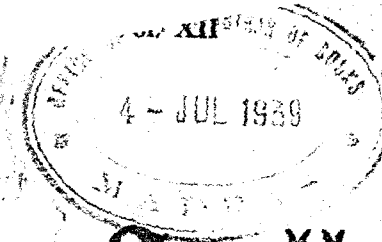


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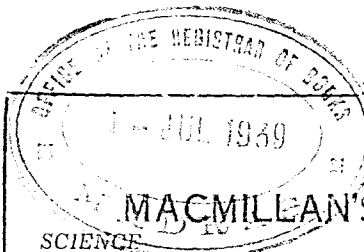
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Vol. XII

April, 1939.

No. 4

FROM PRESIDENT TO MEMBERS

DEAR COMRADES,

I am sending out as my message for this month extracts from my letter to the West Godavari District Teachers' Guild, Ellore.

"I am one of those who hold the view that linguistic provinces are necessary for the full development of our different cultures. But as one taking a realistic view of the situation I hold that so long as the Andhra and the Tamil Provinces are under a single administrative head, we have to pull on together though, simultaneously, we may be making arrangement for the partition.

"As one connected with Education and Co-operation for the past so many years I have been noticing the same tendencies in both these movements, and my views regarding the separation has been the same, namely, that we must work together until the time is ripe for the separation. It is not quite wise to follow the separatist tendencies with a view to hasten the ultimate partition.

"I had the unique honour of presiding over the Annual Conference of the Federation of Andhra Teachers' Associations when its sessions were held at Rajahmundry about five years back. I told my brother teachers of the Andhra Desa assembled at that time that they would do well to organise themselves as their brethren in the South have done by strengthening their district organisations and getting them affiliated to the S.I.T. Union. This step will make the S.I.T. Union fully the Provincial organisation that it claims to be. Moreover, this will give the members of the Andhra Desa the right to partake of the benefits of the S.I.T.U. Protection Fund.

"In this connection it may not be out of place if I refer to the advice of my esteemed friend Prof. K. B. Madhava, the actuarial expert of Mysore. When at the time of the All-India Educational Conference at Bombay during the last Christmas, some teachers of Bombay approached

him and sought his advice about the starting of a separate Protection Fund for Bombay Teachers, he strongly dissuaded them against such a step and advised them to join the S.I.T.U. Protection Fund; because in his view, existing business organisations should be strengthened and be worked on an All-India basis rather than on a small territorial basis. He gave the same advice to the teachers of Central Provinces and of Cochin who had tried to run small Protection Funds of their own.

"The S.I.T.U. Protection Fund has been growing from small beginnings to its present condition which must be pronounced to be very satisfactory and in order that the brother teachers of the Andhra Desa may get the benefit, they have to become members of the S. I. T. Union.

"I am afraid I would be wounding the feelings of my Andhra friends if I appeal to them to have an Andhra Federation of teachers and get it affiliated to the S. I. T. Union. They naturally would look upon their Federation as equal in status to the S. I. T. Union and not forming a part of it. Hence it is that I advise formation of vigorous Dt. Guilds and their affiliation to the S. I. T. Union. They may be at the same time affiliated to the Andhra Federation of Teachers as well. It would be similar to the District Co-operative Central Banks of the Andhra Desa being connected with both the Andhra Sabakara Sammelan as well as with the Provincial Co-operative Union at Madras. The moment the Andhra Province is formed that moment all these District Guilds might secede from the S. I. T. Union and be affiliated only to the Andhra Federation. Till then let the District Guilds of the Andhra Desa be with us so that the experience we have gathered by working the S.I.T. Union for the past 30 years may be of some use to them."

S. K. Y.

BUDGET AND EDUCATION

BY

A Congress-minded Voter.

The Demand:—The Hon'ble Mr. C. J. Varkey moved on Thursday the 24th of March '39 that a sum of about 2½ crores be granted for Education. In doing so, he said that the Budget was prepared with the simple idea of *carrying on the service in the usual way*. He also mentioned that several important subjects continued still to engage the attention of the Government, and that their consideration had not yet reached the stage requiring budget provision. The budget allotment for Education shows an increase of about 3 lakhs and this is due to a provision, among other things, for the teaching of Hindustani in 125 Schools and the starting of Science Course in the Victoria College, Palghat.

Analysis of Allotment:—The expenditure of the sum of approximately 2½ crores is divided as follows:—

I. (A) University Education—28¾ lakhs approximately.

(Roughly 11% of the total demand.)

(a) Block grant to Universities	.. 6¼ lakhs.
(b) Government Arts Colleges	.. 10½ "
(c) Grants to Non-Government Arts Colleges	.. 4¾ "
(d) Professional Colleges (Law, Training & Engineering).	5¾ "

(B) Secondary Education—30½ lakhs approximately.

(Roughly 12% of the total demand.)

(a) Government Secondary Schools	.. 2½ lakhs.
(b) Grants to Non-Government Secondary Schools	.. 19¼ "
(c) Subsidies to Local Bodies	.. 8¾ "

(C) Primary Education—160½ lakhs approximately.

(Roughly 62% of the total demand.)

(a) Government Schools	.. 1½ lakhs.
(b) Direct Grants including teaching grants to Non-Government Schools	.. 66½ "
(c) Subsidies to Local Bodies and Panchayats	.. 92 "

(D) Training Schools—25 lakhs approximately.

(Roughly 10% of the total demand.)

(a) Government Training Colleges	.. 3 lakhs.
(b) Training Schools	.. 22 "

(E) Direction and Inspection—18 lakhs approximately.

(Roughly 8% of the total demand.)

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Govt. Secondary Schools.	3,300	3,700	2,500	3,100	
Private Schools.	70,000	10,000	(No. information)		
Local Bodies.	14,800	10,100	6,700	2,500	

* Grants for books, perhaps, included in Equipment or other grants.

*Discussion :—*The discussion on the Education demand was confined mostly to the need for further provision for Muslim Education. It appeared to be a cry for concession, more concession and still more concession. A few spoke against the policy of running separate schools. Some members referred to the very unsatisfactory conditions of service of teachers in Aided Elementary Schools. One who listened to the discussion would gain the impression that the members of the legislature, especially those in the opposition benches were not inclined to make any mention of the requirements of modern Education. It is a pity that a good opportunity for making the Government realise the urgency of the problem of reorganisation of Education was lost. The Minister for Education had rather an easy time. He was able to explain ably and clearly the policy of the Government in regard to Muslim Education. His position would have been different if the opposition had heckled him, and raised large questions of policy. The opposition should have compelled him to come out with the policy of the Government. There are one or two points in the budget which any alert member of the opposition could have handled with very good effect. In the first place, the opposition could have pointed out the incongruity of the provision for Science course in the Government Victoria College, Palghat when, all along, the view has been officially expressed that further expenditure on higher education is unnecessary, and that the Government thinks of spending its resources on Elementary Education. It is not necessary to go into the merits of the question but, on a general consideration of the case, the opposition could maintain that the Government was not following a consistent policy when it was providing in the budget a fresh allotment for Science course in a Government College. Secondly, the opposition should have taken advantage of the favourable reception accorded to Wardha Scheme in all Educational circles, and by the Government of India, and could have called upon the Government to

explain why it still hesitated to adopt any measures in regard to Wardha Scheme. It is a matter for surprise that the members of the opposition should presume that the Government had committed itself to Wardha Scheme. As matters stood the opposition could have driven the Government to a corner by urging the need for the immediate adoption of the Wardha Scheme. It could easily point to the provision in the budget of about 25 lakhs for Training Colleges and Schools and show that with an expenditure of about 25 lakhs per year on five Training Colleges and over 100 Training Schools, the Training of Teachers needed for the Wardha Scheme should never prove to be a difficult affair in our Presidency. The view can also be advanced that the Government had not bestowed any attention on the possibilities for turning to good account the existing Training Colleges and Schools. The opposition will be perfectly justified if it should maintain that thousands of teachers could not be created one fine morning and that the existing Training Colleges and Schools where experts conversant with modern tendencies are in service, should be required by the Government to take up this work of preparing teachers immediately. Thirdly, the opposition could make out a very good case for a change in the outlook of the Government in the preparation of the budget. It should have been easy for the opposition conversant with the figures in the budget to show that the budget allotment *does not secure equality of opportunity for pupils of all grades and in all institution*. It may be true that any further expenditure may not be possible under the existing circumstances. But, the opposition will be on a safe ground if it should insist on the budget allotment for Education being utilised for the benefit of the largest number of pupils. All institutions recognised by the Government should be regarded as public institutions whether they are managed by the Government or Local Bodies or private agency. What does this term "public institution" imply? It is really a guarantee to the public that the pupils admitted to these institutions can hope to have reasonable facilities for instruction. A perusal of the allotment shows that the interests of the pupils of all institutions have not received equal attention from the Government. It can be easily argued that the Government Schools managed by the Government with the help of the tax-payers' money are given preferential treatment. The institutions under Local Bodies are rather regarded as step-children while those under private agencies are of no consequence.

It should not be understood that one grudges the amount spent on Government institutions. But, as a question of policy, it is expected of the Government interested in public education, as a whole to see that every deserving recognised public institution is given such help as will enable it to carry on its work efficiently. A reference to the statement II given above in regard to allotment for equipment and books is sure to be convincing. The number of Government Arts Colleges are so few and the allotment for laboratory equipment for 39-40 is 1¼ lakhs and the

allotment for books is roughly Rs. 20,000. There are many more non-Government Arts Colleges and the allotment for equipment from public funds for these institutions for 39-40 is about Rs. 9,000. There is no definite mention about books and periodicals in the case of non-Government institutions, but, even if the provision be included in equipment or other grants, the provision is likely to be negligible. The provision for contingencies in Government Arts Colleges is $\frac{3}{4}$ of a lakh, while the item "other grants" is expected to provide for all and sundry in the case of non-Government colleges. It should be borne in mind that the number of pupils in Government Arts College is but a fraction of those in aided Colleges. Taking the cases of the Secondary Schools a few Government Secondary Schools are to have an allotment of Rs. 3,700 for equipment and Rs. 3,000 for books, while a large number of privately managed Schools are to get a meagre grant of Rs. 10,000 for equipment. There are thousands of pupils in privately managed schools as against a few hundreds in Government Secondary Schools giving instruction to pupils. It is not our view that far too much is spent on Government Schools and Colleges, and we may even admit that it is possible to spend more on Government Schools and Colleges, but the Government should not think primarily of Colleges and Schools directly managed by itself. The aim of those in charge of Public Education should be to secure a fair distribution of the amount contributed by the tax-payer for all the children of the Province. Any great disparity in the allotment is bound to tell on efficiency. A difference between the Government School and a private school in regard to facilities for instruction is sure to prove a handicap to the thousands of pupils in privately managed schools, and this handicap will tell very adversely on the future life of these pupils. Wherever the pupil happens to be educated, the tax-payer expects that the pupil in a recognised public institution will have reasonable facilities for education. If the Government should think that the private management can easily find adequate funds for equipment and library it may not choose to spend large amounts from the provincial funds. What is the real position? The Inspecting Officers complain bitterly that the equipment of laboratory in privately managed schools and colleges are very poor and inadequate. Representations for financial help are frequently made by private managers and very often they are unable to get that help which they need. Under these circumstances the opposition could easily make out a strong case for the adoption of a different principle in the preparation of the budget so as to ensure equality of opportunity for the Education of all children.

What is needed :—It is unfortunate that the Government spokesman has not given any indication of a change in the angle of vision on the

part of the Government nor has he given any idea to the public of the lines on which Educational reorganisation is proposed to be undertaken. The three Universities of South India have expressed their opinion against the proposals for the reorganisation of the Government formulated by the Government. We do not know what the next step of the Government will be. Year after year the discussion proceeds on much the same lines and important questions continue to be kept in the background. The administrative aspect of Education is looming large while the academic aspect of Education is not receiving the attention it deserves. The discussion very often centres round grants and the Premier said almost in despair that it seemed to be desirable after all, to abolish grants. How long should the situation be allowed to continue in this style? He emphasised again this year that in all the discussions on Educational questions, the interests of the children should always be borne in mind. This excellent observation of the Premier deserves careful and earnest consideration by the Minister for Education and the Department of Public Instruction. It would be possible to give full scope for the development of the children only if the Government should take up the problem of education as a whole and if it should choose to understand the needs of modern Education. It is essential, therefore, that the education budget should be prepared on quite different lines. In the preparation of the budget due care should be taken to understand and meet the needs of schools and colleges managed by agencies other than the Government. It is for the consideration of the Government whether, therefore, it would not be convenient to have a small Advisory Committee at the early stage in the preparation of the budget so that the viewpoint and needs of all the partners in Education, the Government, the managing bodies and the teaching profession and the Universities be considered together. This kind of co-operation and co-ordination is absolutely necessary especially when the funds available for public Education are limited. It may not be possible now to get more money. But, it should be possible for us to have a comprehensive view of the needs of different sections and groups and to bring about a readjustment of the allotment so as to secure equality of opportunity. A reform of this kind is long over-due.

A fear was expressed on the occasion of the Education Week that the budget for 39-40 would make no worthwhile provision for equipment in Schools and Colleges. It is very unfortunate that the fear should have proved true. Is this inadequate provision due solely to financial stringency? Can it be due to a good feeling that equipment is unnecessary? If our country should move forward and if the children of to-day should be equipped to bear their part in the years to come it is very necessary that the Government should be prepared to revise their policy, so as to give a chance to our young men.

A STUDY OF CONTRAST

The following information about the Educational Expenditure of England taken from the School Master and Women Teachers Chronicle of the 16th March 1939 would be of interest to our readers as it affords them an opportunity to compare and contrast the state of affairs in Madras with those in England.

Year.	Net Estimates.	Net Expenditure.
	£	£
1913	14,660,311	14,368,794
1920	45,755,667	45,440,037
1925	40,832,754	40,826,413
1930	45,495,653	45,449,020
1935	46,146,787	46,117,963
1938	51,002,330	50,760,000
		(Provisional)
1939	52,242,026	

The estimate of £52,242,026 is expected to be spent in the following manner :—

Groups.	Board's Estimates for 1938.	Board's Estimates for 1939	Increase or Decrease.
	£	£	£
Grants to L.E.A.s:—			
Elementary	35,445,000	35,603,000	+ 158,000
Higher	10,128,000	10,716,000	+ 588,000
Total Grants to L.E.A.s.	45,573,000	46,319,000	+ 746,000
Grants to Non-L.E.A.s:—			
Elementary	68,350	68,610	+ 260
Higher	1,788,290	1,829,330	+ 41,040
Total Grants to Non-L.E.A.s:—	1,856,640	1,897,940	+ 41,300
Physical Training	514,720	516,622	+ 1,902
Pensions to Teachers (Gross)	7,887,850	8,388,000	+ 500,150

Groups.	Board's Estimates for 1938.	Board's Estimates for 1939.	Increase or Decrease.
Board's other expenditure	930,695	920,464	— 10,231
Gross Total	56,762,905	58,042,026	+1,279,121
Deduct:— Receipts			
Pension (Contributions) (Teachers)	2,860,000	2,880,000	— 20,000
(Employers)	2,860,000	2,880,000	— 20,000
Other receipts	40,575	40,000	+ 575
Total receipts	5,760,575	5,800,000	— 39,425
Net Total	51,002,330	52,242,026	+1,239,696

NOTE:—

[Our readers, perhaps, are aware of the fact that the Education in England is mostly managed by what are called Local Educational Authorities which are either County Authorities or those of the Boroughs corresponding roughly to our District Boards and Municipalities.

2. Higher Education means post-primary and includes Training Colleges, Secondary Schools and Technical Schools and do not include Universities. The Universities receive grants from Government through another body and not the Board of Education.

3. 52¼ million pounds would mean over 78 crores of rupees, i.e., half the income of British India, and that is what the Board in charge of non-University Education in England spends on English Boys and Girls every year.]

FROM OUR ASSOCIATIONS

THE SOUTH ARCOT DISTRICT TEACHERS' GUILD

Report on the working of the Guild for the period from
1st September 1937 to 31st August 1938.

The Executive Committee of the Guild have the honour to present the following report on the working of the South Arcot District Teachers' Guild for the year 1937-'38.

The Guild was started in 1920 and the first meeting was held at Tindivanam. Since then the Guild had been holding regular meetings till 1928. The Provincial Conference was held under its auspices in December 1928. During the last eight years the Guild had been with great difficulty kept alive by occasional meetings by its enthusiastic Secretary, Mr. V. Jayarama Ayyar.

It is hoped that the Guild has now embarked on a vigorous career of activity.

It is a matter for gratification that we have been able to hold three general body meetings in the year under report, as laid down in the rules. The Guild expresses its gratitude to Mr. N. Sarangapani Ayyangar, District Educational Officer, South Arcot, Cuddalore in 1937 for his active interest in its working. He was elected an Honorary Member of the Guild.

The first meeting for the year under report was held at the Pachaiappa's High School, Chidambaram and the present set of office-bearers were elected then. Two other meetings were held one at the Ramaswami Chettiar's Town High School, Chidambaram and the other at the Board High School, Porto Novo.

The subjects discussed and the resolutions passed will be found in the Appendix.

The Guild at its annual meeting presented an address of welcome to the Rt. Hon'ble V. S. Srinivasa Sastriar, Dr. Rajah Sir Annamalai Chettiar of Chettinad and the Rt. Hon'ble Dr. V. S. Srinivasa Sastriar, Vice-Chancellor of the Annamalai University, kindly acceded to our request that they become the patrons of the Guild. We are deeply grateful to them for their sympathy.

The Guild also offered its hearty felicitations to the new Ministry on their acceptance of office.

The Guild made a departure by instituting life-membership—on payment of a lump sum of Rs. 5—and 5 members have availed themselves of this privilege and become life members. I may add that the amounts thus collected have been kept as a separate deposit account so as to form a capital fund the interest of which alone should be utilised for current expenses.

Several members of the staff of the Annamalai University have assisted us in many ways. Some have become members of the Guild, others have also helped us with valuable discourses on various subjects of educational value. The Guild is thankful to them for their help and co-operation.

The number of ordinary individual members at the beginning of the year was 10, and institutional members 6, and at the end of the year the figures were respectively 23 and 10.

The receipts and expenses for the year are found in the statement appended. The accounts have been audited by two of the members, Messrs. C. S. Ranganatha

Ayyangar and M. Gopala Ayyangar, who were appointed auditors in the meeting held at Porto Novo. We are thankful to the auditors for their honorary service.

The Secretary prepared a rough syllabus for a discussion on the Teaching of English and it was circulated; but there has been no response from the members.

During the Education Week, the Guild Day was celebrated on the 31st October 1937, in the premises of the Ramaswami Chettiar's Town High School, Chidambaram.

Chidambaram, Villupuram and Kattumannarkoil took part in the Education Week celebrations.

The Secretary of the Guild and Mr. L. K. Govindarajulu were elected as Guild delegates to the Provincial Educational Conference held at Mangalore. The latter attended the Conference.

The federal association of the Elementary Teachers at Bhuvanagiri have affiliated themselves to the Guild and let us hope other centres would follow suit.

The Association of the newly started Sri Bala Gurukul, Cuddalore have joined us; and it is hoped that they will help fruitfully in the activities of the Guild.

The Committee conveys its thanks to all institutions and members who have helped the work of the Guild during the year under report.

The President, Secretary and members of the Villupuram Municipal High School Teachers' Association have placed the Guild under a debt of gratitude by readily arranging to hold the Annual Conference here

S. R. BALASUBRAHMANYAM,

Secretary.

(on behalf of the Executive Committee.)

APPENDIX I.

1st Meeting: 28th August, 1937—Pachaiappa's High School, Chidambaram. Chairman:

Mr. C. S. Rangaswami Ayyangar (President).

1. Reorganisation of Secondary Education—a discussion—Rao Saheb C. S. Srinivasachariar and Mr. G. Srinivasa Ayyar.
2. Elementary Education—Mr. V. Jayarama Ayyar.
3. Teaching of History in High School—Mr. N. Achuthan Nair.
4. Address to the Rt. Hon'ble V. S. Srinivasa Sastriar.
5. Election of Office-bearers.

Resolutions:

1. Felicitations to the new Ministry.
2. Immediate Payment of Provident Fund accumulations.
3. Increment in the scale of salaries of Pandits.

2nd Meeting: 31st October, 1937, R. C. Town High School, Chidambaram. Chairman:

Mr. Rao Sahib C. S. Srinivasachariar (President).

1. Education in Soviet Russia—Mr. R. Bhaskaran.
2. Science and Life—Dr. S. R. Rao.
3. School Libraries—Mr. V. Jayarama Ayyar.

Resolutions:

1. Rajah Sir S. R. M. Annamalai Chettiar and the Rt. Hon'ble V. S. Srinivasa Sastriar, Vice-Chancellor, Annamalai University—Requested to become our Patrons.

