers. We appeal to the authorities to issue early orders cancelling this unwanted and objectionable provision in the Educational rules. Teachers in aided elementary schools may be disorganised but it is good to realise that it would be unwise to continue to ignore the difficulties of teachers in aided elementary schools and drive them to despair. Teachers of Malabar are contemplating direct action. In other parts of the Presidency, teachers may be tempted to resort to this means of compelling government's attention.

THE S. S. L. C. EXAMINATION:

We have received numerous complaints about the question papers set for the S.S.L.C. Examination, March 1938. The complaint has been very severe with reference to Mathematics and optional History papers. External examinations are condemned mostly on the ground that they are unreliable. If papers set should not conform to the standard that has been established in previous years and if the papers should contain questions which are beyond the scope of the syllabuses they not merely make the examination even more unreliable but produce great hardship to the examinees. The S.S.L.C. Board, obviously, has only to conduct the examinations and it is unfortunate the Board should have approved papers which have been criticised adversely by all concerned. In the interests of the thousands of candidates, we request the Commissioner to order an inquiry and, if need be, arrange for a re-examination in those subjects where the papers are found, by the inquiry, to be unsuitable. If such a course is not possible for financial or other reasons, the University authorities may be advised to ignore the pupils' attainments in the public examination in these subjects, but take into consideration their school marks in deciding upon eligibility.

Complaints about the question papers occur almost every year. This should make the authorities investigate into the causes and satisfy themselves that the present procedure of Members of the Board being paper-setters is at all desirable. The Board, as the body responsible for conducting the examination, cannot be expected, in fairness to itself, to sit in judgement over its own papers. The suggestion, that paper setters should not be members of the Board but should be persons with an intimate acquaintance with the high school work deserves careful consideration.

THE SOUTH INDIA TEACHERS' UNION AND THE PARLIAMENTARY SECRETARY TO THE MINISTER FOR EDUCATION

Chevalier J. Varkey, M.A., Parliamentary Secretary to the Minister for Education, made some interesting observations on the role of a Teachers' Union in the course of his presidential address at the All-Cochin Educational Conference. Referring to the purposes of that Conference, he is reported to have remarked: "The first is the discussion on various academic subjects pertaining to the re-organisation with those who are immediately concerned with teaching. Therefore, the teachers have a responsibility which they have not hitherto enjoyed or exercised and you are given the privilege of enjoying that right of expressing your opinion." He further observed, "If you develop that powerful public opinion of education experts, I am sure, any Government, whether it is monarchic or aristocratic or democratic, must listen to public opinion on educational matters of real experts, namely, the teachers."

We are glad to note that the Parliamentary Secretary to the Education Minister realises that the real experts in educational matters are the teachers and that questions relating to reorganisation should be discussed with those who are immediately concerned with teaching and we sincerely hope that he would have in mind these sentiments when he is called upon to act in the matter of re-organisation of education in this Province. Unfortunately, the Parliamentary Secretary seems to have very little knowledge of the South India Teachers' Union and the teaching body it represents. For in the course of that speech, he is reported to have said, "In my own country, the South India Teachers' Union with its 25 to 30 years of history with a few branches here and there, have not organised the teaching profession adequately to be the expert opinion on educational matters." While we are ready to admit that our Union needs greater organisation, we would like respectfully to acquaint Mr. C. J. Varkey, that the South India Teachers' Union has 17 District Guilds affiliated to it. The 17 District Guilds again comprise

260 Associations. Our membership exceeds over 10,000 teachers. Teachers from all parts of the Presidency are members of the Union. If the Union has not been able to get into closer touch with a larger body of elementary school teachers, it would interest Mr. Varkey to know that it is largely due to their range associations being under strict official control.

Mr. Varkey expressed genuine joy at the Cochin teachers being allowed to discuss with the authorities not only problems connected with re-organisation, service and pay, but also administrative matters related to education. Teachers' Organisations on this side of the Ghats have for many years' past been offering their considered views on educational matters and duly submitting them to the authorities in the hope that they would be given the attention they deserve. What has happened to them is too obvious to need mention: We hope that Mr. Varkey will exercise his influence so as to make the Education Department welcome sincere and helpful criticisms from the South India Teachers' Union and its affiliated associations.