2. Mr. N. Sarangapani Ayyangar, D.E.O., to be an Honorary Member.
3. Life members to be enrolled on payment of Rs. 5.

3rd Meeting: 16th April 1938. Board High School, Porto Novo. Chairman: Mr. Rao Sahib C. S. Srinivasachariar (President).

1. The Wardha Scheme—a discussion—Messrs. A. C. Subrahmanyam, P. S. Naidu, R. Parthasarathi Ayyangar, and M. K. Muniswami Ayyar.
2. Posture Study—Mr. L. K. Govindarajulu Naidu.
3. Chemical Nomenclature—Mr. N. Ananthavaidyanathan.
4. Teaching of Mathematics—Dr. B. Ramamurti.
5. Recent Trends in Economic Thought—Mr. V. G. Ramakrishna Ayyar.

Resolutions:

1. Secretary and Mr. L. K. Govindarajulu to be delegates to the Provincial Educational Conference.
2. Elementary Teachers' Association of Bhuvanagiri to be affiliated.
3. Messrs. C. S. Ranganatha Ayyangar and M. Gopala Ayyangar be appointed auditors for the auditing of accounts of 1937-38.

Statement of Account for the period from 1-9-1937—31-8-1938.

Receipts:—			Expenditure.		
	Rs.	As. Ps.		Rs.	As. Ps.
Opening Balance	5	14 11	Bank Deposit	20	0 0
Life Subscription	20	0 0	Adv. to Porto Novo Assn.	1	12 0
Ordinary Subscription	61	8 0	Travelling Allowance	4	13 0
			S.I.T.U. Affiliation	15	0 0
			S.I.T.U. Journal	6	0 0
			Stationery and Printing	14	2 6
			Postage	11	0 8
			Closing Balance	14	10 9
Total	87	6 11	Total	87	6 11

SOUTH KANARA DISTRICT TEACHERS' GUILD, BANGALORE.

Sixth Annual General Body Meeting, 1st April, 1939.

Present:—Sri. M. S. Ekambara Rao (President) and 29 others.

SUMMARY OF PROCEEDINGS.

1. Resolved to adopt the report and the accounts for the year 1938-39.
2. Resolved to accept the draft revisions of the constitution of the Guild.
3. Resolved to elect the following office bearers for the year 1939-1940.

President:—Sri K. P. Narasimha Venkatesha Shenai, Headmaster, Board High School, Karkala.

Vice-Presidents:—Sri. M. S. Ekambara Rao, Headmaster, Ganapathi High School, Mangalore; Sri. P. Govinda Rao, Headmaster, D.C.M.H.E. School, Mangalore.

General Secretary and Treasurer:—Sri. U. Srinivasa Kini, Canara High School, Mangalore.

Sectional Secretaries:—(1) For Secondary School, Sri. B. Shamaraya Shetty, Board High School, Udipi; (2) For Ele. Schools, Sri. N. Venkataramana Bhat, Central Ward Municipal School, Mangalore.

Representative of the Guild on the S.I.T.U.:—Sri. S. Ramachandra Ayyar, St. Aloysius College, Mangalore.

P. SRINIVASA KINI,
General Secretary.

(Sd.) M. S. EKAMBARA RAO.

THE SOUTH KANARA DISTRICT TEACHERS' GUILD SIXTH ANNUAL REPORT.

The Teachers' Council of the Guild has great pleasure in presenting this, the Sixth Annual Report on the work of the Guild. Members of the General Body might remember that last time we met in May in the midst of our pre-occupations with the Provincial Educational Conference. Thanks to the loyal co-operation of the members of the Guild, it was possible to win from the delegates genuine praise for the arrangements made. You will have noted with satisfaction that, financially the Conference was a success.

The Guild has on its rolls 15 associations with a membership of about 500; of these 5 associations are of teachers in elementary schools with a strength of about 200. When it is remembered that the number of teachers in the District is not less than 4000 the need for greater endeavour towards enlarging the membership of the Guild will be realised.

The Teachers' Council met six times in the year, if the meeting just concluded is also taken into consideration. The proceedings of its meetings have been communicated to the affiliated Associations from time to time.

Items of work undertaken by the Council were mainly four. Observing an Education Week, Interview with Ministers, Organising a Common Selection Examination and Revision of the Constitution.

The financial position of the Guild is satisfactory. But we should undertake more activities, we should be assured of a larger income.

Before concluding we express our sincere thanks to the Managements of the Canara High School, the Ganapathy High School and the D. C. Mission who have permitted us to hold our meetings in their schools during the year.

PUTTUR (CHITTOOR DT.)

PUTTUR ELEMENTARY SCHOOL TEACHERS' ASSOCIATION

The Anniversary of the above association was celebrated on 1-4-'39 with Sri. N. Chidambareswar Iyer, B.A., L.T., Deputy Inspector of Schools, Puttur, in the chair.

After light refreshments, Sri. K. Krishnamurthi, B.A., B.Ed., spoke on *The Present System of Education and Wardha Scheme*. In the course of his lecture, the lecturer stressed the need for the change in the present educational system and said that the Wardha scheme of education was the best thing necessary for India at the present moment.

There was a magic and Harikatha performance which entertained the gathering very much.

The President with his concluding speech brought the deliberations to a close. A vote of thanks was proposed by the Secretary.

K. NAGESAM,
Secretary.

MADRAS TEACHERS' GUILD

PRICE OF S.S.L.C. ENGLISH TEXT-BOOKS REDUCED.

Sri. T. P. Srinivasavaradan, Hon. Secretary, The Madras Teachers' Guild, 41, Singarachari Street, Triplicane, writes:—

The Council of the Madras Teachers' Guild, at its last meeting, passed a resolution requesting the Syndicate of the University of Madras to reduce the price of the S.S.L.C. English Text Book. The Resolution was communicated to the Syndicate.

The public will be glad to learn that the Registrar of the Madras University informs the Guild that the Syndicate has reduced the price by 25 per cent

KURNOOL

At the Kurnool District Headmasters' Conference, convened by Sri. G. Damodara Mudaliar, District Educational Officer, on 1-4-1939, Sri K. N. Pasupati, Secretary of the Kurnool Guild was invited to address the meeting on the Kurnool District Teachers' Guild.

Mr. K. N. Pasupati spoke as follows:—

I deem it a great privilege and rare opportunity to say a few words at this conference of Headmasters, about our District Teachers' Guild. You are our leaders in educational matters and to you, we teachers look for enlightenment and guidance on problems connected with our profession and class-room work. You must naturally give us also a lead in matters connected with the Teachers Guild and in promoting its objects.

Our Guild is now 15 years old, but in point of financial strength, its academic and professional efficiency and activities, it lags far behind its compeers of other districts. The Madras Teachers' Guild, the Trichinopoly, Tanjore and Salem Guilds are much ahead of us. The Trichinopoly Guild has a house of its own; its activities are varied and useful. It is my ambition as a member of our Guild and its present Secretary to raise its position as far as possible to the level of efficiency and usefulness attained by the more forward organisations in the presidency.

To do so, your fullest co-operation and support is absolutely necessary. The promotion of social and professional intercourse among teachers and the sense of solidarity among them, must be your constant aim. We are far from the realisation of the ideals set out in the bye-laws of our Guild and it is the duty of all of us to contribute our best towards their fulfilment.

The geographical factor is one chief obstacle to face in our endeavour to bring all affiliated associations in the district closer together. It is found very difficult for members from Markapur or Koilkuntla to attend Guild meeting. To be able to depute representatives from every association to guild meetings, we must strengthen the financial position of all affiliated associations. I appeal to you to

evinced a personal interest in the work of the associations in your schools and do all you can to promote their efficiency. I request you to revive the associations which have become defunct and breathe life and activity into them and keep them fit and going. And if you can enthuse teachers by your own infectious zeal, in matters relating to our profession, such as curriculum, syllabus, class-room work, etc., you will be increasing a good deal the usefulness of our associations and thereby considerably strengthening the position of the guild.

The finances of our guild are very poor and to improve them, a more decent scale of subscriptions must be levied from associations. We teachers may be proverbially poor, but not too poor to afford a subscription of, say half a percent of our salary for our own betterment.

Another important matter I wish to refer to and enlist your kind co-operation, therefore, is the S.I.T.U. Protection Fund. Only about thirty percent of our Guild members have joined the fund. This fund is a great brotherhood of teachers, worthy of our fullest support. It is run on sound and safe lines, combining in it the best principles of life-insurance and mutual benefit funds. It promotes thrift among members and renders benefit to the families of teachers dying in harness. Our professional consciousness must be roused to the degree to which it is exhibited by brother-teachers in England who belong to the great organisation, known as the Teachers' Provident Society, which is said to function efficiently. I request you to persuade teachers who have not enrolled themselves in the fund to become members. Literature connected with the fund may be obtained either from Sri. V. Srinivasan, Secretary of the Fund, Madras, or from me.

One word more and I close. The annual conference of our guild will come off at Kurnool in the beginning of July next. I request you to attend it and send as many delegates as possible, from your associations. I appeal to you once more to promote the interests of our guild in all manner of ways. I thank our kind Educational Officer for giving me the opportunity to speak to you this evening.

Memorandum of the Trichinopoly District Teachers' Guild Executive re. the recommendation of the Trichy District Board about cutting the personal pay of those who are in receipt of it in the Trichy District Board. Secondary Schools.

Ref:—Resolution of the Trichy Dt. Board dated 5th March 1939 cutting the personal pay.

"Since the net expenditure under Secondary Education has steadily increased and shows a tendency to increase still more, the committee is of opinion that the personal pay now enjoyed by the members of the Secondary Education Staff be retrenched as a temporary measure until further orders with effect from 1-4-1939 subject to the approval of the Government and that necessary permission of the Inspector of Municipal Councils and Local Boards for considering the subject may be obtained beforehand, before placing the subject before the Board and that the savings so effected be utilised for the following:—

To increase the allotment for repairs to wells by Rs. 4,000.

To increase the allotment for furniture and repairs to building of Elementary Schools by Rs. 6,000."

1. The Guild begs to submit to Government that under Fundamental Rules, 9, sub-section 23 of Chapter II, personal pay is "additional pay granted to a Govern-

ment Servant (1) to save him from loss of substantive pay in respect of a permanent post other than a tenure post due to a revision of pay, or to any reduction of such substantive pay otherwise than as a disciplinary measure; (2) in exceptional circumstances on other personal considerations."

2. The Guild begs to point out that, in the absence of any specific rules of the Trichy Dt. Board re. the service conditions of Secondary School Masters, teachers in the Trichy Dt. Board Secondary Schools are governed by the Fundamental rules, according to the Local Boards Act of 1929, Article 71.

3. The Guild begs to point out that the teachers now sought to be affected are in enjoyment of personal pay, in pursuance of G. O. 3692 L. and M. dated 11th September 1935, granted by the Government after mature consideration and in recognition of the long service of teachers who had earned their increments in an approved scale of pay.

4. The Guild would like to point out that according to G. O. 870 L. and M. dated 3-3-1933, no cut in salaries enjoyed by incumbents should be imposed in order to balance the budget, and that according to a direction of Government dated March 13, 1936, Government have strongly deprecated District Boards resorting to cuts in salaries of their establishments with a view to effecting economy in expenditure and Government have also directed that even if such a measure is resorted to, it will have to be done after superfluous posts are abolished or after exploring all other possible ways of effecting economies.

5. The Guild would like to point out that the proposal is unjust in this that it affects not all employees of the District Board, nor even all Secondary School masters under the District Board, but only a section of the Secondary School masters enjoying personal pay sanctioned by Government.

6. The Guild has to state that this action is bound to widen the cleavage that already exists among District Board School masters as a result of the operation of G. O. 4619 L. and M. of 1934 which has affected the chances of those in service who had not reached the maximum in the old scales of pay. This will result in further loss of harmony and increase of discontent among the rank and file of a class of public servants in the District Board.

7. The Guild therefore prays that Government may be pleased to veto the action of the Trichy District Board in the matter under reference and stand by the teachers whose emoluments, justly earned and deserved, are sought to be cut in an arbitrary way against all canons of justice and equality.

V. SARANATHA IYENGAR,

President, Trichy Dt. Teachers' Guild.

S. T. RAMANUJA IYENGAR,

General Secretary.

S. SIVARAMAKRISHNIER,

Treasurer.

Trichinopoly.

4-4-1939.

N.B.—Teachers affected.

Headmasters	3	..	Rs. 15-0-0
Assistants (L.T.)	15	..	„ 341-0-0
Sec. Grade Assistants	37	..	„ 440-0-0
Pundits	5	..	„ 78-0-0
Drawing & Drill Instructors	5	..	„ 14-8-0
Total per month	..		Rs. 888-8-0
Total savings per annum			Rs. 10,662-0-0

ANNUAL SPORTS, V. M. BOARD HIGH SCHOOL, PERIAKULAM

Prize-giving Function—1938-39

The prize-giving function in connection with the conduct of the Annual Sports and Tournaments of the V. M. Board High School, Periyakulam, was held at 5-30 p.m. on Thursday, the 16th of March, 1939, under the presidency of Sri. S. Santanakrishna Naidu, B.A., a member of the Madras District Board, and a leader of the local bar.

The function was preceded by an interesting programme of Physical Demonstration by the pupils of the High School. The public meeting began with a prayer by two pupils. Then the Headmaster, Sri. M. R. Rengaswamy Ayyangar, M.A., L.T., in a short speech, welcomed the ladies and gentlemen that were present on the occasion, and laid special stress on the keen interest taken by the late Mr. H. Foulks, ex-President of the Madura District Board, in launching a successful scheme of compulsory Physical Education for all the District Board Schools.

The President of the evening, in his introductory speech, said that Periyakulam is one of the best places for physical culture, abounding as it does, in beautiful and interesting natural scenery with a genial climate. He said that very many schools cannot compare favourably with the V. M. Board High School, Periyakulam, with respect to its situation and public support.

The next item of the programme was the reading of the Annual Report by the Sports' Secretary. The report showed a well-framed system of Physical Education both for boys and girls. It was a pleasant sight to see the students of the lower and higher classes coming forward to receive the prizes, medals, and certificates.

The President, in his concluding speech, said that he was struck with the interest which the teachers evinced in the all round development of the boys, and he attributed this largely to the ability and experience of the present Headmaster. He also appreciated the enthusiasm of the pupils in sports and games, and he felt that in this High School the Intellectual and Physical Education go hand in hand. He hoped that the Headmaster, staff, and pupils of this High School will make the best of the amenities which the school and its locality afford to them, and wished them better success next year in the District Sports.

The Headmaster thanked all those present for their kindness in being present on the occasion and for encouraging the pupils of the school in their sports' activities. He also thanked the President for his wise utterances towards the further advancement of the pupils especially in character-building.

A small treat was given to the children at the conclusion of the meeting.

M. R. RANGASAMY AYYANGAR,

Headmaster.

THE TIRUNELVELI DISTRICT TEACHERS' GUILD—ANNUAL MEETING

The Fourteenth Annual Meeting of the Tirunelveli District Teachers' Guild was held in the premises of the M. D. T. Hindu College, Tirunelveli, on Saturday, the 15th instant with Sri. A. Sundaresa Iyer, M.A., L.T., Assistant, Caldwell High School, Tuticorin, in the chair. The proceedings were entirely in Tamil. In the course of his Presidential Address Sri. Sundaresa Iyer pointed out how the Wardha

Scheme of Education would effectively give a rural bias to the educational system of the country and would put an end to the defects of the present system which was in his opinion entirely out of tune with the genius and the needs of the people of the country. After the presidential address several resolutions were taken up for discussion. The conference accorded its support to Resolutions 2, 4, 8, 9 and 10 published in pages 112 and 113 of the March issue of *South Indian Teacher*.

The following were also passed:—

(1) This Conference regrets to learn that the Tirumelveli District Board has imposed a cut in the salary of Teachers employed in the Secondary Schools under its control and requests the Board to remove it forthwith.

(2) This Conference is of opinion that the proposed amendments to rules regarding fee concessions to pupils of backward classes and girls of all communities are definitely against the progress of Secondary Education.

(3) This Conference emphatically protests against G.Os. Nos. 416 and 418 as they make the Deputy Inspectors dictators over the Elementary teachers in their ranges and is of opinion that no attempt should be made by the Government to restrict the freedom of Teachers to form themselves into Independent Unions.

(4) This Conference requests the Government to nominate two members of the Guild resident in the Taluq as its representatives on the Taluq Education Boards to be constituted.

At the close of the Conference the Annual General Body Meeting was held with Sri. G. Sam Victor of Nazareth in the chair. The report on the work of the Guild for 1938-39 presented by the Secretary was passed. The accounts for the current year and the budget for the next were adopted. The Guild decided to amend its constitution so that there could be at least two meetings in a year. The Guild also voted, in favour of Sri. S. T. Ramanujam Ayyengar's amendment to the rules of the Union. Then the following office-bearers were elected for the year 1939-40:—

President:—Sri. E. H. Parameswaran, M.A., L.T., Tirthapathi High School, Ambasamudram.

Vice-President:—Rev. Father Lobo, S.J., B.A., St. Teresa's High School, Vadakkankulam.

Secretary:—Sri. V. Venkatakrishnan, B.A., L.T., Coronation High School, Srivaikuntam.

Treasurer:—Sri. E. M. Subramania Pillai, Tamil Pandit, Board High School, Kadayannallur.

Representative on the S.I.T.U. Executive:—Sri. G. J. Devadasoon, M.A., St. Johns College, Palamcottah.

V. VENKATAKRISHNAN,

Secretary.

NORTH ARCOT DISTRICT TEACHERS' GUILD

Proceedings of the Semi-Annual General Body Meeting of the Teachers' Guild held at the Municipal High School, Tiruvannamalai on 1-4-39:—

The Guild met in Conference under the auspices of the Municipal High School, Teachers' Association at Tiruvannamalai on Saturday, the 1st April 1939. Sri. M. S. Kotiswaran, the President of the Guild presided. Sri K. Venkatarama Iyer,

Headmaster of the Municipal High School, Tiruvannamalai, referred in his welcome address to the Wardha Scheme and to Indiscipline in Schools. Mr. Dunken Greenlees, M.A., founder and Principal, Sri Bala Gurukul, Cuddalore spoke of the Wardha Scheme. Sri T. R. Ramaswamy Iyer, B.A., Pleader, Tiruvannamalai, defended the Government and the Ministers in their attempt to introduce the Wardha Scheme of Education. The Government and the Congressmen found education not only costly about also having a tendency to de-populate the villages. It was a sincere and well-intentioned attempt to combat these. Sri M. S. Kotiswaran said that the Wardha Scheme came to fill a felt need and to remedy the defects of the present system which were admitted on all hands. If the scheme had defects it should also be remembered that it was a scheme put forth by a representative committee for the sons of the soil. It was necessary to experiment and avoid rushing into a total large scale and arbitrary introduction of the scheme all over the presidency within the year. The Minister who had been a teacher supported the scheme after visiting Wardha, and we would do well to wait and see. Sri. V. R. Krishnaswami Iyengar of the Voorhees College, Vellore, read a paper on "Indiscipline in Schools." Sri S. Srinivasa Iyer of Board High School, Chengam, then spoke on "The Teacher in the Changing World." Sri A. G. Vilva Roy, Junior Deputy Inspector of Schools, Tiruvannamalai spoke on "A Road to Literacy in India. The vast extent of illiteracy in India may discourage some who try to solve this problem. But countries such as Japan, Turkey and Russia by the remarkable progress they have achieved in a score of years provide us with inspiring examples of what might be done in this by a determined nation. Sri. R. Muniswamy Mudaliar of Abdul Hakim Saheb High School, Arcot spoke in English on "The place of Teachers in the Past and the Present." Sri K. Vaidyanathan spoke on "The Place of Radio in the Education of Boys and Girls."

Election:—Sri. T. R. Vijaraghava Rao and Sri. S. Subramanya Ayyar of the Voorhees High School were elected Auditors for the Guild year 1938-39. The following gentlemen were elected to represent the Guild at the forthcoming XXX Provincial Educational Conference at Madras:—M. S. Kotiswaran; Vadivelu Mudaliar; M. R. Srinivasan; V. N. Vardaraja Mudaliar; M. Devaraja Mudaliar; Devanesan; K. Anantachariar; R. Muniswamy Mudaliar and Raghavendra Rao.

Resolutions:—The resolutions herewith appended were all passed.

Vellore,
14th April, 39.

M. R. SRINIVASAN,
General Secretary and Treasurer.

RESOLUTIONS

I. (a) This Guild is of opinion that G.O. Nos. 416, 417 and 418, Education dated the 21st February, 1939 are detrimental to the cause of Education and the interests of the teaching profession in this presidency, and requests the government to withdraw those orders.

(b) That the unification of the teaching profession is essential in the interests of sund education, and that all teachers of all types of elementary schools, secondary schools and colleges should be allowed to be members of the provincial organisation, The South India Teachers' Union through the district guilds.