By the way, our Provincial Conference is to be held on the 11th May and here is a splendid opportunity for Mr. Varkey and the Education Department to consult the opinion of the organised teaching profession. We cordially invite them to attend the Conference. Will they respond? It is high time that the Department had cast off its characteristic stand-offishness and cared to move freely with the Teaching profession. Only then would mutual understanding and co-operation be established and maintained. The example of democratic countries where officers of the Educational Department—Ministers and Directors—attend educational Conferences is well worth following here. The Co-operative Department in our Province is adopting that policy to great advantage and it is not known why the Education Department should not choose to pursue a similar policy.

Mr. Varkey's observations re: our Union should be taken as a challenge to the teachers in our Province to organise themselves in an increasing measure. The need for strengthening the Union is greater now than ever before. The Union must have before it a programme of cent-per-cent enrolment. The opinion of organised teaching profession must make itself felt. In these days of democracy, public opinion is a great factor to reckon with. It is the duty of every teacher to become not merely a member of the local organisation, but actively participate in strengthening the Union. In our Organisation lies the salvation of Education in Our Province.

THE TENURE OF NON-CATHOLIC TEACHERS IN CATHOLIC SCHOOLS

We have received grave complaints, notably from Trichinopoly and Tinnevely that some non-Catholic teachers employed in Catholic institutions have been served with notices and it is alleged that this step has been taken in pursuance of what may be termed a policy of Catholicisation of the staff of these institutions. We do not for a moment question the desire of these school authorities to staff their schools with Catholic teachers. What we take exception to is the removal of non-Catholic teachers who have put in several years of loyal and devoted service in these institutions. One is inclined to ask how far this change of policy can be used with justification to send away the existing teachers. Under the existing policy of State-aided education, it is competent for the Management to have its own rules for recruitment in accordance with the departmental regulations regarding minimum qualifications of teachers. It is however within the rights of the State which contribute towards the upkeep of these schools by grants to guarantee to the teacher in the interest of sound education security of tenure of service as long as he continues to discharge his duties efficiently. It is unfortunate that the Government should feel that in view of the contract between the management and the teacher, it need not interfere in the internal relationship between the teacher and manager. It is an apprehension of this state of affairs that has made the contract unacceptable to teachers. We have been contending that termination of service should be only for exceptional reasons such as insubordination, grave moral mis-conduct and gross inefficiency. An alarming situation will arise if Government should keep quiet and give a free hand to the managements in regard to the termination of service, on altogether extra-academic grounds. The teacher working in a state-aided school, according to the Rt. Hon'ble Fisher, is doing national work and hence the conditions of service in privately managed schools should be regulated by the Government in national interests. No management, receiving recognition and financial aid from the Government should allow extra-academic considerations to influence its administration resulting in frequent changes in the staff.

This alleged change in the policy of Catholic Managements should not be regarded as a justification for the termination of the services of teachers not belonging to a certain faith. A very large number of non-Catholic teachers are now working in Catholic schools and even the authorities of these schools would be willing to admit that the success of their institutions is in a large measure due to the efficiency of these teachers. If this policy is to be pursued, a large number of qualified teachers will be thrown out of employment and it is difficult for the public and the teachers to remain passive.

Mission institutions depend upon the fee income and Government grants for their support. The country is grateful to the Mission bodies for their meritorious services to the cause of Education in this Province. But this new policy is bound to have serious repercussions. The public may be compelled to press upon the Government a revision of their policy towards Mission Education. Nay more. If the sympathy of the public is alienated as would be the case if a policy of indiscriminate termination of services of non-Catholic teachers is pursued, then, would it not seriously affect the fee income of these institutions? It is a fact that in the majority of Catholic schools, the non-Catholic section of the pupils contributes the bulk of the fee income, while the majority of its catholic pupils are educated either free or at concession rates. We are sure the higher authorities of the Catholic Missions would review the case. We believe that the Catholic Church endeavours to foster and promote true Christian thought and spirit. In running schools, they are certainly actuated by the lofty ideal of imparting right education. We hope that no narrow spirit of communalism or sectarianism will deflect them from their lofty ideals, and that they will do nothing which would impair the confidence and good-will of the people which they now enjoy and rightly too in such high degree.

THE MANGALORE CONFERENCE

Elsewhere we publish a draft of the Programme of the 29th Provincial Educational Conference to be held in Mangalore from the 11th to the 15th of May. Our readers will be glad to know that Mr. M. S. Sabhesan, M.A., Secretary of the South India Teachers' Union, has been elected unanimously to the Presidentship of the Conference. Mr. M. S. Sabhesan's intimate connection with the Union as its Secretary from 1923, his long and meritorious services to the cause of Education in this Province and his thorough acquaintance with the many problems connected with education make him eminently qualified for the place. The Union has only honoured itself by electing its most devoted and selfless worker to preside over this year's Conference when very many important questions connected with education are before the public. It is important that the public should be given a right lead in regard to these problems and Mr. M. S. Sabhesan is eminently fitted to give such a lead. We take this opportunity to congratulate Mr. M. S. Sabhesan and wish the Conference, under his guidance, all success.