(c) That elementary school teachers cannot afford to have two types of organisations, one called a teachers' Association as defined in G.O. No. 418 and the other a teachers' union as defined in G.O. No. 416 and requests the government to allow the teachers' associations of elementary schools in a range or taluq to affiliate themselves with the South India Teachers' Union through the district guilds.

(d) That these resolutions be communicated to the Minister of Education and the Premier.

II. (a) The Guild is of the opinion that the elementary science syllabus for the S.S.L.C. Public Examination of 1940 and onwards is very heavy and needs considerable lightening.

(b) That the question paper need not be of two sections as contemplated therein, and

(c) That if the question paper is to consist of two sections both the sections, viz., Physical science and Natural science, should carry equal number of marks instead of sixty marks and forty marks contemplated in the syllabus as the number of lessons in each part is about equal.

III. It is resolved that this Guild do approach the government and management of institutions with a special request to divert the provident fund amount for investing in a well recognised and long-standing life insurance company with a view to enhance the amount of income as and when the policy matures.

IV. (a) The Guild resolves to request the management of aided secondary schools to introduce the same scale of salaries as are obtaining under the local boards.

(b) To request the government to revise the scale Rs. 45—2 2—75 for pundits now obtaining in the secondary schools under the local boards such that the increment may be made annual or if kept biennial the increment amount be increased to Rs. 4 to enable the pundits to reach the maximum during the period of their service.

(c) To request the government to give the exempted pundits the same scale of pay as are obtaining for qualified pundits.

V. The Guild resolves to request the government to exempt the pundits who entered service prior to 1926 from sitting for the Vidwan examination as they have done hitherto and not to insist on yearly renewal of exemption as this causes great inconvenience to the concerned teachers.

VI. (a) While welcoming certain features of the Wardha Scheme as now before the country this Guild is emphatically of opinion (a) that no system of education should be imposed on the whole country or province without first having been experimented upon in a few selected schools of various districts, and the result of that experiment having been considered by the organised educational opinion of the country.

(b) That in order to arrive at a reformed system of education government should encourage free experiment with defined limits in all schools where the teaching staff and management are prepared to take up responsibility for it.

(c) That no change should be made in the general primary educational system of the country until its repercussions on secondary and collegiate education have been thoroughly understood.

VIII. Considering the fact that the present system of clubbing together schools for the S. S. L. C. Public Examination at a limited number of schools as centres causes lot of inconvenience, sometimes even positive harm to pupils, this guild resolves to request the Director to revert to the old system with each High School as centre from 1940.

VIII. This guild resolves to request the government and the management to give teachers in the secondary grade with the Intermediate qualification the same scale of pay as the pundits (Rs. 45—2 2—75) as and when they work in the higher forms.

M. R. SRINIVASAN,
Honorary Secretary and Treasurer,
Teachers' Guild, North Arcot District.

Vellore,
2—4—1939.

I. R.O.C. No. 4011 B-38 dated 1st April 1939 of the Director of Public Instruction, Madras.

"The Secretary is informed that there is no objection to the Elementary School Teachers' Union being affiliated to the District Teachers' Guilds."

II. R. C. No. 4011 B-38 dated 20th April 1939 of the Director of Public Instruction, Madras.

"The Secretary is informed that only "Teachers' Unions" and not "Teachers' Associations" can be affiliated to the District Teachers' Guilds. Presumably the Secretary is referring to the "Unions" and not Associations."

There is, however, no objection to teachers in Elementary Schools attending the Provincial or District Conferences, as delegates or joining the Reception Committee.

(Sd.) D. S. REDDI.
for D.P.I.

(True copy)

THE S. I. T. U. PROTECTION FUND, MADRAS

NOTICE

Notice is hereby given to the members of the South Indian Teachers' Union Protection Fund that the Eleventh Annual Meeting of the General Body of the Fund will be held on Tuesday the 9th of May 1939 at 2 p.m. in the Hindu High School, Triplicane.

All the members are requested to attend.

AGENDA

1. Minutes of the last meeting of the General Body held on the 19th May 1938, at Mangalore.
2. Consideration of the Eleventh Annual Report.
3. Election of Office-bearers.
4. Election of an auditor for 1939.
5. Budget for 1939.
6. Consideration of the following amendments to rules brought up by the Board:—
 - (a) Rule 6: Admission: 3rd Paragraph: 3rd sentence: Delete 'and recurring annual subscription and contribution'.
 - (b) Rule 12: Assignment of Benefit: Add as (c):—*'A member may assign the amount of benefit to more than one person; in such cases the member shall state the proportion of the benefit to be derived by each nominee.'*
7. Consideration of the amendment to rules given notice of by Mr. K. Kuppa Rao, Reg. No. 1401:—

Rule 3: Membership: Last Para: Page 2: Delete from 'but no member of the teaching profession.....of its affiliated associations', and substitute 'a member once admitted may continue his membership provided he pays his dues from time to time'.
8. Any other urgent matter brought by the Secretary.

520, High Road,
Triplicane,
15th March, 1939.

V. SRINIVASAN,
Hon. Secretary.

THE SOUTH INDIA TEACHERS' UNION PROTECTION FUND
THE ELEVENTH ANNUAL REPORT

The Board of Management of the Fund has great pleasure in presenting the following Annual Report for the year ending 31st December 1938.

Strength.—The number of members on the Register on 1st January 1938 was 891. 21 members were in arrears for over three months and their names were removed. Out of this number four members availed themselves of the provision in the Rules for readmission making the net removals 17. There were eight deaths and twelve withdrawals during the year. 145 admissions were made during the year and the strength at the close of the year stood at 999 of whom

90 Members contribute 4 units each			
71	"	3	" "
324	"	2	" "
514	"	1	unit "

and the total number of units in force was 1,735

The average age of new admissions during the year was 31.6.

Annual Meeting.—The Tenth Annual Meeting of the General Body of the Fund was held at Mangalore on the 19th May 1938 to consider the Annual Report and elect Office-bearers.

Board Meetings.—The Board of Management met four times in the year, on 13th February, 19th May, 20th May and 25th September 1938, besides considering many items of business in circulation.

In view of representations from members, the Board considered the question of payment of bonus to those who withdraw from the Fund prior to the full period of 25 years, and resolved that such members be paid the surrender value of the bonus declared (as per table prepared by the Actuary) in addition to the benefit amount payable as per the rules.

The Board also considered the question of the benefit amount payable to those members who were on rolls on 1st July 1933 and who retire finally from the profession, to the satisfaction of the Board of Management, prior to the 25-year period (*vide* Resolution No. 3 of the Extraordinary Meeting of the General Body held on 17th May 1933 at Trichinopoly). The Board resolved that in those cases, the benefit amount including bonus, if any, shall not be less than the call amount paid by such members. Payments were made to the following three members as per the above resolution:—

1. Sri. P. A. Subramanya Iyer, Madras (Reg. No. 18).
2. Sri. E. S. Sankara Sarma, Erode (Reg. No. 146).
3. Mr. V. Abraham, Vriddhachalam (Reg. No. 96).

The Board resolved that, the difference between the amount payable as per the above resolution and the withdrawal benefit along with the bonus, be met from out of the interest under Reserve Fund.

The Board also resolved that the balance of interest from the Reserve Fund after meeting the Actuarial expenses be carried in equal parts to two new accounts:

- (a) Depreciation Reserve (Buildings).
- (b) Withdrawal Benefit Adjustment.

THE SOUTH INDIAN TEACHER

The Audit Sub-Committee met twice in the year, on 12th February and 24th September 1938 and made very valuable suggestions.

Award of Benefits.—It was with deep regret that the Board learnt of the death of the following eight members and their nominees were paid the amounts noted against their names:

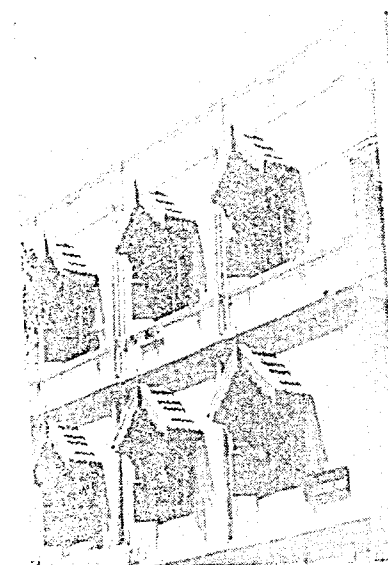
Reg. No.	Name & Address.	Age at Death.	Call amt. paid by member.	Benefit paid to nominee.	Date of recd. of claim papers.	Date of payment.
1,016	Sri. Y. Viswanatha Sarma, Bodinaikanur.	33	65	275	17-3-38	20-3-38
1,097	G. Maregatham Pillay, Viravanallur.	45	220	1,110	7-5-38	11-5-38
19	K. S. Venkatarama Iyer, Madras.	45	125	311-4	14-5-33	15-5-38
1,077	M. Royappan, Coimbatore.	36	67	286-4	3-8-38	9-8-33
153	F. Muthia Gounder, Erode.	55	130	311-4	1-9-38	12-9-38
742	S. Ramachandran, Madras.	35	81	291-4	27-10-38	30-10-38
740	R. Balaji Rao, Pellachi.	38	81	291-4	1-11-38	9-11-38
1,129	V. Ethirajulu, Coimbatore.	33	50	278-4		

Distribution of Assets.—About 35% of the total assets are invested in Government (British India, Mysore and Travancore) Loans and Securities; 29% in Fixed and Recurring Deposits; 16% in loans to members; 9% in House property and 11% in Land Mortgage Bank Debentures, Shares of Joint Stock Companies, Current and Savings Accounts, etc.

The year under report, the first year of the second decade of our activity, is noteworthy from many points of view. Firstly, there was the actuarial valuation and the bonus of three annas per month per unit for the period 1933-37 which was declared on the basis of the valuation. Secondly, the Fund was able to purchase, reconstruct and furnish a two storeyed building at a total cost of Rs. 13,454-10-6, in a very good and busy locality. The new building houses not only the office of the Fund but also the Offices of the S.I.T.U. and its two Journals, besides yielding us a decent rent for the ground floor. Thirdly, the number of new admissions this year has exceeded all previous years' records; 145 were admitted this year as against 45, 66, 99 and 47 in 1937, 1936, 1935 and 1934 respectively. The net increase in membership has also exceeded the figures for the previous years. The figure for the current year is 108 as against 18, 35, 71 and 26 for the previous years. The increase in the

number of units this year is 239 as against 58, 90, 177 and 55 in previous years. This satisfactory progress is due to the propaganda work done on its behalf by the members of the Fund, the hearty co-operation with the Board of the honorary representatives in different centres, and the efficient service of the office staff.

Highly satisfactory as the position is, the fact remains that many more teachers have not yet taken advantage of the benefit the Fund offers them. Only six members have availed themselves during this year of the provision to increase the number of units. Appendix I gives the list of members district-wise. The Elementary School Teachers to whom the Fund must make a special appeal in view of the low monthly premium, have not taken advantage of the Fund in larger numbers. If every member of the Fund would bring in one new member, he will not only be helping a



S.I.T.U. PROTECTION FUND BUILDING

fellow-teacher, but also rendering a service to the profession. The Board also appeals to all Teachers' Organisations in the Province to bring to the notice of its members—especially of the Elementary School Teachers—the advantages the Fund offers.

520, High Road,
Triplicane,
26th February, 1939.

(By Order of the Board)
V. SRINIVASAN,
Honorary Secretary.

APPENDIX I

NUMBER OF MEMBERS DISTRICT-WAR.

(The figures in brackets show the increases over the figures for 1937.)

Madras	— 212 (36)	Anantapur	.. 22
Coimbatore	.. 144 (9)	Chingleput	.. 10 (—3)
North Arcot	.. 85 (10)	Godavary	.. 10 (3)
Trichinopoly	.. 94 (13)	Malabar	.. 8 (4)
Salem	.. 68 (8)	Vizagapatam	.. 5 (—2)
Kurnool	.. 68 (4)	Nellore	.. 7
Tinnevely	.. 67 (11)	Ganjam	.. 6 (2)
Tanjore	.. 47 (7)	Guntur	.. 2
Madura	.. 41 (—1)	Cuddapah	.. 2
South Arcot	.. 41 (2)	Bellary	.. 2 (1)
Chittoor	.. 27 (2)	Kistna	.. 1
Ramnad	.. 26 (1)	S. Kanara	.. 1 (1)
		Miscellaneous	.. 3 (2)

NUMBER OF MEMBERS ON ROLLS ON 31—12—38.

Elementary Schools	.. 130
High Schools and Middle Schools	.. 825
Colleges	.. 22
Miscellaneous	.. 22
	—
Total	.. 999
	—
No. of women members	.. 8

APPENDIX II—Progress of the Fund.

Details.	1933	1934	1935	1936	1937	1938
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Benefit Fund.	41,829	57,879	76,823	1,00,477	1,17,979	1,29,760
Profession Fund.	1,664	1,860	1,766	1,961	2,186	2,343
Reserve Fund.	3,067	3,332	3,943	4,404	4,865	13,943
Depreciation Reserve						
(Shares and Securities).	..	..	..	322	680	1,027
Loans to Members.	..	7,568	9,262	12,983	17,543	22,896
Total No. of Members.	738	764	838	873	891	999
Total No. of Units.	1,116	1,171	1,348	1,438	1,496	1,735
Average age of new members admitted.	32	31.7	32.3	32.4	31	31.6

THE S. I. T. U. MEETING

Proceedings of the combined meeting of the Executive Board and the Working Committee of the Union, held at the Union Office at 11 A.M. on Sunday, the 23rd April 1939:—

Members present:—

Messrs. S. K. Yegnanarayana Aiyer (Chairman),
E. N. Subramaniam,
K. S. Chengalroya Aiyer,
C. K. Subbarama Aiyer,
N. Kalyanarama Aiyer,
M. S. Subramania Sastri,
C. Bhuvarama Murthi,
Sundara Rao,
V. Srinivasa Aiyer,
S. Natarajan.

Mr. T. P. Srinivasavaradan was present by invitation.

1. The President announced that letters have been received from Messrs. M. S. Sabhesan, S. T. Ramanujam and S. Ramachandra Iyer, expressing their inability to be present at the meeting. They were recorded.

(After the meeting was over similar letters were received from Messrs. E. H. Parameswaran and V. Jayarama Iyer).

2. The draft report of the Secretary about the working of the Union was adopted with the following modifications:—

(a) The year under report should be made to cover the period 1st April 1938 to 31st March 1939, and consequent modification be effected in the pages of the report regarding the meeting of the Executive Board and the Working Committee.

(b) The Vigilance Committee report to be added when received from the Secretary of the Committee.

3. The General Secretary of the 30th Provincial Educational Conference who was present by invitation made a statement about the steps taken for the conduct of the Conference.

4. The Treasurer of the Union read out the Financial Statements about the Union, the *South Indian Teacher* and *Balar Kalvi* and promised that the audited accounts would be placed before the next meeting of the Board. He was, however, permitted to have the audited statements printed and published along with the report.

5. G.O.s Nos. 416, 417 and 418:—Resolved that a Committee consisting of Messrs. K. S. Chengalroya Iyer, S. Natarajan (Convener) and N. Kalyanarama Iyer be appointed to prepare a memorandum and submit it to the Executive Board at its next meeting so that if necessary, an urgent resolution might be recommended thereon to the Conference.

6. Consideration of changes in the Rules of the S.I.T. Union given notice of by Mr. S. T. Ramanujam Iyengar was adjourned to the next meeting of the Executive Board.

7. Admission of delegates who paid delegation fee later than the 31st of March:—Resolved to admit those persons as delegates whose applications were received or delegation fee was paid on or before the 23rd April 1939.

Further resolved that there shall be no further extensions of this period

8. Journal Secretary:—Resolved that the President and the Treasurer be authorised to operate upon the account of the South Indian Teacher with the Indian Bank, Triplicane Branch, from this date.

Resolved that the President and the Treasurer be authorised to operate upon the account of Balar Kalvi with the Indo-Commercial Bank, Triplicane Branch, from this date.

The President made a statement about his accepting the resignation of Mr. S. Natarajan of his Journal Secretaryship. The following resolution was unanimously passed:—

The Executive Board of the S.I.T. Union places on record its deep gratitude to Mr. S. Natarajan for the very valuable services rendered by him for the two official journals of the Union, the *South Indian Teacher* and *Balar Kalvi* ever since their inception.

9. Programme of the Conference:—Read letter from the Secretary, South India Pandits' Union, Kadayannallur. Resolved to inform him that the draft of the programme of the Conference cannot be altered and that he may hold the three sessions of their Conference between 2 & 4 P.M. on Monday, the 8th and on Tuesday, the 9th of May and between 8 & 10 A.M. on Wednesday, the 10th of May and that he would put himself in touch with the General Secretary of the Conference regarding the place of meeting of his section.

10. Invitation of fraternal delegates to the Conference:—Resolved to recommend to the Reception Committee that fraternal delegates be invited from neighbouring provinces and Indian States to attend the 30th Provincial Educational Conference or at least to send messages.

11. Direct affiliation of Municipal Teachers' Association Tirupathi:—Resolved that direct affiliation to the S.I.T. Union be not granted and that the said association be requested to get itself affiliated to the Dt. Teachers' Guild of Chittoor.

12. Mr. S. Prasad Rao's case:—The President made a statement about the facts of the case. Resolved that under the circumstances no advice can be given and no action need be taken by the S.I.T. Union.

13. Guilds in arrears:—The question of allowing members of Guilds whose subscription to the S.I.T. Union is in arrears to take part in the coming Conference was considered. Resolved to give the Guilds in arrears time for payment up to the end of this month and that the question again be taken up for consideration at the next meeting of the Board to be held on 7th May, 1939.

14. Urgent resolutions:—The following urgent resolutions were considered. It was resolved to recommend to the Conference the consideration of

(a) a resolution on reorganisation of Secondary Education more or less on the

lines of the Tanjore Conference resolution on the subject with the addition of Government holding technical examinations and awarding diplomas.

(b) Mr. S. Ramachandra Iyer's resolution on Discipline in Schools was accepted to be recommended to the Conference.

(c) Mr. S. T. Ramanujam's resolution on the formation of a combined Guild for teachers in Government and Private Schools was adjourned to be taken up for consideration at the meeting to be held on the 7th of May '39.

(d) Resolutions given notice of by the Secretary, South India Pandits' Union were scrutinised. Resolved to permit the S.I. Pandits' Union to discuss these resolutions at their Conference.

(e) The resolutions given notice of by the following members were not considered as urgent:—

- (1) Secretary, Teachers' Assn., Board High School, Kamuthi, Ramnad Dt.
- (2) Teachers' Association, Board Middle School, Tiruppattur, Ramnad.
- (3) Secretary, Malabar Dt. Teachers' Guild, Palghat.
- (4) Secretary, Attur Taluk Teachers' Association, Attur, Salem Dt.
- (5) Secretary, Teachers' Association, A.H.S.S. High School, Arcot, North Arcot Dt.

15. Resolved to have the next combined meeting of the Executive Board and the Working Committee at 3 P.M. on Sunday, the 7th of May and that of the New Executive Board be held on Wednesday, the 10th of May at 6 P.M.

Madras,
23rd April 1939

(Sd.) S. K. YEGNANARAYANA IYER.
President.

THE TEACHERS' BOOK-SHELF

Horace Mann at Antioch by Joy Elmer Morgan, published by The Horace Mann Centennial Fund, National Education Association, Washington, D.C. Price 28 (Dollars), cloth bound, pp. 608 and 26 illustrations.

This book, which is published by the Horace Mann Centennial Fund, National Education Association, Washington, is a complete study of Horace Mann, his teachings and ideals. The book is conveniently divided into 10 parts. Part 1 deals with the biography of Horace Mann, "the greatest prophet of education" in the United States of America. Part 2 gives a sketch of the life of Hugh Taylor Birch, "the living embodiment of all that Horace Mann stood for in character and citizenship." Part 3 is headed "The Antioch of To-day and To-morrow" in which an account of the college and its goal is given in a very vivid manner. In its own words "The purpose of Antioch is to promote the development, in proportion, of every element of personality. Antioch deliberately undertakes to unify the humanities and the sciences, the vocational and the cultural, the practical and the beautiful, the good and the necessary." How we wish our Universities and Colleges try to promote this ideal! Parts 4 to 8 give us various addresses and sermons delivered by Horace Mann from time to time on Educational and allied subjects. Part 9 deals with memorials and celebrations while part 10 gives the Bibliography and the Appendix which contains reports and notes made by Horace Mann on various educational subjects.

Horace Mann was born in 1796 at Franklin, Massachusetts, and graduated in 1819 from Brown University. After studying for law he joined the bar in 1823. In 1827 he was elected to Massachusetts House of Representatives and in 1836 was elected President of Massachusetts State Senate. In 1837 he was appointed Secretary of the new-created Massachusetts Board of Education. In 1839 he opened the first public normal school in America at Lexington. In 1843 he visited the schools of Europe and in the same year he was elected to the United States House of Representatives. In 1852 he was elected President of Antioch College, Yellow Springs, Ohio, which office he held till his death in 1859.

The purposes of this book are to place Horace Mann's at work at Antioch College and to make available his great utterances which will be useful to all interested in higher education. Horace Mann aroused America to the possibilities of the common school and in the Antioch College there were no discriminations of sect, sex or race. Horace Mann saw clearly that the American experiment at self rule could not hope to succeed without universal education emphasising the highest moral, civic, and cultural values. How true it is of India of to-day! He has emphasised in his utterances that democracy's greatest gift to civilization is the common school. As a result of his work the School in America has become the nation's major enterprise. He was deeply interested in educational organisations and is rightly claimed as the grandfather of the National Education Association. Let us not forget that the schools are the bulwark of liberty and self government and the various provincial governments in India must fully realise that the future of democracy and the future of the elementary school are one and inseparable. In his words Schools and Colleges are not only institutions for the service of the people but institutions for the improvement of government. Our politicians must remember that knowledge is not only power but knowledge is government and higher education should not be starved. The basis of higher education has been rightly placed by Horace Mann upon

moral and religious feeling, exemplified in right conduct and that higher education must be responsible directly for meeting the needs of the people. His writings express a whole philosophy of higher education and our teachers will find it valuable reading. The book will be equally useful to politicians, statesmen and administrators as some of the truths embodied in his writings are applicable in a large measure to the present day conditions of India.

S. S.

All the books reviewed below belong to the Scholar's Library, edited by Guy Boas, M.A., and published by Messrs. Macmillan & Co., Ltd., St. Martin's Street, London. Each volume costs 2½ sh.

They all have the common features of a critical and learned introduction, helpful notes and test questions.

(i) *Horace Walpole's Letters*. H. Walpole, the younger son of Sir Robert Walpole was a typical man of the times. It is said of him that "If he had happened to be born in France, he would have taken his place quite naturally among the nobility of the *ancien régime*." He was equally at home among the aristocratic circles in England or amid the wit and brilliance of the *Paris Salons*. He was noted for his antiquarianism and his connoisseurship in art and his famous house at Strawberry Hill which he delighted to show round to the many princes and princesses of the blood who visited him was famous. His life was comparatively uneventful; but among his hobbies he had cultivated the art of letter writing and in his letters "he was consciously providing materials for the historians of the future."

His letters are addressed to his friends and relations and those addressed to Horace Mann form a class by themselves. He opened out his heart in these epistles and gave his views freely about his contemporaries. One instance would suffice. Speaking of Dr. Johnson's "Prayers," Walpole says, "One seems to be reading the diary of an old alms-woman; and in fact, his religion was not a step higher in its kind. Johnson had all the bigotry of a monk and all the folly and ignorance too".

S. K. Y.

(ii) *Modern Essays in Criticisms* is a volume which every student of English Literature would love to possess. It is a collection of essays in the field of literary criticisms by modern authors and shows how "the disinterested and imaginative interpretations and evaluation of literature" is a living process that goes on continuously. There is a good deal of re-valuation. E. M. Foster's essays on Scott shows that the famous Wizard of the North was not such a good narrator of stories. Abercrombie's Essay on Tennyson is an attempt to do justice to the great Victorian poet who was subjected to a severe reaction after his contemporary popularity. Virginia Woolf's estimate of Hardy reads almost like the verdict of posterity on him; it is so appreciative and just.

Chesterton's estimate of Browning is characteristically original and correct.

It is difficult to choose for special commendations where the general level is so high and every essay almost a classic.

S. K. Y.

(iii) *Gulliver's Travels* like the *Vicar of Wakefield* or the *Pilgrim's Progress* is a book to which ever since its publication in 1726 "successive generations of readers of all ages, tastes and levels of education are spontaneously attracted." Though the author said that his chief aim in writing the book was "to vex the world rather than divert it," it has actually provided diversion for millions more than it has vexed. The narrative skill, the charm of the style and the thinly veiled allusions to contemporary politics of England (which are fully explained in the notes) made the book a classic and keep it still so.

S. K. Y.

(iv) *Greece and Rome* contains extracts and selections intended to throw light on the lives of the ancient Greeks and Romans from the writings of the famous author of the *Golden Bough*. Our undergraduates study the history of the City states of ancient Greece and follow the course of the political development of Rome from its foundation to the age of Augustus; but they get no idea of the life led by these ancient peoples, and know very little about their gods and place of worship, of their sports and amusements and of many other aspects of their life. Such a lacuna will be filled up by a book like the one under review written by one who, as he himself confesses, felt "that infinite and ineffable charm of ancient Greece and Rome which fascinated me in youth and early manhood, tarried with me in later life and now solaces me in old age." The book may well be prescribed for rapid perusal and study by the undergraduates of our Indian Universities.

S. K. Y.

(v) *Aeneid of Virgil by Dryden*.

In pre-democratic days in England education meant a study of the classics of ancient Greece and Rome and Homer and Virgil naturally occupied a dominant position. Even in these days when these have been unseated a study of them is necessary because modern literature is full of allusions to these classics. To read them in the original may not be possible for all; to read a mere prose-version would be losing the spirit of the original tho' the substance may be retained. Hence the publication of Dryden's classical verse translation is very opportune and useful.

S. K. Y.

(vi) *Poems of Twenty Years (1918-1938)*.

The average students of English Literature in India often commits the mistake of fancying that the art of writing English verse stopped with Tennyson and Browning. He is not in touch with modern authors, much less with modern poets. To such a person (I speak with special reference to India only) the book under review would be of great help. Here are one hundred poets of to-day, some dead, but many living, some already famous like Bridges and Hardy, Kipling, Masfield and Drinkwater, "A. E." and Yeats; but there are ever so many others who, if not in the front rank, are at least in the second and later ranks.

Most of the poems are, naturally, lyrics; it could not be otherwise. They show such a variety of topics, attitudes and personalities that one wonders whether the appellation "A nest of singing birds" is not applicable to England of today with as much justification as it was applied to England of Elizabeth.

S. K. Y.

(vii) *Modern English Prose (Second Series)*

This is a fit companion volume to the editor's first selections of Modern English Prose published about five years ago. As the editor says "So much good prose is written nowadays by English writers that there seems to be every justification for a second book." As against the three headings of 'History and Biography', 'Fiction', and 'Essays and Literary Criticism' under which the extracts were grouped in the I series, we have 'Travel', 'Fiction' and 'Essays and Studies' in this second series. Both volumes taken together tell us a lot about "the age in which the writers lived." We endorse the opinions of the learned editor and say, "Here are men and women who will talk to you on any subject in any mood.... It is a record made not from unity of interests, but from diversity, a record which shows not how men (and shall we not add women too) went about one business, but how they threw themselves into all the different interests and adventures which make up the life of a great and energetic nation." Both the volumes would be highly appreciated by students of current literature.

S. K. Y.

Longmans' Literary Selections for Schools. Bk. I, pp. 236, 14 As.; Bk. II, pp. 291, Re. 1. Longmans, Green & Co., Ltd., Madras.

Book I can be used in IV Form and Book II in V Form as English Text Books. The Prose and Poetical Selections are gathered from widely different sources and most of them are of literary merit. Each selection is preceded by a short introduction and is followed by 'Notes and Exercises'; the latter is divided into (a) Word Study (b) Grammar Study and (c) Composition, and is carefully planned. If the pupil is made to work out the exercises at the end of each lesson and the teacher corrects the pupil's work systematically, the pupil's English will certainly improve.

The Poetical selections need not have been arranged together separately at the end of the book.

V. S.

Macmillan's New Story Readers. No. 7. Larry and his friends; No. 8. The Blue Jug and the Three Friends; No. 9. Seashore Wireless; No. 12. Noah's Ark and the Animals Circus. 40 pp. each. (Price, paper 4d.; limp cloth 6d.) Macmillan & Co., London.

These little books are delightful reading. All of them except the first story in No. 8 are animal stories, with simple poems interspersed here and there. (There is no poem in No. 9). To each book is appended simple exercises to test the pupil readers' grasp of the subject matter of the stories. How one wishes that such simple books describing Indian animal life appear in Indian languages also!

Prose Selections with Exercises by M. Alderton Pink, Third year, pp. 142, 2 sh.; Fourth Year, pp. 168, 2 sh. 3 d. Macmillan & Co., London.

These books are intended for English pupils of ages 13-14 and 14-15. They are designed to supplement the author's *English course for Schools* (Macmillan). The selections include short stories, essays, articles, and chapters of novels which have unity apart from the context. The selections have high literary merit besides lending themselves to practical work in English composition. Each selection is followed

by a set of exercises in composition, word-study and literary appreciation. The books can be used with profit by the students of our Intermediate classes.

Elementary Science by H. R. Mills and E. Raman Menon. Bk. II (English) for Forms V and VI. Price Re. 1. Macmillan & Co.

This is a very well-written text-book to suit the syllabus in Elementary Science of the Madras S.S.L.C. Examination. The language used is simple. The book is concise and is copiously illustrated. But we must point out that some of the diagrams do not come up to the level that one expects from Messrs. Macmillan & Co.

Diversions for the Arithmetic Class. By E. M. Renwick. Macmillan & Co., Ltd. London, pp. 89. Price 2-.

This small book which has an interesting title is intended for teachers of the Lower classes. In Mathematics Repetitive exercises are absolutely necessary. There will be lack of interest after a while and the classes will become dull and monotonous. It is then that teachers resort to different methods to make the class lively. Such a book as the 'Diversions' would be of immense value to the teacher. The book contains a variety of devices. Though primarily written for girls some of the exercises could be given for boys. In the chapter 'climbing the mountain' which is merely an exercise in addition and subtraction the pupil learn that all measurements cannot be exact. Even dull boys could be stirred to activity if group games are introduced. This useful book should be read by every teacher in the Elementary School.

Himalaya Readers. Primer 89pp. 6 as.; Reader I 83 pp., 7 as.; Reader II 88pp., 7 as.; Reader III 112pp., 8 as.; Reader IV, 136pp., 10 as.; Reader V, 136pp., 10 as. Macmillan and Co., Ltd.

This is one of the most carefully planned series of English Readers for Indian pupils. In the Primer, the short sounds of the vowels, the long sounds of the vowels, letters *ai, au, ea, oa*, sounds of *oi, oo*; and silent letters are treated in a natural and interesting manner in the first 29 lessons. These are followed by 10 lessons on simple topics. Exercises (mostly oral) and Word Recognition Tests are also given at appropriate places. Readers 1 to 7 are well graded as regards both the subject matter and the language used. The lessons are on varied—interesting and useful—topics. The exercises appended to each lesson are also well graded. In Reader 1 we have simple questions and 'Put in missing words.' In Readers II-V, there are 2 sets of exercises, one textual and the other based on grammar and composition. Reader II has questions on 'Make sentences with' and 'Pick out parts of speech'; Reader III, on Parsings; Reader IV, on Analysis of sentences; Reader V, on figures of speech. To each Reader is appended a useful list of supplementary books which can be read with ease and profit at that stage of the pupils' knowledge. All the books are very well illustrated, with 2 colour plates in each.

V. S.

Achievement. By J. H. Mair, M.A. Published by Macmillan & Co., Ltd. Price Re. 1.

The book contains a series of short accounts of good work done by great men and women of the world. "On the Roof the World" and "Heroes of the Antarctic"

are stories of exploration. "Ancient Indian Universities" and "Bengal's Ancient Glory" deal with things of the past. "Achievement" is made to include not merely the arduous administrative work carried on by an Ahalya Bai but also the singing of beautiful songs by a Sarojini. "Canals and Dams" and "Some Indian Industries" speak of collective achievements of a band of workers. "Some Pioneers of Science" though dealt with in two parts deserves a book by itself. Past and Present India, Europe and America are represented as much as is possible within the compass of a small book of about 150 pages. The book is sure to be very popular with the boys and girls of our High School for whom, presumably, it is intended.

S. K. Y.

A Source Book of Modern Indian Education. Compiled by Mr. M. R. Paranjpe, M.A., B.Sc., of Poona and published by the Macmillan & Co., Ltd.

The publishers and the compiler are to be congratulated on their bringing out this handy volume which gives us first-hand knowledge of those documents that set forth the origin and development of the present system of education in the country imparted mainly through English. Some of the documents in this volume are to be found in the *Selections from Educational Records*, Volumes I and II, published by the Government of India; but many "non-official" documents have been included in this volume.

Education is now in the melting pot and as the compiler truly observes "it would be wrong to plan the education of the India to come without acquiring a close grasp of the past" and it is this much needed grasp of the past that the volume hopes to supply. Most of these historical documents that laid down the policy of the Government from time to time are not easily accessible and hence the value of this book.

There are 15 documents covering the period 1797-1902. These give us an insight into the working of the Government system from 1813 to 1913, from the period when the East India Company sanctioned "not less than a lakh of rupees" towards educating the "natives" to the Coronation at Delhi of His late Majesty George V soon after which the Central Government declared their educational policy afresh and sanctioned a lump sum for expansion.

The only complaint that we have about the book is that there are no helpful notes and no index both of which are necessary to enable a reader to make the fullest use of this excellent Source-book. We hope that all the ardent patriots that suggest schemes of educational reforms would go through this volume and acquaint themselves with the history of education in the land so that their schemes may partake of the character more of an evolution than of a revolution.

S. K. Y.

Primary Education in India. By Dinker Desai. Published by the Servants of India Society, Girgaum, Bombay. Price Rs. 1-4-0.

This is a timely publication. It deals with the problem of what was formerly known as Elementary Education, the sort of Education which the late Mr. Gokhale was anxious to see free and compulsory for all boys and girls of the land. The author like any student of education in India is impatient with the very slow rate of progress and his aim is to discuss the methods of making Elementary Education free and compulsory for all.

The author has exhaustively dealt with all the problem connected with Elementary Education and his views on eradication of Wastage and Stagnation, etc. are such as to command acceptance by Education authorities. The one strong point of the book is that the author quotes the practice obtaining in other countries of the world in support of his recommendations and shows how others also have had the same difficulties we are now going through. The great fuss that is now being made about Wastage and Stagnation, dwindles in its significance when the author shows that other countries in their earlier stages of compulsory and free Primary Education passed during the same experience. Similarly in boldly advocating increase in the size of class work which would make the hairs of some Inspectors stand on end and in advocating the shift system, he substantiates his views by quoting his experience of other countries. The chapter on finance is a very interesting one. Calculating the probable expenditure necessary for making Primary Education free and compulsory all over the country the author has by his ingenuous method drawn up a budget. If as he put it, 16 per cent of the general revenues be set apart for education and out of this 60 per cent be set apart for Primary Education; if government effects retrenchment by handing over their schools and colleges on which they spend much more than other agencies do for similar schools and colleges; if the portion of the income-tax assigned to each province by the Central Government be set apart for Primary Education; if in case of urgent necessity the Government be prepared to levy fresh tax or to float loans; if all these things are done then the National Educational budget would be balanced. But it looks like a tall order.

The author is hardly fair to the sponsors of the Wardha Scheme in his criticism of it. As we remarked in our review of the book on Wardha Scheme by the Hon'ble Mr. C. J. Varkey, the scheme is to be read along with the article of Dr. Ziauddin, on "What the Wardha scheme is not," in which case some of the objections pointed out by Mr. Desai would disappear of their own accord.

When the Wardha Scheme which is aptly styled the basic education is in the air, it looks somewhat strange that the author should advocate compulsory Primary Education only for four years with the minimum object of ensuring literacy among the masses. It seems to be a analogy with the old proverb that "half a loaf is better than no loaf". But when it is remembered that in advanced countries of the West the minimum compulsory Education now insisted upon is in most cases for seven years and in some cases for eight or nine years and when it is remembered that this minimum education is not merely the Primary Education of the old style but Primary and a good deal of Secondary Education and if we also remember that nine out of 11 provinces where Congress Ministries are in power derive their inspiration from Mahatma Gandhi, it appears to us that it is far better if there be a unanimous demand in favour of basic education though with modifications in its policy necessitated by the circumstances of each province rather than accepting this half a loaf. But Mr. Desai follows like a good student and is for carrying on the fight of his master the Late Mr. Gokhale who presented the case for universal, free and compulsory Primary Education in a convincing manner with the mastery of details.

S. K. Y.

LIST OF BOOKS RECEIVED FOR REVIEW FOR MARCH AND APRIL, 1939.

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| 73. Basic and Teaching of English in India. | Times of India Press, Bombay |
| 74. A Map Book of Europe | |
| 77. A Modern Class Book of English History | Macmillan & Co., London. |
| 75-76. Ancient India, Vols. I & II | Shashikant & Co., Baroda |
| 78. A First Step to Letter Writing | K. J. Cooper, Bombay. |
| 79. History of England, Part I. | Blackie & Sons, Madras. |
| 80. A Concise History of Indian People | Oxford University Press, Bombay. |
| 81. Elementary Science, For Forms V & VI. | Srinivasa Varadachari & Co., Madras. |
| 82. Elementary Science. For Forms V & VI, Malayalam Edition | Srinivasa Varadachari & Co., Madras. |
| 83. Why this Wardha Scheme? | S. Lakshmi-Narayanan, Salem. |
| 84-89. B. D. Nijampurkar's English Print-Script. Copy Books 1-6. | B. D. Nijampurkar, Litho-Artist, Poona, 2. |

LIST OF BULLETINS AND LEAFLETS RECEIVED FROM THE OFFICE OF EDUCATION, U.S.A., FROM 16-2-'39 TO 15-4-'39.

- (1) A Survey of Courses of Study and Other Curriculum. Materials published since 1934.
- (2) Vocational Rehabilitation of the Physically Disabled.
- (3) College Projects for Aiding Students.
- (4) Development of State Programs for the Certification of Teachers.
- (5) School Use of Visual Aids.
- (6) The Elementary School Principalship.
- (7) Selected Legal Problems in Providing Federal Aid for Education.

THE S. I. T. U. PROTECTION FUND

OBITUARY.

We regret to have to announce the death of Mr. D. S. Devadoss Pillay, Assistant, London Mission High School, Shiyali, on 21-3-1939, at the early age of 35. His nominee will be paid a sum of Rs. 291-4-0 on receipt of the claim papers in order.

520, High Road,
Triplicane,
18-4-'39.

V. SRINIVASAN,
Hony. Secretary.

EDITORIAL

RECENT G.O.s.

Considerable fear and anxiety seem to have been roused in the minds of the members of the Union on account of the three recent G.O.s Nos. 416, 417 and 418 issued by the Government about organisation of Elementary Teachers' Associations. We have received many communications from our constituent Guilds, some calling upon us to take immediate and effective action and some taking us to task for not having done so.

It is not as if the Union has been apathetic in the matter. As soon as our attention was drawn to the issue of these G.O.s the Union put itself in touch with the Hon'ble Minister and though he has sent us no formal reply he has clarified the position in many of the speeches he has been delivering in recent times. In the speech at the London Mission School at Erode the Minister made it clear that if Teachers' Associations want to affiliate themselves to bigger teachers' organisation like the District Guilds or the South India Teachers' Union, permission would easily be given though paragraph (3) of the G.O. No. 416 looks somewhat threatening. As a matter of fact, such a permission has been given by the Director when Range Associations of the Salem District applied for permission to affiliate themselves to the local District Guild.

We moreover, understand that the liberty of the teacher as a citizen is not intended to be curtailed by these G.O.s. The Union of teachers as a Union cannot take part in politics but an individual member as a citizen is not, we understand, prevented from having his political views and giving expression to them in a tangible form. Our constituent Guilds and Associations need have, therefore, no anxiety on this account. The G.O.s. recognise the Elementary Teachers' Associations and invest them with certain rights and duties, and so long as they are not prevented from getting themselves affiliated to bigger teachers' organisation nothing is lost to us from the professional of view, however forbidding the wording of the G.O.s. may be.

2. THE COMING CONFERENCE

Some of our brother teachers have been somewhat upset by the rigorous way in which Rules about the conduct of the Conference have been enforced this year. Those of us who have been attending these Annual Conferences for a decade or two would remember the time-honoured practice of teachers arriving at the place of Conference on the

day of the Conference itself and rushing to the enquiry-office to get themselves registered as delegates. Similar was the procedure with regard to the bringing of subjects for consideration by the Conference. The Subjects Committee exercised a good deal of latitude and allowed many a resolution to be brought up for consideration at the eleventh hour. So long as we allowed any one who came to the Conference to enlist himself as a delegate and so long as we allowed any proposition brought up by any member to be taken up for consideration by the Conference, we could not command much respect from the outside public. They would be shrewd enough to see that our Conference was a huge "thamasha," a splendid opportunity for cultivating social virtues but not business like.