REPORT OF THE MADRAS TEACHERS' GUILD ON THE WARDHA SCHEME OF BASIC EDUCATION

MADRAS TEACHERS' GUILD

41, Singarachari Street, Triplicane, Madras.

REPORT OF THE MADRAS TEACHERS' GUILD ON THE WARDHA SCHEME OF BASIC EDUCATION

Terms of Reference :—

In pursuance of a resolution of the General Body of the Madras Teachers' Guild, the Council of the Guild appointed a committee with powers to co-opt to study the various aspects of the Wardha Scheme and submit a report.

Members of the Committee :—

- Prof. S. K. Yegnanarayana Iyer, M.A.
Dr. P. S. Lokanathan, M.A., D.Sc. Econ. (London).
Mr. M. S. Sabhesan, M.A.
" T. P. Srinivasavaradan, B.A., L.T.
" V. Srinivasan, B.A., L.T.
" S. Natarajan, B.A., L.T.
" V. Bhuvaramurthi Rao, M.A., Dip. Econ.
" A. R. V. Achar.
" K. Nagaraja Rao, B.A., L.T.
" K. Vedantadesikan, B.A., L.T.
Miss. V. David, B.A., L.T.
Mrs. Dharmambal, and
Mr. G. Srinivasachari (Convener).

The Work of the Committee :—

The Committee held eight sittings, each of an average duration of two hours. This report which, by order of the Council, is placed before the General Body for their consideration and approval, contains in the main the conclusions reached at the meetings of the Committee.

Arguments leading to the conclusions have been avoided except where they have been found necessary for a proper appreciation of the conclusions reached or recommendations made. Criticisms in respect of the Wardha Scheme offered in the Press and on the platform have been taken note of in the discussions at meetings.

The Committee have felt it necessary to add a note on the resolution of the Congress regarding National Education,

G. SRINIVASACHARI,
CONVENER.

INTRODUCTION

The Wardha Scheme of Basic Education has begun to attract the earnest attention of public men and authorities, chiefly because the report has been prepared by persons who have not only the interests of the country at heart, but are also admitted to be competent to speak with authority on educational matters.

The Wardha Scheme is drawn up on the assumption that learning which is useful socially, and economically cannot help being cultural. The most important principle contained in the scheme is the centering of all instruction round a craft. In support of this basic principle several instances from Western Countries may be quoted. A knowledge of theory and practice of education in any country cannot but lead to the conclusion that every individual in a democratic society should be trained to KNOW and to DO. There is a growing recognition that no antithesis can exist between culture and work. Indeed it is believed that a separation of these two into water-tight compartments is likely to lead to dualism in a person and militate against a balanced development. Educational practice everywhere stresses the importance of putting children in active touch with the environment and of inculcating in them the habitual urge for creative social work. Therefore, we have no hesitation in recommending the adoption of the principle of giving education through a Basic Craft.

The Zakir Husain Committee Report has confined its attention to a scheme of Basic Education for the children of the age-group 7 to 14 and the second report has made it clear that it has not chosen to deal with the education of other age-groups. We wish to state that a complete system of National Education should include not only the Basic Education provided in the Wardha Scheme, but also education of different types for the boys and girls of the pre-school stage and of the post-basic school stage. We have therefore at the outset, to state clearly that the Government in considering the scheme have also to examine the educational requirements of the children of other age-groups and make suitable provision.

We do not anticipate any serious objection to the acceptance of the principle of co-education implied in the scheme of Basic Education in view of the fact that the girls are allowed to be withdrawn at the age of 12 at the option of their parents. Further, we feel, its application will be justified on grounds of economy.

RECOMMENDATIONS

I. Pre-School Stage :—We note that the Wardha Scheme realises the importance of training children properly in the pre-school stage, i.e., below the age of 7. As this period is very important in the development of children, it is recommended that the Government should make provision for the proper training of the children of the pre-school stage.

II. Craft-Centred Education :—The proposed scheme of Education through a Basic Craft is sound and feasible but the following points should be given due consideration.

(a) Since it is doubtful whether all teaching could be centred round a craft, formal instruction should not be dispensed with altogether.