The S. I. T. Union has been slowly organising itself and regularising its procedure. In some of the English Conferences not only are the delegates expected to register themselves sufficiently early but a "Credentials Committee" is appointed to examine whether each member who represents himself as a delegate is actually so or not by his credentials being looked into. We do not go so far, but we have this year insisted upon previous registration of delegates so that the delegates who come to the Conference may come with a sense of responsibility that they alone are the official representatives and that they alone could vote on subjects that come up for discussion, though others may be allowed to speak and participate in the celebrations.

So also with regard to the resolutions. The resolutions have to be communicated sufficiently in advance not by individual members but by constituent associations so that the resolutions may have the weight of being thought about and formulated by people who mean business. It might naturally happen that in spite of the previous receipt or resolutions some urgent subjects may have to be considered at the Conference and the S.I.T. Union rules provide for such a contingency. The Working Committee of the S. I. T. Union has got the power to bring urgent resolutions before the Conference, resolutions which it considers necessary to be discussed in the Conference though notice of which has not been given by any constituent association. Even this year there are some resolutions of that type about which the delegates will get notice in due course. Strictness regarding both these items, namely, delegation and previous notice of resolution is a step in the right direction and is calculated to enhance the reputation of the Conference as a serious and business-like institution. In the light of the explanation given above regarding the under-lying motive it is expected that the delegates assembled will co-operate with the authorities of the S. I. T. Union and of the Reception Committee in a cordial spirit of fraternity and not raise unnecessary technical points at the time of the Conference.

A SELF-EXILED HERO!

Some of our readers are, perhaps aware of the fact that Mr. N. Ramakrishna, B.A., L.T., formerly of Kalyanasundaram High School, Tanjore, has gone to Figi Islands (which as our readers may, perhaps, remember are situated right in the middle of the Pacific Ocean.) to take charge as Headmaster of the Sangam School of that place. Figi Islands contain a large number of Indian workers mostly from the Tamil Districts and it was very good of Mr. Ramakrishna to have offered himself for service in that far off country. This self-imposed exile on the part of Mr. Ramakrishna gives him an opportunity to be in touch with the youngmen of our country growing up under strange environments and conditions. We hope Mr. Ramakrishna will keep the flag of India's culture flying and train the students entrusted to his care in such a way that they would all become good Indians and would acquit themselves creditably in their new surroundings.

Our readers would be particularly glad to know that Mr. Ramakrishnan keeps himself in touch with the S.I.T. Union by subscribing for the "South Indian Teacher" and "Balar Kalvi" and he has promised to write to us about educational conditions in Figi. On behalf of all the teachers of South India we offer Mr. Ramakrishna our hearty felicitations and wish him success in his new sphere of activity.

We give below an extract from Mr. Ramakrishnan's letter to the Union.

"Well, I have come here and the people are very glad that I am in their midst. They welcomed me with open arms and I accepted their welcome in the name of South Indian Teachers. I am the first South Indian Teacher to come to Figi and I have all along been one of the members of the Union through "The Gopalasami Teachers' Union K. H. School, Tanjore" and I am still contributing to our Protection Fund. As such I hope you will help me in all possible ways to work among our people here. I will be glad to hear from you now and then. My prayers and good wishes to you and to our other friends."

The XXX Madras Provincial Educational Conference

LIST OF DELEGATES

London Mission High School, Gooty.

C. Ranganatha Iyengar.
H. Audiseshiah.

Municipal High School, Tadpatri.

S. Vaideeswara Iyer.
T. Chidambaram.

*Hindu High School, Ambur.**Ele. Teachers' Association, Namali
Centre, Arkonam Tq.*

T. K. Janakirama Iyer,
S. Varada Desikan,
S. Ramaswami Mudaliar.

*Board High School, Chengam.**A. P. M. Middle School, Sholinghur.*

David Dhyriam.
C. Venkatesan.
J. Koil Pillai,
C. Sundaresa Iyer,
P. D. George John.
S. Y. Raj.

Municipal High School, Tirupattur.

P. Lakshminarayana,
T. K. Raju Iyer,
P. S. Sundaresan,
Vidwan Varadaraja Mudaliar,
T. S. Srinivasa Iyer,
N. Ramasesha Iyer,
P. S. Ramachandra Sastryar,
S. R. Ardhanari Iyer,
L. S. Subramania Chettiar,
Nazirudeen Ahmed Sahib.

Board High School, Wandiwash.

S. Venkatasubba Rao,
A. R. Naga Reddi.

*R. C. T. High School, Chidambaram
Municipal High School, Villupuram.*

A. Nagaraja Iyer,
V. Jayarama Iyer,

M. Venkatachalamiah,
K. Marayanaswami Iyer,
S. Varadachari,
T. B. Krishnaswami Iyer,
S. Jagannatham Pillai.

Hindu High School, Madurantakam

The President, Teachers' Assn.,
The Secretary, Teachers' Assn.

*The Madras Provincial Physical
Education Association.*

Dr. G. F. Andrews.
H. C. Buck,
L. K. Govindarajulu,
D. Santiago,
C. Satyanandam,
Rev. Milton G. Knott,
K. Vedantadesikan,
V. Raghunatha Iyer.

*Sherman Memorial Girls' High School,
Chittoor.*

K. Natesa Iyer.

R. K. V. B. School, Karvetnagar.

K. Krishnamurthi,
H. Srinivasulu.

*Teachers' Assn., Theo. College,
Madanapalle.*

E. N. Subrahmanyam,
S. Srinivasan,
H. Sunder Rao.

Devasthanam High School, Tirupathi.

T. R. Krishnamachariar,
N. Sundarachariar.

Board High School, Tiruttani.

A. Chandrasekara Iyer,
N. Varadachariar.

Municipal High School, Coimbatore.

S. K. Subbaraman,
K. R. Sadasivan.

<i>Mahajana High School, Erode.</i>	<i>Board High School, Kamutti.</i>
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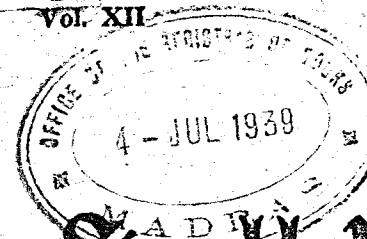
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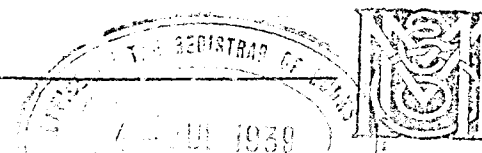
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By

SRI. V. P. ADISESHIAH, M.A., L.T.

Ladies and Gentlemen, and Comrades in Teaching Profession,

I thank you for the great honour you have done me by inviting me to preside over the deliberations of the 30th Provincial Educational Conference held under the auspices of the South India Teachers' Union. When an urgent telegram came to me from Mr. Srinivasavaradan, on behalf of the Working Committee, there was no time to pause and to think. I had to simply say yes or no. Anyhow, I took half-an-hour to realise the responsibility I was called upon so suddenly to shoulder. In view of my keen interest in the S. I. T. U. and its great service to the teachers all over the Presidency, I made bold to accept this invitation and as a practical demonstration of my genuine appreciation. As one who spent over 30 years of his life in the teaching profession it gives me a great joy to find myself in the midst of such a large body of my comrades who have dedicated their lives to the same service. Though my present state of mind is not in its best form owing to my recent bereavement, yet I thought it fit to use this opportunity as a welcome variation. I have been teaching for the last 25 years University Classes and as such I have not been in direct touch with the Secondary and Elementary education, and I am afraid I am not as well equipped as you are with first hand knowledge of your problems. But I am sure that they are all connected together and form parts of a unitary whole, and men engaged in different grades of teaching ought to regard one another as colleagues in common enterprise and a common purpose building a mental, moral, and spiritual life of children and young men and women. Ours is a calm and peaceful occupation having for its object the enrichment of intellectual and still higher life or development of personality. There is nothing spectacular about our avocation. We are thoroughly satisfied to work

in an unostentatious and obscure position as apostles of culture, knowledge and champions of high ideals.

Recent tendencies in the educational outlook and the resulting activity.—Education has been a burning topic during the last two decades. In a sense it has always been a topic of perennial interest. But the tendency during the last 25 years has been to re-think, re-state, the implications of sound education to examine, sift, analyse the system of education in all its various aspects and stages, and to recast, modify and adjust in such a way as to meet the social, economic, cultural and practical needs of the present time. Such a complex harmonious well-balanced system of education is not easy to achieve at one stroke. It must be evolved gradually in the light of experience as the result of patient thought and strenuous endeavour. That is exactly what has been going on for some years. All along there has been a sense of inadequacy which has led to such tremendous changes. Now the emphasis is placed more on practical and human side : in short education in close touch with the realities of life and environment. The experts and exponents in the educational field were utterly dissatisfied with mere book-learning which made pupils mere intellectual machines without any initiative and capacity for anything like originality or creative thought. There is no denying the fact that these efforts at educational adjustment and revision which may rightly be called experimentation have largely contributed to a new orientation in education by accentuating importance of the practical side of knowledge, of learning through manual activity as distinguished from learning exclusively from books. A great deal of constructive and critical thought has been bestowed upon the subject resulting in the evolution of certain methods and schemes which may themselves cannot be said to be final, but which have given a new orientation to education in general. Some of us are the products of the old system. We even pride ourselves on the fact that the old system was far superior to the new in that it cultivated accuracy, precision both in thought and expression and developed correct notions of things and depth of knowledge. But there is a great deal to be said in favour of the new system. Some of these new methods have not been a conspicuous success, for example, the project method. The reason is that it takes time to train pupils adequately according to this method but the parents are impatient. They want quick returns. They desire to see that their children get degrees and titles without caring much what kind of knowledge they acquired and whether it is really sound or shallow. People are rarely prepared to pursue knowledge patiently because commercialism and rank utilitarianism play a very powerful part and prevent acquisition of really solid knowledge and culture. The most recent of such methods is the Wardha Scheme and it is an instance in point. It combines, it is claimed, the salient fea-

tures of the previous systems in addition to being craft-centred, and hence pre-eminently practical. A great deal has been said and written on the scheme. The pros and cons have been critically examined, some extolling it as the most satisfactory scheme while others condemning it outright. Among those that support the scheme ardently is the Hon'ble Education Minister who has written an informing book about the scheme bringing out its merits. The author of the scheme is the first citizen of India, a sage and a saint who commands our unbounded reverence and admiration and it is quite possible that our psychological attitude may unconsciously regard this product of his great mind as almost infallible. The scheme is still to be tried. Time and experience alone will show its real value in liquidating illiteracy and laying the foundation for the choice of a proper vocation for the pupils in after life. Among other things underlying the conception of the scheme seems to be its aim to achieve economic efficiency of the future generations but the most recent criticism of the system is that it lays over-emphasis on crafts and eliminates all cultural education. Further it is said that it neglects English entirely without which for a long time to come we can ill-afford to live nor carry on our business and negotiations. Again too much time spent on crafts will result in pupils forgetting the three R's when they leave the schools. Moreover, psychologically it is regarded as an unsound system, because intensive work at crafts at an early stage would have a deleterious effect on the mental training of the pupils. The result will be, it is feared, that at the end of seven years' course, the pupil would be stunted mentally and would be fit only to be a wage slave. Thus, the children of the poorer classes would suffer and the richer classes would completely hold them in their grip. These are some of the features that are supposed to vitiate the scheme completely. The picture is rather over-drawn. Without claiming infallibility for the scheme it may be tried, and if the result proves unsatisfactory, it may be discarded. This criticism has at the back of it, communal bias, and communalism should not be allowed to encroach upon educational sphere. In this sphere at least, we must be free from it. The two systems cited above, and fairly scrutinised distinctly mark recent tendencies in the educational outlook.

The question of re-organization of Secondary education is on the anvil. It is very strongly urged in some quarters that there should be a radical change resulting in better co-ordination and less rigidity of examinations. The real defect is that the system has become out of date, and requires to be adjusted to the altered conditions in collaboration with educational experts.

Co-education has been carried on for more than thirty years in a very limited scale in the lower stages ; but recently, it has increased by leaps and bounds especially in the University classes. It augurs well for the

nation that the women of the country are taking advantage of the opportunities given to them and are endeavouring to measure upto the standard of the western women. The Indian women should be increasingly educated not to compete with men, but to contribute their share to the advancement of the nation so that our country may take her legitimate place as a free nation in the world. Women have a very important part to play along with men in social, economic and political life of the country. Moreover, an educated and cultured mother's children have a distinct advantage in their upbringing. Women with a sound education are unquestionably a social and moral asset and a potent influence for good in the domestic life. Under the present circumstances girls may be educated side by side with boys until they reach ten years of age, and in the college classes co-education may go on as at present.

Present-day Teacher and Pupil.—It has been said that the relationship now-a-days between the teacher and the pupil is not what it was in the good old days. The teacher is helpless when he is confronted with breaches of discipline and disorderly behaviour on the part of the pupils. They say that it is all the manifestation of the spirit of the times and should be dealt with tactfully and sympathetically. We have been reading recently in the newspapers about strikes, revolts against school authorities, picketting, staging walk-outs etc. Surely, sound judgment and critical thought, acquisition of solid knowledge, diligent application to studies cannot flourish in an atmosphere of tension and turmoil. No efforts on the part of the teacher will be adequate in putting down such indiscipline unless the parents co-operate. The educated parents can render a valuable help in this matter. The pupils are sometimes under unhealthy influences, political exploitation of the studentry has been responsible in a great measure for this state of indiscipline. Immature minds easily fall victims to flatter and cajolery of the irresponsible politicians. The teacher's task becomes extremely difficult in such a plight; but he must rise to the demand made on him by such a situation and use his moral force or soul force in weaning the immature minds to the path of rectitude and dignified behaviour. The capacity of the teacher to cope with such a disconcerting situation will be in proportion to the confidence he is able to infuse in the pupils by his good work, exemplary conduct and the love and respect he is able to command and the sympathy he shows to the legitimate aspirations of his pupils. Such a talented teacher is sure to earn the lasting gratitude of his pupils and of the parents. This implies that such a teacher is a concrete embodiment of all that is lovely, comely, and honourable.

University Education has undergone tremendous changes during the last 25 years both in the curricula of studies and extra-curricular

activities. The opportunities afforded to the student are as numerous as they are valuable, inspite of the acute unemployment problem which has a depressing effect on the students and chills their enthusiasm. It is all very well to speak of the necessity of pursuing knowledge for its own sake, for the sake of its intrinsic value: plain living and high thinking is a sublime ideal, but we must face hard facts in this work-a-day world. Maxims, however elevating may be, cannot feed and clothe us, and a solution must be found. If it is conceded that in any walk of life an educated man is more efficient than one who is less fortunate, more resourceful, more capable of adjusting himself to a given situation by dint of his academic training, then certainly, a university man should be able to cope with the realities of life and get on well; but he must be given an opportunity and a decent start. In this connection I should say that the insistence on the practical bias in his training at every stage of his education becomes perfectly relevant and imperative. One of the suggestions made to lay this grim spectre of unemployment is that instead of scrambling for Government posts, and becoming disgruntled when unsuccessful, the variety young men should enter into enterprises of various kinds, rural uplift work etc., to keep them busy. It is a well known fact that the earning capacity is rarely in proportion to the amount of knowledge or high degrees and titles. It is a mockery to call upon these ambitious young men who are at the threshold of life with rosy visions of their future to do honorary work or set them adrift on society to take their chance in such large numbers to shift for themselves. The university and the Government are endeavouring to devise ways and means to help these young men. There are some private bodies who are working towards the same object; but nothing very substantial has been done till now, or rather their efforts have not touched even the fringe of the problem. The problem ought to be solved and the tense situation eased. The sooner it is done, the better. It should be taken up and tackled seriously by the Government, Business Firms and other private employing bodies.

Though there are numerous subjects relating to education, I am afraid I ought not to carry on the discussion further, but request you to remember that what I said till now is intended to stimulate your thought and keep your memory alive with a view to enable you to contribute your quota towards the elucidation of some of these hard problems; for the teacher is in the thick of the struggle and hence, he is best fitted to speak on the subject with authority. In conclusion, Ladies and Gentlemen, I have to say that I am painfully conscious of the inadequacy of the treatment of the subject, namely, the recent tendencies in Educational outlook. I am afraid, I have not contributed any fresh or original ideas. I have been indulging in random thoughts without suggesting any definite

solution to some of the questions raised herein, as it is rather difficult to say anything positive or conclusive. I really believe we are in a tangle and perplexed by conflicting opinions, ideals and view points. Nor have I touched upon the lot of the teachers which has become a hackneyed subject but their condition is by no means satisfactory. In season and out of season some of the serious handicaps of the teacher's life should be brought to the notice of the authorities. It must not be regarded as a customary complaint and brushed aside. The teachers' security and tenure of office, pay and prospects and other kindred questions, especially relating to their condition in institutions managed by the private bodies have been for long engaging the attention of the S.I.T.U., but nothing very appreciable has been done to improve their lot. Even to-day the S.I.T.U. has been championing indomitably the teachers' cause. It is bound to have some response surely, it is not going to be a cry in the wilderness. There is a Tamil proverb which says that the greater the impact on a hard stone the more is the chance of its moving. Again, I take it that there can be no two opinions on the fact that the GRANT-IN-AID CODE should be revised, the grant should be given more liberally, and equipment grant should not for any reason be curtailed or stopped as it was suggested some months ago by the Premier. It may be true that in his days, they were getting on fairly well without costly equipment. Now the days are different. These are the days of tremendous improvements in all directions. Education has become more realistic and knowledge is not built upon mere imagination. On the other hand it is based upon the pupil's living contact with concrete elements and environments. Hence, the necessity for fairly decent equipment which will be helpful in making the child's education and experimentation of the scientists really concrete and convincing. Again, the inclusion of experienced educational exponents should be insisted on in the proposed advisory council when it is created and in the preparation of any scheme to modify the present system, and the educational policy and programme in general. In this connection I tender my hearty congratulations to the working committee for the most thoughtful and useful resolutions that they propose to bring to be placed before the conference.

One word more and I have done. My Comrades! We Indians are acquainted with the ancient motto '*Nishkamakarma*'. If it is fitting to any class of people the teachers must be the first and foremost. I am sure you are influenced by this sublime ideal unconsciously and implicitly. Now I appeal to you to make it conscious, explicit living principle, guiding, controlling and energising our life and work. In our devotion to duty may it prove an inspiring and dynamic power impelling us to give our best and to do our best. May the Lord of Wisdom, Knowledge and Understanding bless us.

RAMBLES IN A LIBRARY

The British Association of the Advancement of Science is one of the most famous associations in the world and its annual session is an important event when men of pre-eminence in the scientific world meet together and discuss and acquaint to the world with the advance made in their different branches of Science.

Over and above the general address by the President of the Conference, each section is presided over by a great authority on the subject and there are Presidential addresses by these sectional Presidents.

From the year 1901 onwards the Association has recognised Educational Science as a branch and for the past 36 years there have been meetings of Educational section. In the year 1938 the President of the section was the famous author H. G. Wells. Readers of H. G. Wells' Books would be familiar with the great enthusiasm he has shown regarding Education. He has often expressed his views on the present systems and the changes to be effected therein if civilisations to be saved.

It was, therefore, not a matter of surprise that he took up as his subject the informative content by modern education and sketched what he would consider to be the minimum knowledge that every citizen of a civilised country should possess.

He set about the task in a very businesslike way taking the compulsory school period to be about 10 years between the ages of five and fifteen and taking also for granted that there would be 40 working weeks in a year and that in a week about six hours will be available for imparting instruction on the essential information which everyone ought to know. He sketched out how in the 2,400 hours thus available his programme should be carried out. He took for granted that only six hours in a week would be available for imparting information as a good deal of the time of students would be taken away in acquiring tools of knowledge like the study of languages and the Three R's drawing, manual training and other subjects. Though he realises the fact that if we are to lead a rich and full life we have to continue as students till the end of our life, Mr. Wells fixes the period noted above for laying down "the beams and girders of the mental frame work of every citizen before the close of the period of adolescence.

Broadly speaking he wants information to be given in easy stages, on three main lines. Firstly, about life, how it is evolved through ages

and how it is lived in different parts of the world and so on, i.e., evolutionary Biology, Zoology, Anthropology and History in the broadest sense of the term. Secondly, he wants information to be given about the material world, the Science of Physics and Chemistry in their inter-relation to other sciences. Thirdly, based upon the general knowledge of history, the science of Sociology and Politics and Economics, Government administration and international relationship, etc are to be taught.

Naturally this would appear to be a very ambitious programme especially if this course is to be finished before the pupil leaves the Elementary Schools. Teachers of these institutions though very much better qualified to-day than their predecessors were three or four decades ago, cannot cope up with such a responsible task and he wants that Refresher Course should be given to teachers who should be kept up-to-date. "It is stipulated in least that we should paint our houses outside every three years and inside every seven years," says Mr. H. G. Wells. But he goes on to add "Nobody thinks of doing up a school teacher. There are teachers at work in this country who have not been painted inside for 50 years."

If this be his impression about teachers in England how do we stand with our teachers in Elementary Schools most of whom perhaps received just two or three years of very poor kind of Elementary Education in Schools. Another thought that suggests itself to the Indian reader of this very stimulating article is that in his survey of human progress he makes no mention of Asia, especially of India and China, the seats of two ancient civilization which are still alive.

A STUDENT.

LEAGUE OF NATIONS

Intellectual Co-operation

Month by month and indeed week by week Governments of the different countries send their representatives and experts to Geneva to work together on the many projects with which the League deals-political questions, financial, economic, health problems which occupy, medical doctors, public health officers and social workers the world over. International co-operative work thus proceeds over a wide field.

But the League of Nations has made provision for extending contacts and working together even beyond this. Most of its work in political, economic and humanitarian fields is carried on by delegates or experts who speak for their Governments. The Organisation for Intellectual co-operation seeks to call for this spirit, and by establishing close relations between the intellectual activity of different countries to direct the spiritual forces of the world toward the mutual understanding of peoples and nations.

It has another important task—the task of overcoming the various obstacles to intellectual life. Some of them are due to inadequate international protection for the work of scholars and artists; some to lack of contacts.

The Organisation for Intellectual co-operation was set up within the League to provide a meeting ground for the thought, the intellectual impulse, of different parts of the world. In its Committee meet, not diplomats, but philosophers, historians, artists, scientists like Madame Curie and Einstein, men of letters; people who are concerned with the life of the mind and the spirit; people who are concerned with creating the kind of world in which the genius of mankind may flourish.

Obviously for such people national frontiers have no meaning. Music, painting and literature have long since thrown down all such barriers; they exert their appeal and bring their wisdom to all men everywhere.

But there do will exist certain barriers and impediments which handicap the work of scholars and artists to-day. The Organisation for Intellectual Co-operation seeks to overcome these and so free intellectual and artistic work. I am going to describe what the League does in this respect, very briefly, under three headings: (1) The League's services to scholarship; (2) The League's services to artists and students; (3) The League's impulse to study on a universal (a wider than national) plane.

The League's services to scholarship: under this heading I should tell you about the excellent catalogues of libraries and museums that have been made for the first time, making accessible to scholars of every country the riches of art and of thought which have been accumulated in some of the famous centres of the Old World. Most of these collections have grown by private bequest and the mere publishing of records of their contents has infinitely increased their value to students of archaeology, of history, science and art and to lovers of art. This work further encourages countries to preserve their historical monuments, folk art and culture, and keeps alive appreciation of local arts and customs which are in danger of disappearing before the swift advance of modern mechanism.

Now as to the League's services to artists and students themselves. One of the greatest handicaps that a writer, a composer or a scientific inventor has to face to-day lies in the fact that laws of copyright do not sufficiently protect them. The Organisation for Intellectual Co-operation constantly emphasizes the need for adequately safeguarding the legal rights of authors and inventors. It collaborates in all efforts being made in the different countries for protecting artistic and literary property and for securing the recognition of journalists' copyrights. There exist already two partial conventions designed to protect authors' rights, and the League is studying the possibility of combining these in order to make a universal statute of authors' rights.

Intellectual co-operation has tried to assist students who wish to go abroad by publishing a comparative index of degrees of the leading universities, so that students may know in advance what qualifications they must fulfil before applying for entrance to schools of advance study outside their own country.

Finally Intellectual Co-operation has itself furnished a real and valuable impulse to study on a wider than national basis. In the sphere of education it has suggested to teachers (particularly in the primary and secondary schools) that geography, history, literature and art may be presented to children in such a way as to open doors to an appreciation of the problems and achievements of other countries as well as their own. These subjects may be employed to erect the barriers of a narrow localism about the child's mind, or to enlarge his understanding and quicken his sympathies to embrace mankind.

On November 24th of last year the Committee on Intellectual Co-operation drew up a Declaration on the Teaching of History which called for a revision of school text books in order to take out of the books placed in the hands of children any inaccuracies or unfavourable comments on other countries. This Declaration, which still remains open

for signature, implies that the development of friendly relations between nations depends ultimately upon our success in school teaching.

The League has kept abreast of modern life by giving a good deal of attention to the cinema. Here the Organisation of Intellectual Co-operation departs from the assumption that more effective and useful than merely the application of censorship to undesirable films is the promotion of the production of interesting and entertaining scenarios. This subjects is studied as a matter of child welfare by another Committee of the League of Nations, the Advisory Committee on Social Questions. Both Committees are very much interested in the production of the so-called "educational" films—documentary and instructive films—but beyond this continue to urge the authorities in each country to apply their power of censorship in a constructive way—not merely to ban undesirable films but to promote the production of good ones and to increase the audience for really interesting cinematograph.

While they are concerned with the "intellectual good health" of young people—the kind of teaching they are given in schools and the kind of cinemas they attend—the members of the Committee on Intellectual Co-operation—since they are a Committee of the League of Nations—must finally concern themselves with the study of the matter with which the League itself deals—international affairs. Their studies on problems of present day international relations have been notable; they have been made in co-operation with scholarly institutes for the scientific study of international affairs in many countries; they have brought together famous scholars and outstanding public men; their conclusions reflect some of the soundest and most far-seeking thinking of our time. Annual meetings of the Conference on Higher International Studies have been held since 1928 in different capitals—Berlin, Copenhagen, Milan, Paris, London, Madrid and Geneva. The Conference has published the results of its studies on: The Relation between the State and Economic Life; the Collective Organisation of Security; Peaceful Change; The Teaching of International Relations in different Universities and Economic Policies and Peace.

You will have noticed that many different national bodies have taken part in these joint schemes of study. The essence of Intellectual Co-operation is that it draws forth such study from existing groups; it encourages their work and helps to enrich it by widening their contacts. It does not imply standardisation in any sense. Rather it exists to help each national or local body to develop its particular approach to a problem, to cultivate its special characteristics, but in addition to understand the spirit of intellectual activity in other countries. Not a dull standardisation but a comprehension of variety of expression, and an enrichment of intellectual and spiritual life by collaboration.

Since so much interesting study is constantly being pursued in Geneva—and the libraries of the League of Nations and the International Labour Office are becoming unique sources for such study—it has followed naturally that students flock to the home of the League of Nations in ever increasing numbers. Particularly at this time of year, the holiday season for universities, the court of the League of Nations and the Walks about come to resemble a university "campus". A number of summer courses on different aspects of international relations are arranged by voluntary institutes and organisations and these attract students of law, politics, history and economics.

A short time ago a meeting of the Major International Organisations, among which are included university and student organisations, met in the League building under the auspices of the Organisation for International Co-operation to discuss problems common to students and educationists of different countries.

Indeed, at this moment the League of Nations seems not so much an association of Governments as the home of scholarship. The Organisation for Intellectual Co-operation has created a community of thought—surely a true foundation for the building of good relations and co-operative enterprises among the different nations of the world.

STUDENTS' STRIKES—A PSYCHOLOGICAL STUDY

By

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No one is unfamiliar at the present day with labour disputes and labour strikes occurring in different parts of the world, since the Great War: but it is only in the last few years that we witness the painful frequency of strikes in Colleges and Schools in many parts of India and Burma. The saying is very common that strike is a disease which spreads rapidly like an epidemic. While, of course, admitting this statement in a sense, I would add that strikes organised by students in a College or a School is the most dramatic episode in educational pathology. The persons, who are most directly affected by strike, view it to be the culmination of forces considered to be immoral. This is a weapon usually resorted to at a time when two groups begin to have a violent quarrel and have abandoned all attempts at a peaceful and reasonable settlement of disputes. In spirit and in operation it therefore very much resembles war. While much of this mystery of the epidemic of strikes can be unravelled, still a great deal remains obscure in the analysis. In the occurrence of these strikes no one is able to trace the real cause, and no one endeavours to adopt the proper method of discovering it. No one can expect the guns to go off of themselves in war without an economic or political motive forcing the minds. Even so, a strike does not occur without having its psychological basis and its psychological meaning.

In carrying out such an investigation one could easily trace certain identical psychological motives for strike between the hand-worker or the labourer and the student or the thinker. If it is thought that all forms of human energy is labour, it is also possible to think that in certain respects there will be no difference in point of view and outlook between the hand-worker who strikes and the student.

I. DIAGNOSIS.

The problem-student and mal-adjustment.

Most strikes seem to arise from very trivial causes. Anything which may occur in an institution that may tend to lower the morale will under suitable and appropriate conditions cause to sufficiently intensify the unfavourable conditions and lead to strikes. Some of those who bring about strikes may be called the 'Problem-students'. As educationists

would view them, they are either chronic health problems, or chronic attendance problems or serious attitude problems or marked disciplinary problems, and the like. These are cases of mal-adjustments and from the point of view of the authorities of the institution, they would be better off without them. Because, even if such problem-students make an effort, they bring about faulty adjustive efforts and would be failures in vital life situations. It would of course be quite easy for the management to say, "We don't want these individuals: and why should we feel any responsibility in the matter". But there is another point of view that is to be considered. The boys, as the parents wish, must get education in spite of their disabilities. Their hope is that the school will provide the proper atmosphere and training. They want these children to get the proper mental hygiene. The parents' hope is that many of these children through careful study and training in school can be properly adjusted and become fit for later life. As statistics, and experiments carried out in other countries in this direction show, much can be done to improve them. It is highly necessary and useful that educational institutions should undertake this responsibility and create facilities for the early recognition of such problem-students: and by careful diagnosis and treatment try to prevent such mal-adjusting tendencies which later may lead to unfortunate social evils and conflicts. For dealing adequately with these problem-individuals and to discover their difficulties there is required a trained psychiatrist who should be able to form an adequate programme of diagnosis and treatment for the various mal-adjusting personalities. He will do this by a classification of the students' social history, their behaviour, physical and mental abilities, etc. Such a careful study, will, I am certain, give a thorough-going picture of the whole individual—his ability to do his work, the type of behaviour he is characterised with, his attitude to major life situations, the influences which he has had or will have from his constitution, his home and his work, his early schooling, his susceptibility to outside influences, which may all have their cumulative effect on his career. The student's family history, his home problems in its economic aspects, his health, his psychological nature, his religious and social convictions, his moods of discontent and friction, his unwholesome atmosphere if any, his impaired family relationship if any, his early educational history, his attitude toward work and to other persons, his stamina for work, etc., should all be enquired into. Investigations of all these will shed ample light on his personality make-up.

Examination of his intelligence could be carried on, for discovering his special ability or aptitude for certain studies by means of psychological tests: and the study of his personality by an interview with the psychiatrist. The principal of an institution must himself be a clever diagnostician.

It is easy to conduct a psychological test of mental abilities to assess his aptitude for special studies but it is difficult to carry out a personality investigation since it requires a comprehensive method and technique. The psychiatrist, if he could be availed of, would adopt a technique by which the individual's dynamic approach to a task, the main trends of his mental life, the patterns which he has formed in his mind, his habits and ways of doing the things, his attitude towards others and to himself and to life situations, his fears, complexes and conflicts, his successes and defeats and how he will take them, his emotional and instinctive forces, will all be carefully evaluated. Obviously in view of these strikes in schools and colleges, as it may be for other good reasons, it is essential for educational institutions to carry out these intelligence and clinical tests. If we have not done so in previous years it is perhaps necessary to do so now.

Lust of winning.

It is quite a common experience from our acquaintance with modern society that there cannot be a complete unanimity of opinion between the employer and employee. The same can be seen to characterise the relationship between those who conduct the educational institutions and those who work in it, be it the teacher or the student. Pulling in opposite directions is a phenomenon which we witness in these groups. If conflicts are to be avoided some working compromise has to be devised and then alone the wheels of education in these institutions can turn smoothly. To illustrate this tendency to pull in opposite directions we can draw an analogy from the psychology of controversy. In most debates we have seen, where problems even of less vital interests are involved than those which may cause a strike, the tendency is to battle over a point not for truth's sake but for the sheer lust of winning. This desire to fight over issues is witnessed even among men of great learning on disputes of fine theoretical problems because their *amour propre* would suffer if they would acknowledge defeat. Many times has it happened that the students put forward unreasonable demands before the management and yet after knowing them to be unreasonable have fought tooth and nail with authorities. The same can be seen on the side of the management. The management would fight not because it wants to be brutal or grasping but wants to run its own business as it sees fit.

Lack of interest and incentive in work—Unemployment.

Industrial psychology is able to trace the cause of labour unrest in the specialised work of the modern craftsman and labourer which is devoid of intrinsic interest. The workman finds no interest in his work except the pay he receives. Hence his constant demand for more pay.

The kind of work he is asked to do precludes the possibility of creating a love for work. Most of them hate it. Education as framed by us and taught by us has come to such a state. It has become so stereotyped and mechanical that it is hard to believe that students love it. What with the numerous examinations, the heavy syllabuses of the school and college curricula and the dull routine of life that they lead in some institutions, it is impossible, nay unthinkable, that they could be infatuated with such work. The threats of unemployment that every student knows he has to fight against and the system of modern educational methods of teaching which is quite unsuited to his future career and to the requirements of the country are factors which work strongly in the students' minds, and they rebel at a time when a favourable opportunity presents itself. What it amounts to is that the student does not wish to apply himself to the fruitless conventional task. This is what we wrongly call his laziness.

Repression.

It is indeed unfortunate that from earliest childhood the tendency to activity is repressed. We don't do anything to repress the child when the child's organs are immature to make any movements, but so soon as he begins to move and becomes a source of annoyance to us by meddling with our things we strap the child in a chair or cot or pen him in a coop so that he may not break the glass vessels or pull the table-covers and books laid on them. As he grows older we give him a series of don'ts, as not to fight if any one offends him, not to play as he may like to, not to eat as he would like to, and in such other ways compel him to behave like a gentleman. When he becomes inquisitive and asks questions he is told to keep his mouth shut. The training afforded in schools seem to me to be a continuation of the same process of repression. He must either keep quiet or ask only the questions which according to the teacher is consistent. He must not go his own way to read whatever books he likes because he must stick to the programme of the teachers. The same repressive methods seem to continue even in after school life. The workman or the employee is strictly asked to do the work he is allotted and not to argue, and we take pride in saying that he is disciplined into doing it. He is a good workman or a good student who pretends to do with vigour what he is asked to do, does it in time, and keeps his mouth shut. This is what is taking place in many of our educational methods. The student may be treated as worse than a machine because in that way it is thought he is easier to handle. Doubtless he is by the weight of discipline, which is another word for repression, easier to handle than a machine because he carries out instructions and can take care of himself.

What is laziness?

Our accusation that a student wastes his time and is lazy is owing to a lack of understanding of human nature and its psychology. No one can be normal and yet be lazy in the sense of being inactive. The lazy man does certain things but he is not willing to fit himself into the allotted task. He does not want to do just as others want him to do. The lazy man is usually thought of as one who wastes his time by sleeping to an unseemly hour without doing any work. The proper way of understanding him is to think that he has a conflict within himself between what he likes to do and what he ought to do. This pull in two directions keeps him from acting at all. He does not want to do the conventional but is being compelled or drilled against the unconventional, so that he dare not do the unconventional. Laziness is a kind of psychosis which results from the conflicts between one's passionate desire to do the unconventional and yet fearful of the results combined with an aversion to do the conventional.

We bring up our children by making them do things which we ourselves like by physical force, which he may not like. In the period of his adolescence we train him by certain suggestions which are repressive in character like shame, the necessity of not being different from others, ambition and the economic motive. We teach him that if he is to obtain the blessings which others get from life he must work to get money and he must do what others do in order that he will be able to fit himself properly into the world-scheme. He is thus made to do the distasteful things. After some time, since the distaste cannot remain for long, it vanishes. But it does not disappear altogether. He only gets himself adapted to it. It is like tasting by compulsion something which one has aversion to. When he cannot avoid it but continues tasting it the keenness of sensation becomes lost. However, the fact remains that it is distasteful. Taking this for our comparison we can contend that there is perhaps, in the type of education which we offer in our schools and colleges, nothing which gives the students the required attraction. Education as we endear it at the present day is not for its own sake but for its economic value. It is viewed as only a means to an end. When even this economic consideration which serves as an incentive for education becomes a little abnormal as in unemployment—when education will not buy as much as it was hoped to buy in the market—it is easy matter for the students to get into a frame of mind when they will be willing to quit rebelliously.

Inferiority complex.

The student who brings about a strike might have once been a hated and unwanted child. Hate is anti-social and love is that which brings

about friendliness and fellowship. The child who has been made to feel he is not only unwanted but hated cannot in later life avoid feeling that his fellows are his enemies and society refuses to give him a place. Such a belief offers a good breeding ground for rebels, criminals and strikers.

Whatever may be the repressive influences, whether at home or at school or in society, the normal growth of personality is checked by them and they arrest the normal outlet of emotion and stultify the individual in many ways. Too great severity by the parent or the teacher in reproving the boys causes neurotic troubles which in turn may cause guilt-complex in them. Some may suffer from inferiority complex from local social status. A student of low mental capacity who takes to education will have the inferiority feeling when clubbed with an intelligent student. The individual who is emotionally unstable expresses an inferiority feeling, his inner life having been blocked by a prior emotional experience. Individuals suffering from inferiority complex may be divided into two types. The negative, sullen and choked type is one. The boy will be reticent, will talk little or nothing, and will often turn within and gnaw at his own soul. The other is the positive type of person who feels inferior and therefore desires to do something. The something which he wishes to do is called compensation. Very often in these cases there are false compensations which are anti-social. The compensation is employed in order to mask and disguise the inner feeling of inferiority and incapacity. We can find an example of this sort in the physically small man who tries to compensate for his shortness by his boastful swagger and bullying demeanour. Inferiority complex might arise at any period of one's career, even late in life, the cause of which might be traced to the history of his childhood. As a child he might have been brought up by his parents in environment of uniqueness, petted and fondled very much. He becomes therefore a spoiled child. He grows up from the atmosphere of importance and uniqueness and tries to adopt the same emotional attitude towards others in society as he had been doing towards his parents, and would not brook any thwarting of his will. He may desire to be always at the centre of things and be superior. When such an individual is humbled and he feels that he is made subservient while others ought to be, he becomes insane and rebels.

It might be interesting to know that those who run the school might themselves suffer from this inferiority feeling. The teacher or president of the school who is of a bullying and aggressive type and who is fond of over-assertion and domination is expressing but a compensation for his insecurity and inferiority. A headmaster who bullies his students does so with the secret dread that his powers may not be adequate to maintain discipline and obedience. This inferiority compensation can

also be seen in such instances as a husband bullying his wife or a parent his child. All this is a compensation for what they cannot get done in a normal way, and they want to take it all out of those on whom they think they could exercise domination. Whereever we witness fighting, assertion, tyranny and strikes there we find a lack of self-confidence and personal inadequacy.

The repressed individual is always at a point of strain because shame, humiliation, resentment and anger are factors which do not get absorbed into his system. That is because these factors are not part of his system. He cannot keep his emotion under. The emotion struggles to come to the surface and in the attempt to keep it in subjection the individual develops an abnormal personality-complex.

Another noteworthy feature which is discoverable in such personalities of inferiority feeling is the refusal of life. It is not without sufficient cause that a man drifts into social perversity, chronic alcoholism, trickery, strikes, etc. We find in the ranks of such men many discouraged souls who have lost faith in themselves. Somewhere at times in their life they have suffered rebuffs and disappointments, and their present attitude is an easy way out of the situation. His behaviour comes out of despair. He begins to have dreams of triumphs over his enemies and hopes of final victory. The longing to shatter the present order and reach an ideal system are fantasies which pass and repass his mind very often. The student who is shut in school and is made to grind a curriculum which does not interest him is captivated by dreams and imaginings of what happens outside in the political and economic world. This mental escape from reality develops in him ideas of greatness and delusions of grandeur which of course leads to serious consequences.

Careful investigation will lead us to the discovery of certain psychic characters in the striker's dirty blouse such as uninteresting work, long hours of work, hailing from poor district or from criminal district, poverty, destitution, lure of politics, unemployment, etc. Individuals who cannot sublimate these forces suffer from irrational inferiority obsessions. In course of time they become inefficient for work, drift away, lose interest, drink, desert their family and social surroundings, bring about a strike, commit violence on person and property, mutilate the furniture or other belongings of the institution and become fit fuel for conspiracies. Such a man's mental condition is one of stress and unfocussed educational psychosis. He is incapable of being wilful or responsible and develops a mental disease. In opportune moments, the higher intellectual processes in him, which must have been inhibiting or keeping in check the emotional tendencies and unpleasant conflicting experiences of the past, lose control on the psychical side. Fatigue and

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uninteresting study might impair this control; and past conflicts, repressed and unsatisfied desires which have been banished into the unconscious find free vent. The mind becomes tormented with the emotive experiences of the past which might be either religious, social, domestic, political or economic. The individual might have been repressed in his creative effort at home or at school and his self-assertion might have been wounded. The mind is unable to have a mastery over those repressed tendencies and it begins to lose the proper prospective.