(b) As the aim of the introduction of craft work 'is not primarily the production of craftsmen able to practise some craft mechanically, but rather the exploitation for educative purposes the resources implicit in craft work,' a single craft may not be enough to serve the educational interest. We emphasise the desirability of creating wide interests in pupils by a variety of experience through different crafts.

The Committee would urge the point of view of the Zakir Husain Committee that the Craft Work in the Basic School is not a mere hand and eye training as the manual training in schools is at present and that it is not intended as a provision for dull boys. It is to be the centre of integrated instruction and is also calculated to help pupils to acquire definite skill.

III. The Classes of Pupils to whom the Scheme should apply :—In as much as we accept craft-work as a principle of education, we recommend that the proposed scheme of education should apply to all classes of normal pupils. Since a large number may leave school for good at the end of seven years, it is well that the Basic Education should be complete in itself so as to foster a sound sense of citizenship. With a view to giving scope to pupils of higher capacities, we recommend that it should be made possible for such pupils to leave the Basic School for higher and other types of study at the end of the sixth year of the course.

IV. Subjects of Study :—The subjects included in the scheme and the objectives proposed are quite suitable and adequate for the children of the age-group 7 to 14 since Literature, Sciences, Humanities, Art,

Craft and Aesthetics, are all represented. There is no justification for the fear that culture will be neglected in the Wardha Scheme. We recommend however, that it should be possible with the previous approval of the Government for the school authorities to give facilities for instruction in subjects in addition to those included in the scheme so as to meet local needs.

V. Courses of Study :—The courses of study in General Science and Social studies contemplate instruction (a) by correlation with Craft-work and (b) by the method of INTEGRATED INSTRUCTION in which the distinction between subject and subject is removed. Knowledge is rightly regarded as one whole. With a view to avoiding confusion or misunderstanding we recommend the deletion of the sub-headings indicating subjects.

We consider it essential that a well-planned scheme of correlation (i) between the Basic Craft and the other subjects and (ii) between the different topics in the subjects of study, should be published by an Expert Committee. We should like to invite the attention of the Teachers' Associations to the Second Report of the Zakir Husain Committee, which contains a correlated scheme for wood-work and agriculture. We recommend that the subject sections of Teachers' Associations should sit together and attempt to prepare correlated courses on similar lines.

VI. The Time-Table Schedule in the Report :—This Committee consider it necessary to remind the public that 3 hours 20 minutes for Craft work is the maximum provided and that this latitude in respect of working hours allotted to the Basic Craft should allay any fear that the Craft would receive undue emphasis. It should also be remembered that during the time allotted for Basic Craft, instruction will also be given as far as possible in the correlated subjects. The provision in the time-table for formal instruction in subjects is certainly desirable and it need hardly be stressed that instruction in these subjects may, from the point of view of sound education, be also related to the Basic Craft. In the first two years of the Basic School, specific provision should be made for play within the scheduled time-table. It is presumed that the hours allotted in the time-table to the different subjects in the Wardha Report are really intended to indicate (1) the general apportionment of time between the Basic Craft and the other subjects and (2) the ground that can be reasonably covered in each subject. It will be desirable to give a certain amount of freedom to each school regarding the apportionment of time.

VII. *Number of Working Days*:—We recommend that 220 working days for the School year may be fixed as the minimum.

VIII. *Provision of Teachers*:—We are in entire agreement with the proposal contained in the Scheme for the provision of an adequate supply of trained and qualified teachers.

IX. *Administration*:—The administrative machinery proposed to be set up, the method of supervision indicated, and the system of check-up by sample testing in place of the present system of Examination are all commendable features of the Scheme.

X. *Teachers' Salary*:—We feel that the salary proposed is low particularly in view of the qualifications expected of the teachers. But in view of the financial problems that this question presents, we are inclined to recommend that the initial salary proposed in the scheme may be accepted. We must however emphatically state that in order to draw the right type of men and women for the profession, it is necessary to offer suitable scales of salary with due regard to academic qualifications, and amount of training. We recommend a scheme of compulsory state insurance for teachers in Wardha Schools.

XI. *Cost of the Scheme*:—The estimated cost for the introduction of free compulsory basic education for the whole Presidency is as follows:—

There are at present about 50,000 elementary schools in existence. On a rough estimate the schools needed for the Wardha system of education would be about 35,000. About 22,000 schools have buildings of their own and it is presumed that they are suitable. The number of schools requiring provision for building is thus 13,000. Non-recurring expenditure on buildings for 13,000 schools at Rs. 1,000 each, amounts to Rs. 1.3 crores. Initial equipment (tools, etc.) at Rs. 1,000 for each of the 35,000 schools comes to Rs. 3.5 crores. The total non-recurring expenditure is about 4.8 crores.

The recurring cost on teachers' salary and contingency with one teacher for each of the seven standards on an average salary of Rs. 25 per month and Rs. 25 per month for contingencies, amounts to Rs. 8.4 crores. Allowing 4% for the sinking fund and interest in respect of the amount borrowed for capital expenditure, the annual charges will come to 0.2 crore. The annual recurring expenditure will be Rs. 8.6 crores nearly. As regards the cost of raw materials for craft work, we are of opinion that it will be covered by the sale proceeds of the products made in schools.

XII. *Ways and Means*:—The chief question that arises for consideration is the financing of the Wardha Scheme. We realise we cannot approach the problem without a certain amount of diffidence. So far as we know there may not be insuperable obstacles on the academic side. How soon the Government can introduce this scheme and how rapidly it may be extended throughout the Presidency, will depend upon the finances available. A material addition to the cost of the scheme will be in connection with the reorganisation of the Training Colleges and Schools for providing a large number of trained and qualified teachers.

The suggestion that the Wardha Scheme may be tried experimentally in a few isolated schools in the province is not likely to prove useful. Proposals for reorganisation have been made by Government and other bodies. It is being recognised that the education of school children should bear close relation to the environment and future life career. All reorganisation schemes proposed so far have stressed the need for giving a proper place to handicraft in the curriculum for the education of the children of the age-group 7 to 14. If this suggestion of introducing handicraft is to be given effect to, it would necessarily involve additional expenditure. Now it is a matter for the Government to consider whether it is advisable to delay any longer. We feel it will be advantageous on the whole for the Government to formulate a general programme of the seven year basic school type to be completed in a definite period, say 10 years.

In framing a programme the following points may be borne in mind: (1) The Model School attached to every Training School or College should be on the Wardha lines. It should consist of a highly qualified staff who would be in a position not only to train teachers on proper lines, but also to tackle the intricate points that arise in the correlation scheme. The Government should not stint the money needed for enabling the Training Colleges to function as centres of educational research. (2) The Basic Schools of the Wardha Type may be started in two or three districts at a time. These schools may be new schools as well as reorganised existing schools. We endorse the view contained in the second report of the Zakir Hussain Committee that 'it does not seem desirable that the schools of the present as well as the new type should co-exist in the same area'.

We are not unmindful of the limited finances of the Madras Government, when we recommend a definite programme of free and compulsory Basic Education. The cost arrived at by us is on the assumption that the Scheme would be introduced forthwith throughout the

Presidency. Since it is here proposed to have the programme spread over a period of 10 years, we should like to point out that the immediate strain on the finances will not be too heavy. Again it should be borne in mind that any delay in the reorganisation of education on sound lines must necessarily mean considerable expense in the years to come. A definite step has to be taken and public opinion must exert its influence on the Government for immediate action in this direction.

The Congress Ministry is committed to total prohibition and it is distinctly aware that by adopting this policy it has to forego an annual income of about 4 crores. Obviously, it must have in view sources of income which it proposes to tap to carry on the administration efficiently. We hope that it will not be impossible for the Ministry to earmark certain sources for Basic Education, especially when the Congress has declared itself very clearly in favour of the introduction of the nation-wide scheme of Basic Education.

A popular Government can certainly make an effective appeal to the well-to-do for endowing schools and for building up a fund necessary for capital expenditure. Some of the wealthy citizens might also be persuaded to meet a portion of the recurring expenditure. All this could be accomplished if the benefits of the Scheme be brought home to the public. It is for the Government to push through the scheme with enthusiasm and determination. Such a spirit will evoke a proper response from the public.

NOTE ON THE RESOLUTION OF THE CONGRESS REGARDING NATIONAL EDUCATION

We welcome the move of the Congress "to build up National Education on a new foundation and on a Nation-wide scale." The significance of the phrase "for primary and Secondary Stages," in the second para of the Haripura Congress resolution is not quite clear. While we agree that the distinction between elementary and secondary stages is artificial, we have, as already pointed out, to emphasise that the problem of National Education covers a wider field than the basic education of the Wardha Scheme. As it stands, the phrase is apt to give the impression that the basic School is intended to include the "Secondary Stage". In view of the explanation in the second report of the Wardha Committee we should suggest that the Congress authorities should make the position clear.

We note with satisfaction the fact that reference to the self-supporting idea is not found in the Congress Resolution.

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