Physiological changes.

Such emotional experiences when they tend to express themselves are accompanied by over stimulation and activity of certain organs of internal secretion; and over exhaustion begins to act deleteriously on the organism. At the moment of sudden emotional bursting a shortage of both physical and psychical force arises. The over strained individual becomes unduly irritable and sensitive and lacking in self-confidence. He begins to attach undue importance to trifling and small slights and injuries and exaggerates his fancies and sins, his greatness, sorrows and disappointments. He will find it impossible to dismiss his worries from his mind.

Projection.

The environment in which he begins to act in such a state of mind enables him to project his fancies. Instead of rebuking himself he reproaches others quite involuntarily and forms delusions of suspicions. In what was described as negative inferiority type, extreme shyness changes into utter defiance and cowardice may become foolhardiness. He will try to escape his own foibles, mistakes and emotional complexes by rationalisation which he may invent subconsciously and which he is prone to think are genuine explanations and reasons for his behaviour. The striker puts forth such defense mechanisms in an insoluble emotional behaviour. The employer as well may put forth such defense mechanisms to conceal his inferiority. The management as well as the students, each knowing that they have much to reproach themselves for, unconsciously seek to escape the consequences of such reproach by fixing the blame on the other. This is so because, in industry and in educational institutions, distrust and uncertainty, irritability and defiance prevail. Conflicts arise not only from overstrain but also from the unsatisfactory conditions of present day education which seems to stultify the natural instincts and emotions of students. Troubles, which have their origin in early childhood and remain in the unconscious, begin to find their outlet on a favourable soil, i.e., on the psychopathic disposition of the individual. The mentally unstable student or employee is a nuisance to the management and to his fellow workers. Himself unfit for work and for

normal environment he joins the excitement mongers and disturbers of peace.

Tiredness and temper.

Tiredness and temper go together whether it be in a factory or in educational institutions where long working hours are had. They may arise from the strain imposed on students by the inordinate desire for examinations at frequent intervals. How this has reacted on students is too well known in some recent strikes. Multiplying examinations and arranging longer hours of work, which might be temptations to schools and colleges for producing better results, are contrary to sound psychological principles. Tiredness and temper—both of these constitute a powerful explosive as destructive of social fabric as of property and human life in war. The students waylaying the superintendent of an examination and severely man-handling him, smashing chairs and tables, making a bonfire of teachers' coats and turbans to the amusement of the public are acts which show a sorrowful spectacle of what tiredness and temper could do.

Imitation—Trade Union technique.

Animals and men learn many things and acquire many emotional experiences by imitation. The child learns by imitation many things from its parents and forms response patterns which are built up on words uttered by adults. Therefore we say that children are extremely suggestible. Even so the young men in schools and colleges. This imitative tendency exists throughout life's span. Students are highly susceptible to outside political and industrial situations. There is nothing in these persons, chiefly among those who bring about strikes, to interfere with the execution of such acts as are suggested by outside influences. Public men and politicians in fact hold the attention of the young men by their propagandist work both in speech and through the press. What they preach seems to find an easy right of way in its competition with the other stimuli given by the school to these students. Students act like children and begin to respond uncritically and automatically by suggestion.

The conflicts between employer and employee and the weapons used by the extremists on both sides are very well known at the present day. The extremist employer refuses to face the facts of modern industrial conditions and insists on keeping labour in its proper place. He assumes the prerogative of dealing with the men whom he employs as he likes. He resents interference from outside sources. He refuses to assume any responsibility for the welfare of the workers and thinks that it is the employees' business to work and his to pay them the wages. If he has

been himself a worker he thinks that what was good for him at that time when he was a worker will be good enough for the labourers. This might happen also in educational institutions concerning the relationship between the management on the one hand and teachers and students on the other. The employer may not care to improve the social atmosphere of the institution or care for friendliness among its members, for fear that they will make them more discontented. His object will be to break up any teachers' or students' organisations and to scoff at them whenever possible. Let others rise as he has risen, will be his motto. He will look on unions as hostile associations. If those under him misbehave he will think he ought to increase his powers proportionately in dealing with them.

The employee, who may be the teacher or the student, smarting under an inferiority feeling imagined or real, puts forth defense mechanisms and assumes an equally impossible attitude. He asks why should the employer have such power, such position. "As a vital member of the institution, I have a right to express my voice and opinion and even have a share in the management and policy of the institutions as I have a vote in the Government of my country."

The student like the worker in an industrial concern feels that he has also rights to demand as he has duties to perform for the growth of civilisation: for future civilisation he thinks, and rightly too, depends on the younger generation. The authorities of schools or colleges must outgrow their old-world ideas that students can be subjected to do their injunctions and they can be treated as mere automata. Students nowadays have a point of view to express. They feel a companionship and a sense of unity among themselves as never before known. This is the trade union spirit. He refuses to be an isolated atomic individual as of old when each might have been against his fellows. In spite of their individual hostilities they feel that they belong to one group or organisation with common interests and ideals. This feeling of oneness and aspiration for common ideals and interests seems to be more predominant among workers and among students than among the teachers and thinkers. The student thinks that his work and his task are not less important than or inferior to those of the teacher. He demands freedom, and seeks fellowship with teachers. Failing to obtain these he resorts to trade union tactics. Unions are formed and the principle of collective bargaining is resorted to. By such collective methods they feel a new power which they have not felt before.

With this impression of large numbers there comes about a feeling that their demands are just, as they come from these large bodies. Agitators begin to put forth their demands by the control of these crowd mechanisms, by public sympathy and by radical literature. Unions very

often begin to function not as concerted weapons for redress of grievances but as defense mechanisms in order to compensate for imputations of inferiority. Communalism might operate as an insidious case in these students' unions which might be provided with fuel and fire with what goes on in public life.

Among employers, as among members of trade unions, there are men who have shown an unreasoning attitude, narrow-mindedness and selfishness. Conflicts arise largely from avoidable mismanagement and misunderstanding. The question which we should ask is how far this may be made to disappear by increased education, by changing moral and social standards, and by advancement of knowledge.

Intellect, instinct and emotion.

The work of the intellect is to cause a delay between stimulus and response, and in many situations it tends to modify the latter in accordance with certain necessary conditions. Intellect is characterised by inertia. It tries to dominate one's instinctive impulse by its activity and sometimes it may appear that its responses have, at least superficially, no relationship to the stimulus.

Our emotional processes and quick instinctive expressions are on the other hand much less affected by inertia than by intensity. The inertia in the intellect requires some time to overcome itself but in emotional and instinctive expressions it is not so much time that calls forth responses but tests of crisis. This is characteristic of the crisis known as strikes. This difference, between the intellectual expression which takes time and the emotional which is impulsive and sudden, may be seen to differentiate the teacher and student organisations. Agitators, as in student organisations, are unable to work the teachers up for a strike. Why is it so, even though the teachers are more poorly paid than the ordinary workman? Because these men could not act easily owing to their having been accustomed to use their intellect and inhibit their emotions. The intellect in them dominates easily over their instinctive impulses. They like work for work's sake. They will have to sacrifice a great deal of what has satisfied their intellect before they would be willing to quit. It may also be known, keeping in mind this distinction between intellect and emotional expressions, that in certain districts where persons are apt to be highly emotionally excited strikes would be very common. That explains the endemic nature of such conflicts.

The radical and the man of insight.

He who tries to organise a strike is a radical. The radical thinks that he must cure all social ills and change the entire order of things.

He desires that one man should not possess more of the world's goods than another. He suffers from the psychology of the "have nots." He lacks insight and projects his self-accusations as persecutions and repressions. He thinks as the old army saying goes "that every body is out of step but Jim." Psychological tests reveal that the radical as compared to the man of insight has negative correlation, i.e., the radical is low in his insight and *vice versa*. This is tested and proved by raters on experimental evidence. A man might be considered a radical when he takes up a view which is not accepted by the majority, but the radical whom we refer to here is an individual who is by nature such and who has the obsession of inferiority, and rationalises for compensation. He tries to achieve his ends by revolution rather than by evolution.

On the side of the management there is the man who tries to resist all changes. He has also his own conflicts. He tries to keep his regime unimpaired, however unfair it is, which has put him in such a position of power. He therefore defends the existing scheme on the grounds of tradition, past experience and morality. It will be obvious that many of the arguments put forth are rationalisations as are those of the employee.

Crowd mentality.

The psychology of crowd mentality is present in the group of strikers. The responses of individual members seem to be augmented and facilitated by the presence of other crowd members, in the speed and strength of reactions. In the crowd the individual becomes very drastic and violent in carrying out his impulses than when acting by himself. The crowd man begins to free himself from moral restraints. Those who do not join their union or fall in line with their activities are considered by the agitators in the crowd as enemies. They are considered as intruders and they want them to be crushed. The egoistic drive is present in each striker and he wants others to do as he himself does. The satisfaction of the personal and egoistic drive in the strikers pits itself against regard for law and social codes. Reason is at a nullity in crowds. The crowd men are influenced only by their unconscious sentiments.

The tendency to get into the 'herd spirit' is not new. It exists in human as well as in animal nature. Both the school authorities and students might get into such a spirit imbued with what has been termed its own defense mechanisms, each group resolved to defend its own position and seeking to destroy the other herd.

Crowds are credulous, impulsive and irritable. They are at the mercy of all external influences, and the public may wrongly incite the crowdmen because they are easily obedient to suggestion. They suffer from illusions and exaggerate their sentiments and go to extremes. Morality

becomes far different in crowds as compared with that of the individual. *Sentiment.*

Neglecting the sentiments of human nature whether it be religious, personal or social might bring about strikes. The strike of students in the Oosmania University for the ban on singing a particular song, that at Guntur for the retention of a former principal, are instances of the violation of human sentiments.

II. SOLUTION

The problem which we should undertake to solve is, how to make the students love their work. In a society such as ours we cannot allow the young students to do as they like and to commit the tragic blunder of organising strikes with the unwholesome suggestions and influences which they get in such mad career. Educationists should know that attractiveness of work which the students are expected to do is more important than coaching for an examination. It is not the economic value of learning, as we know at the present day, that affords the incentive or gratification for work. If that is really so, the student will get all he can and will take any means possible to obtain it. He must be made to do his work with other motives, so that the worry of unemployment will not deprive him from even now. The only remedy that will lastingly overcome this unrest is to make work increasingly interesting. The student will then become closely engrafted to the institution. This applies equally to all classes of men from the industrial to the professional man. Educators should get rid of the notion that anything interesting will either for that reason be useless or conduce to inefficiency of study. The old method of teaching used to be that the duller uninteresting subjects were better fitted for the students than the interesting ones because of the disciplinary value of making the student get accustomed to do what he disliked. The modern method is different. It is to present the dry things in an interesting way. Psychology has shown that to do a thing well is to become intensely interesting in it. Education will save much by producing such interest. Enough variation must be left in the framing of timetables to kill monotony of work. The present day student must be studied as a human organism with a purpose in mind, and he must be afforded satisfaction to express his youthfulness. It is wrong to neglect human nature and subject it to privations and repressions. There should be wise employment of leisure and outlets in pleasurable channels for his drives. It would be far better to utilise the pentup youthful energy of students in the play fields by making them kick their legs hard than to see them kick the tables and chairs and smash the window panes in the premises. It would be far wiser to direct their patriotism through channels of social work, literary work and lessons of sanitation for the villagers than to make it bubble

over in strikes. The student should never feel that his instincts are thwarted.

By the timely application of psychological methods, students of the strike mentality can be detected and measures be adopted to prevent them from going downhill. If we care to select the proper remedies for a tubercular patient by early diagnosis, why not do the same with the strike disease by scientific methods like affording vocational guidance to students and remedies prescribed by psychotherapy. The emotionally unstable can be healed. Egocentric feelings, defective intelligence and maladjustments can be prevented from becoming a danger to themselves and to society.

The student must be made to feel that he is vital part of the institution in which he studies, and he should also know that he can make himself important in that institution if he does his work properly. Integration of the conflicts between the two groups, even though there may be occasions to fight it out, may be brought about by the understanding on either side that they are parts of a larger organisation, namely, literate civilised society. One must be glad to find after the conflict that there had been no victors or no vanquished. Plenty of students have sailed into quiet waters after a stormy passage of mental conflict in strikes and there will be no harm in taking them back.

Opportunities should be given for the student to express his self-importance, his self-assertive tendencies and sublimation of suppressed instinctive impulses. It does not matter if the student has one chance in a thousand to make himself important and become a leader or take a similar step; but let him know that he has that chance and he will inevitably be satisfied, and perhaps try to be one. The spirit of students will drop like lead if no such incentive is offered as managing certain associations. It is wise to tell him what qualities are expected of him to judge whether he can be recognised and promoted to important places. Frankness on this matter will work wonders. The teacher or the principal of a school must make the student understand that merit alone will count and not other considerations. The institution may provide recreation rooms, enough scope for the students to ventilate their opinions, holidays, etc., but if the management is not fair and sympathetic to the students and neglects to develop sociability and friendliness the students will spurn such privileges and believe that the authorities are trying to appease them for having robbed them of the softer side of human nature.

We should as teachers know that students are not merely reasoning animals. We must recognise that they have sentiments too. The repressed primitive tendencies which make up the unconscious of the mind of the student can be influenced not by reason and argument but by sugges-

tion and emotional appeals which may sweep away the rebellious attitude in him. The teacher must love the students, play with them, walk with them, eat with them, humour and cut jokes with them and there is no danger that discipline will be lost. The head of the school or college must get into personal touch with every student and there should be no aloofness between him and the student. It may also be necessary for him, if he is a foreigner, to learn the commonly spoken language of the country and converse with the boys in that language. He will know more about the student by that means.

The irrational element in behaviour as it occurs in strikes cannot be cured by anger either by the management or by the students. Would it not be better for the management, in the event of a strike, to call the student representatives or parents and arrive at a solution; as this method as found by experience has worked excellently in industry. The leaders of an unruly group whether in a class room or in a strike must be called for and be made to realise that the teacher or the president of the institution is not unfriendly towards him. Scientific psychological methods ought to be employed just as a physician carries out a blood test on a patient to know his malady and prescribe treatment.

It took several years to realise that religion is made for man and not man for religion. More recently we have been learning that the school was made for the child and not the child for the school. We are in the midst of this Copernican revolution and this is amply illustrated in students' organisations and strikes. We must at least now begin to realise that education must be fashioned to better human nature and for the proper development of its needs. Education and the channels through which it flows can never be stable if this end is not fulfilled.

Very often, in a crisis as strike, we do not care to understand the background of the situation which causes that crisis. To understand the immediate cause of the event will not be of much use. It may even mislead us. To bring about a permanent solution we must dig beneath the surface and grasp the background of feeling. To pretend that one has known the cause which has immediately preceded the strike and try to find remedies by warning or dismissing the students responsible for the occurrence will not be of any avail. The cure lies in a proper insight into the situation.

Care should be taken in selecting leaders for student organisations and they must be of the right type who are not swayed by communalism and sectarian prejudices and not suffering from any obsessions of inferiority. The battle if any which these organisations should like to wage should not be by strikes. Educational institutions must employ

only such teachers as are not tendentious towards a particular political creed or sectarian in feeling.

Strikes are usually viewed as an indictment of the management under which they occur. Proper leadership in student organisations should make strikes unnecessary and eliminate the cause of discontent by peaceful means and arbitration. Some managements may succeed by repressive measures in avoiding strikes, and may eliminate by such means genuine and justified causes of discontent of students. But it is doubtful on psychological grounds whether such devices can bring about a solution permanently by forbidding all student organisations and by taking the wind out of their sails. Strikes cannot be frustrated by an appeal to law. Students unions must be made assets to institutions instead of crushing them.

If we think that democracy is sound governmentally so why should it be not tolerated in an educational institution. Wise educationists who have given their students some voice in determining certain policies in the administration of their institutions show the wisdom of such a step. Their tendency to make impossible demands cease as soon as they know the conditions, having been vested with some authority. When they see and understand for themselves the problems which arise in operating a large organisation they tend to become more tolerant and appreciative of managerial responsibilities. To make them understand, that they do have some power and responsibility gratifies their mastery impulse. It is much more satisfactory for students to attempt to do a thing and fail than to be told that it can't be done, and what is worse for the authorities to say, "we will not allow you to do it."

The teacher must be a personality who has the delicate task of maintaining discipline by the avoidance of too much repressive authority, while at the same time supplying the just degree of authority which is proper for the conduct of the organisation. His ability to wield authority must come about in a natural way as a man. Teaching according to a set curriculum is only half the meaning of the school. The other half is the real psychological education made possible by the personalities of those who conduct the organisation and the social atmosphere that is cultivated there. Their task involves the guidance which they should give to the students for fitting them to the larger framework of the world. To accomplish this the teacher doubtless must occupy a status in society and must be given a decent place in the economic life of our society. It is agreed on all hands that society places its trust in the teachers for shaping the youth of the country. At the same time our society is chary of giving either the social or economic status or making their voice and work felt. Students who are easily suggesti-

ble take only that opinion which society passes on the profession of teachers. The indifference of our country in not caring for the economic and social status and the standard of life that is the teachers' due, I venture to suggest, might be one of the underlying causes of this unrest.

Students at the time of crisis seem to be exploited by propagandist literature, tendentious press reports and sensation loving public. The public seems to take sides with either of the two contesting groups without proper study of the situation and more often than not has its sympathy with the students. They take sides with the students by shouting slogans, organising hartals, carrying black flags, devising hunger-strikes, and arranging public meetings of protest. This is dangerous to academic interests; for such methods change a domestic quarrel into a political issue. Men who are not actively engaged in educational matters instead of intensifying the quarrel have a duty to perform and that is to nominate able men to arbitrate and bring about a peaceful settlement of disputes. They should not use students as tools for strengthening their own motives. It is highly deplorable that shopkeepers and jutka-drivers should profess to understand and deal with educational problems by adopting obstructive tactics. Should workers inflame the students with false notions! I would beg of those who have authority in the ranks of the public not to allow the public to put in jeopardy the most sacred work that has been entrusted to responsible men. Strikes cannot be solved by common-sense.

STUDENTS' STRIKES—A PSYCHOLOGICAL STUDY

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It is not a pleasant task to discuss the alarming trend in modern education, namely, the lack of discipline and the undue emphasis laid upon making things generally pleasant for the pupil. There is everywhere the cry to make education easy. The students who constitute the audience at all mass meetings are exhorted by all sorts of political speech-makers to be impatient of any authority, to exercise freedom in their everyday thought and action, and to regard obedience and reverence as primitive barbarisms. Consequently strikes have become the fashion of the day. Universities, Colleges, and even High Schools have, in the course of this academic year, earned an unenviable publicity by their students organising strikes. Organised rebellion, lawlessness and insubordination on the part of students are alien to the Indian temperament, and are not in keeping with the traditions of our country. Then how are we to explain this epidemic of strikes in several parts of the country? It is not enough to condemn them, and no useful purpose is served by the sermons and exhortations of Vice-Chancellors, Ministers and leaders of men. We must approach the problem in a scientific spirit with an unbiassed and dispassionate mind, and try to understand the situation and conditions that predispose the students to strike, paying more attention to operative forces than to mere events.

Unemployment of the Educated.

The revolt of the students in a organised manner is not an isolated factor; it is in tune with the spirit of unrest prevailing everywhere. Strikes then are only symptoms of a deeplying disease; and the way to end the epidemic of strikes is to get at the root cause and treat it in the best manner possible. The first of the factors contributory to this unrest is the universal discontent with the existing system of education. It is alien, anti-national, devitalising, one-sided, literary crazy, and above all, economically worthless. The melancholy spectacle of thousands of our Graduates going about for want of work is a standing condemnation of the educational work of the schools and colleges. How can you expect students to be loyal, devoted and serious about the studies that will not

even solve the "bread-and-butter" problem? Political orators, Ministers, High Court Judges, and all public men wax eloquent on the futility and the deadening effect of the present education; and the students who flock to these meetings become naturally discontented and disgusted with their lot, and utilise the first opportunity as a safety-valve to release their pent-up energy. If education is really the realisation of human values, if it is really an adventure in creative thinking, if it really contributes to the expansion and enrichment of personality, if it is indeed a preparation for life and secures an opening to earn one's livelihood, will the students waste their time and energies in these harmful pranks? The motive to study and the will to succeed are now lacking. Lack of motivation is at the root of almost all maladjustment. Therefore steps must be taken immediately to overhaul the system of education, and make it really a means to livelihood, manhood, and personal growth.

No Creative Urge.

Secondly, the dullness, the dryness and the mechanical deadness of our educational institutions and the exaggerated importance attached to the passing of examinations have resulted in stultifying curiosity, drying up the fountain-heads of originality, and killing the initiative and creative energy of our pupils. There is no thrill, no excitement, no stimulus, no creative urge in the routine work of the school. Naturally, therefore, the normal boys seek an occasional escape from the humdrum monotony in organising these forbidden but interesting experiences. Education must be regarded not as a routine designed to facilitate the assimilation of dead matter, but as a group of activities by which reasoning powers are exercised, curiosity aroused and satisfied, and creative impulses fulfil themselves in joyous achievements. Man has need for creative expression. His primal nature is to manipulate, to create, to be a cause, to construct; and when there is no scope for this creative urge, his idle brain becomes a veritable workshop of the devil. Truly therefore does Prof. Munsterberg say that "Tyranny and cruelty, gambling and betting, and above all, crimes and strikes have always been the psychological means of overcoming the emptiness and monotony of an uncreative and unstimulating life."

"Abandon Selection Examination."

The painful reaction of students to the mechanical and soul-killing nature of the prevailing system of examinations is evidenced by the demand for the abolition of selection! I think there is much in this attitude. The selection examination is primarily intended to artificially boom the results of the school, and indirectly to save the reputation of teachers. It is, in plain languages, a selfish expedient. When the stu-

dents are promoted to the Sixth Form in July after a rigorous examination, the teachers there become morally responsible for their mental equipment for the School Final Test. Is it not unfair to detain them within 4 or 5 months, when there is a chance of the students passing completely or in one or two subjects, and then appearing privately and passing in parts? You want to sacrifice promising youths for the doubtful honour of a higher percentage of success in your school or in your subject! This is educationally unjustifiable, and no wonder the more sensitive among the students protest against this ignoble trickery. I know a number of High Schools and Colleges that have entirely dispensed with the selections where the relationship between the students and the staff is most cordial, and where the students have justified the trust placed in them and have produced splendid results adding honour and glory to themselves and to the Institutions.

Where are the "Gurus"?

So much is talked about the "Guru Sishya Bhava" nowadays. Are the modern students so wicked and evil-hearted that they do not recognise the worth and merit of their teachers and revere them? I think not. They are a shrewd lot, and see that their teachers are helpless, mercenary, servile and oppressed set. Do they not know the insecurity of their tenure, the insufficiency of their pay, the teasings and the tyranny of the Heads, their slavish mentality and inferiority complex? Do they not read in the newspapers about the Teachers' Association which are more or less labour union clamouring for higher pay, fairer treatment, lesser cuts and protesting against suspensions, dismissals and dispensing with the services of those who have reached their maximum pay? Where is the model of perfection for the students to regulate their conduct? "Physician, Heal thyself!"—can be the only retort to the teachers who find fault with the boys for their discontent and restlessness. True, if the teacher is not fettered by commercial and rule-of-thumb standards, and if he is properly equipped for his mission, he would certainly brighten the school-room with his personality and enthusiasm, and inspire the pupils with the romantic and exciting nature of the information which he imparts. There will then be no need to find excitement in mischief.

Redress of Grievances.

Strikes are often engineered by students for redress of grievances. The teachers and Headmasters should not stand on false dignity and prestige and assert their authority indiscriminately. They should view the matter sympathetically and satisfy the needs of the students if they are legitimate and within their power. It often happens that men in authority lose their heads, and get panicky when there is a collective

appeal or concerted action. The corporate and co-operative action of the students is a matter for approbation; there is the sense of moral indignation at an existing evil, and there is the determination to challenge the corrupt order unmindful of personal consequences. Such attitudes of mind must be encouraged. The teachers are in *loco parentis* to the pupils; and love and affection must prevail in their contact with them. Calm deliberation and sympathetic imagination should characterise their every day conduct; they must realise that they are dealing with immature minds and that the students are the citizens and rulers of tomorrow who ought to be handled delicately and affectionately.

The School Atmosphere.

Another predisposing condition for the tendency to strike is the failure of institutions to build up the right kind of atmosphere, and bring up the students in the dignified and noble traditions unique and peculiar to them. An inherent sense of loyalty and pride in the good name of the school, and the traditional sanctity attached to it will create a sense of responsibility and devotion and reverence, and will prevent them from launching on an undertaking likely to bring disgrace to their *alma mater*. The "atmosphere" which we associate with the Madras Christian College or the Srirangam High School is not a gift of the gods, but cumulative effect of the splendid work of generations of students and teachers and heads. Individuals flourish and wither away, like the grass of the fields; but the fruits of their work endure, and make possible the development of further activities, and thus lay the foundation for a noble tradition. It is such an institution that offers the best laboratory in the world for the early training in social adjustment, altruism, personal discipline and moral character, and serves as a powerful prophylactic against strikes and similar anti-academic activities. If an institution lacks this unique intangible but potent atmosphere, it cannot be an effective educational instrument; and it is there that students' strikes, malpractices in examinations, inefficient teachers and cowardly heads thrive.

Partners in School Management.

The respect and devotion of students to their institutions can easily be strengthened by allowing them to take part in the management of its activities. Students' courts, co-operative societies, Dramatic and Fine Art Associations that contribute periodically to the permanent endowment of the school or college create an increasing interest and responsibility; they begin to feel that they have a hand in the running of the institution, and therefore are more eager to build up worthy and honourable traditions, and maintain the dignity and reputation of their institution. This feeling of partnership is the safest and the most potent weapon against organised rowdiness and revolt. It is only when students

identify themselves with the institutions that they will realise the utter futility of strikes, and their calamitous and disastrous after-effects on themselves, the staff and the society.

Develop Social Skill.

A powerful antidote to strikes is to realise the need for greater social activity inside and outside the curriculum, and organising different forms of social work. Adolescent youths overflow with energy : and unless this energy is sublimated and made to function in socially useful channels, it is likely to find an outlet in anti-social behaviour. Adolescence is the period of intensive building of social ideals ; schools therefore must influence them by instilling in them the fact of fellowship, the duty of service and the power of sacrifice. Service implies brotherhood ; and brotherhood implies love : and by love is meant harmony, co-operative feelings, fellowship and understanding. If students are engaged in voluntary spare-time service by organising night schools, visiting slum areas, explaining principles of hygienic living to villagers and rendering help during floods, famines, cyclones and epidemics, they will have no time for rowdyism, strikes and mischief, and will spontaneously develop the habit of self-subordination, self-control and self-discipline. Social work establishes "human contacts," develops the spirit of tolerance and "give-and-take," and nurses such qualities as loyalty, truthfulness, justice, perseverance and self-control which are the foundations of character.

Self-control—The Measure of Manhood.

I come at last to an important aspect of education which is not in favour nowadays. I mean "discipline." Children do not know right from wrong; they cannot choose; their will is still in the making; they do not know what they want. Therefore it is a sin to misguide the youth and ask them to strike and quit schools. He is a menace to humanity and civilisation who tampers with immature minds and exploits them. Freedom, personality and power of will are of course splendid things ; but they can be earned only by rigorous discipline. And the first task of education is to discipline the pupil and train him in self-control. The crimes and follies of mankind are mainly due to the lack of self-control. Infancy and adolescence are the periods of greatest plasticity, and therefore are very important for the formation of character. Carlyle therefore points out that "Discipline is one of the noblest capabilities of man—a richer mine than any in California" and complains that "it is strange to me how it has been overlooked and left neglected by the elaborate and many sounding pedagogues and professional persons."

It is a pity that large portions of society seem at present to have lost sight of the fact that general respect for law and obedience to it is the price of civilised life. We forget that law is the lubricant of interpersonal intercourse. Many things can be done in the wilderness that cannot be done in civilised society. In order to have my own largest measure of freedom, I must give up many things legitimate in themselves. The tendency of unbridled desires destroys our sense of proportion and perspective, and makes us blind to the abiding values of life ; and discipline helps us to be calm and self-possessed, and checks the flippancy of surrender to momentary excitements.

Every child is a candidate for character and personality; and since the school is the training ground of man, his education consists not merely in the drawing out of his intellectual abilities, but, what is more important—in training him in self-control and regularity of behaviour, and in raising his moral plane upon which his energies are free to go onward to create, to be refined and to be of general usefulness. Any flaw in this process results in lost opportunities, delinquency, crime and disintegrated personalities. That is why Plato says that "Man when he gets the right discipline is the most godlike of all creatures, but in the absence of it, the wildest of the off-spring of mother Earth."

The Right Example.

It must be borne in mind that young pupils have an insatiable curiosity and an infinite capacity for suggestion and imitation and consequently absorb the thoughts, feelings and actions of those who are in daily and intimate contact with them. The activities of parents and teachers repeatedly evoke in the pupil emotional responses which later on develop into well-established habits ; he learns to like and admire those activities which are held in high esteem by those whom he respects, and to scorn and despise those which they condemn. Example is so powerful that if it is correct and good, nothing else is necessary. Correct manners, orderly conduct, respect for law and moral principles can be taught only by patient and persistent example. This involves the re-education of the parents, teachers, and leaders, and the formation in them of good character, upright behaviour and right attitudes.

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SOME EDUCATIONAL PROBLEMS*

By

PROF. S. K. YEGNANARAYANA IYER, M.A.,

Education has been defined to be the process through which younger generation of a human society passes to take its place when it grows older in the social order. Problems, therefore, of Education are bound to be as wide as life itself. All the interrogatives of the languages might be used in discussing the problem and yet it would not be exhausted. Whom to educate, when and how to educate and above all why and also who are to educate. We shall consider some of these problems of education with special reference to our country, and to our own province.

The production of a large number of misfits and the ever swelling ranks of the educated unemployed have made even the most enthusiastic champion of the present system realise that everything has not been well with our Education and that some radical changes are necessary and the sooner they are effected the better. Enquiry Committees have been set up and learned reports have been submitted and the Governments of various provinces are seriously tackling the problems of Educational re-organisation. The most patent defect in the present system obviously is that it is mostly cultural in all its stages, Elementary, Secondary and Collegiate, that it does not give a practical turn, or outlook, that it is bookish and not in the least adopted to the requirements of life around us.

In other countries Education seems to be kept in a fluid condition and the Educational machinery adopts itself to the changing requirements of the society. In our country the process of adjustment is rather slow. Education still runs in the old groove which was chalked out for it about hundred years ago and the most pressing problem is the reconditioning of this old structure and making it suitable to the needs of modern times. If we continue this architectural figure we have to see which portion of this dilapidated and tottering house is to be retained, which portion to be completely demolished, what new structures are to be added ; *that is the problem.*

Whatever be the pattern of our new educational structure one thing is certain. Education should be made available to every boy and girl of the school-going age irrespective of the capacity of the pupils' parent

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to pay for the Education. Like health education is one of the prime needs of life. How to ensure this minimum education to every one is *another main problem*. Everyone knows that in what is popularly known as the Wardha Scheme, Mahatmaji and his educational advisors have worked out a scheme of education intended for the masses and not only for the classes. There may be differences of opinion as to subjects to be taught, hours of work, the duration of the course, the financial aspect of management and inspection, the remuneration and qualification of teachers, and many other aspects of the scheme; but there is unanimity about the need for such a comprehensive scheme which imparts minimum basic education to all the children of the school-going age.

The next problem is to provide further education for those who show an aptitude to be benefited by it. At the end of the Wardha stage students should be trained further either for a cultural course leading on to University and higher studies of science and arts or to a definite vocational course after which the student can start life following a definite vocation. Thus education in its three stages, basic, pre-University, and University should be a common highway along which all those students who are intellectually fit to profit by it should be encouraged to travel and poverty should be no bar to any pupil to benefit by that stage of education for which he feels qualified. Education should not be a slippery pole up which only a few rich could ascend.

The real problem is to find out sufficiently early in the school career of a pupil what he may be best fitted for or to use the language of Gita what the pupil's *Swadharma* is. Society even in the most advanced countries of the West has devised no unerring method to find out what a person is best fitted for. It is true that in some countries of the West, especially, in America vocational guidance is given by experts to school students. Such guidance is based on some intellectual tests to which the student is subjected and on a study of his general capacity and attainments as recorded in his school progress-sheet. But this is not an unerring guide, on the other hand, it is only a make shift arrangement though it may be very much better than the absence of any guidance as is the case in our country. This problem is complicated by the fact that even if we ascertain what a pupil is best fitted for, there is no sanction to see that the pupil follows that course only and no other for the benefit of himself and the society at large. In the case of well-to-do pupils who can afford to pay for their education, they are likely to follow their own personal whims and fancies rather than a course chalked out for them by an expert guide.

Our discussion of educational problem must be against the background of the past history of our country and so far as English Education is concerned which is the only working scheme in actual operation in the country we find it was started with a definite object. Macaulay and his

friends who ultimately won in the controversy between the Orientalists and the Anglicists aimed at producing a set of middle men who would interpret the actions of the Government to the governed. Hence it was that Universities were founded sufficiently early and Western culture was expected to filter down. The question of educating the masses has never been seriously thought of. It is true that the East India Company started with sanctioning one lakh of rupees for the education of natives and to-day we are spending crores. Yet, recent investigations have shown that there is a good deal of wastage and stagnation among the school-going children and lapsing back into illiteracy. *The problem*, therefore, for Government is to see that every pie spent on education is spent most economically and usefully, and in order that this might be speedily effected there must be a radical change in the attitude of the Government towards the people. Time was when the Government thought that its function was only policing or keeping law and order; but along the rest of the world we have been changing and our governments are taking more and more responsibility for the welfare of the masses. So far as education is concerned Government have been running only a few typical institutions and they have been expecting other agencies to cater to the educational needs of the land. In fact, one of the previous Ministers for Education went to the extent of saying that members in the Government Educational institutions were their children, members of the staff in Board and Municipal schools were their step children and the members of the staff in the private institutions managed by missions and committees, they were worse than step children. Now this attitude must go and the Government must realise that agencies in charge of education are their colleagues and are lightening their burden, for it is a notorious fact that Government cost of running an institution is very much higher than the cost of running the same by a private agency. Therefore, the Government must fix a certain level of efficiency, welcome all agencies to run schools and educational institutions and should liberally finance them to come up to the level of efficiency set up by them. This would be done only if there is a radical change in the government's conception of its duties to the citizens and also about their real worth. As a great American thinker has remarked "The country is rich not merely in proportion to its natural resources but in proportion to the human resources as well. And it is the duty of the State to make the best use of both these categories of the resources." It is only when there is complete identity of interest between the governors and the governed that the above said conception will dawn upon Governments. So far as Indian Provinces are concerned that identity of interest has been established with the grant of provincial autonomy. It is time, therefore, that the present Governments enunciate their general scheme of educational policy, realising the significance of education in the scheme of national life and making their financial adjustment without laying the

axe upon educational expenditure. It was in the course of the Great War that Mr. Fisher who was the Minister in charge of Education in England got a larger sum voted for Education than during pre-war days. Because, as he put it, "the question is not whether we can afford to spend, but it is whether we can afford *not* to spend."

In support of increasing expenditure on education let me quote a high English authority :

"The economics of public education have never seriously been considered, with the result that elementary truisms are habitually forgotten. Educational expenditure is an investment in human beings, most of whom at present are grossly under-capitalised. Such expenditure can add, as experiments have shown, some inches to their height and some pounds to their weight ; diminish their liability to breakdowns both in childhood and throughout life ; increase their personal efficiency and enhance their capacity for co-operative effort. Persons over 50 are, in the nature of things, a wasting asset : they resemble a coal-mine in sight of being worked out. Persons under 20 have—to put the matter crudely—something not far short of half a century in which to pay interest on the capital sunk in them. A sane society, which was concerned to maximise its well-being would aim at such a vertical redistribution of resources between different age-groups as to ensure that, whoever else went short, *the young did not.*"

I am one of those who believe that educational reconstruction is not the exclusive province of the school-master and though I was a member of that tribe for nearly a third of a century I am speaking to citizens as a citizen. The pattern of the school is bound to be a reflection of the pattern of the society, if there be vital integration between life and school. Re-formation of society and making every unit of society to perform its function in such a way that on the whole there will be maximum benefit both for the individual and for the society, to think of the pattern of the ideal society to which the actual must ever be approximating, these are not surely the task of the school-master only. The poet and the philosopher and above all the student of sociology and the legislator, all must come together and pull their weight in this stupendous task of educational reorganisation with a view to make national life richer and fuller. Hence as a citizen I appeal to my fellow citizens to take more interest in matters educational than they have been doing. The school-masters of the Province are assembling in Conference to-morrow to discuss some of these problems. Let us co-operate with them, follow their deliberations and do what we can to implement them. On your behalf and on mine I wish all success to the 30th Madras Provincial Educational Conference.

The 30th Madras Provincial Educational Conference.

Address of Welcome.



SRI M. S. SABHESAN,

Chairman of the Reception Committee.

It gives me very great pleasure to extend, on behalf of the Thirtieth Madras Provincial Educational Conference, a cordial welcome to our distinguished guests who have readily and willingly consented to participate in the functions of this conference. I have great pleasure in welcoming the distinguished representatives of the public and the delegates of the Teachers' Associations affiliated to the South India Teachers' Union. The pleasure we all feel is tinged with regret that Srimathi Radhabai Subbaroyan and Sri P. Seshadri have, owing to sudden ill-health, found it impossible to preside over the conference. It is our sincere wish that they will soon be restored to health.

The Reception Committee has a feeling of satisfaction that it has been able to secure at very short notice an able and distinguished educationist for the Presidentship. Sri V. P. Audhiseshiah has a good record of work as a teacher behind him and the Conference should consider itself fortunate to have him as President.

FAMILY GATHERING

The Conference of this year is more in the nature of a family gathering. The Chairman of the Reception Committee is a humble teacher who has been pushed to prominence through the generosity of teachers in the Province. The President elect, is, as I have already mentioned, a teacher of great experience. The Hon'ble Mr. C. J. Varkey, who is to open the Conference, was a teacher for a number of years. He was kind enough to open the Educational Conference last year at Mangalore when he was the Parliamentary Secretary. We are glad to see him holding to-day the responsible position of the Minister for Education and I have no doubt you are eagerly looking forward to a clear statement of the policy of the Government in regard to Education in general and of the measures under contemplation for the betterment of the conditions of

service of teachers in particular. It seems to me that Sri K. Venkataswamy Naidu who is to open the Educational Exhibition, has equally strong claims to be recognised as a member, though an adopted one, of our happy family. His intimate connection with the Board of Management of the Pachaiappa College, his long connection with the Standing Committee for Education in the Corporation, and the high office he has been holding in the Secut Organisation, are well known and we are glad that he is here to open the Exhibition.

DELEGATES

The Reception Committee notes with pleasure that the Conference of this year has made a record so far as the number of delegates is concerned. This is noteworthy especially when it is remembered that the 'Go as you please' facilities available in previous years happen to be denied this year. We appeal to the members of the Central Assembly to urge the Railway Board to grant special concession facilities to teachers to enable them to attend meetings and conferences convened by associations of teachers, to discuss educational questions. You, the delegates of the Thirtieth Provincial Educational Conference, have made journeys at great inconvenience and expense. You have before you a crowded programme for three days. In a city of distances like Madras which is unfortunately passing through a period of water scarcity, you may be put to considerable inconvenience. The Reception Committee is anxious to make your stay in Madras comfortable and it deems it a great privilege to serve you. We are conscious of the short-comings in the arrangements for the conference; and let me, on behalf of the Committee, crave your indulgence. The Committee hopes you will have a pleasant time.

In a few minutes, my distinguished friends on this platform will be making a clean dissection of the system of education and be showing you the ramifications of its intricate network. It is, therefore, unnecessary for me to deal with the general problem of education. May I, however, be permitted to make clear to the public and the Government what the South India Teachers' Union stands for at the present moment and what it can do with the co-operation and support of the Government?

REORGANISATION

You are aware that the Government of India has called upon Local Governments to take in hand the thorough overhauling of the present system of education. The Commissioner of Education with the Government of India is obviously tired of the tendency for talk and he puts in a strong plea for action. The Madras Government published its scheme of reorganisation of education and there was a feverish activity for some months everywhere. The South India Teachers' Union expressed an adverse opinion in regard to the proposals in the *Communique* of the

Government and it may be of interest to you to know that the Madras Andhra and Annamalai Universities are opposed to some of the chief proposals of the Government. In the meantime, the Wardha Scheme of Basic Education has been published and the Central Advisory Board of Education has emphasised the soundness of the scheme and also commended it to the provinces with certain minor alterations. There has been a lull in the air for several months and we are in a state of suspended animation. It is more than a year since the Congress Party assumed office. Persons frequently ask us as to what the next step of the Government will be.

THE LAST WORD

The budget speech of the Hon'ble Minister for Education does not give any indication of the mind or intentions of the Government regarding any educational question. His prefatory remark that the budget was prepared on the basis of 'carrying on in the usual way' is susceptible of different interpretations. Interpellations by members of the Legislature do not elicit anything more than the laconic reply that the 'matter is still under consideration.' While other Provinces have shown a determination to make a beginning and also appointed committees to suggest a suitable line of action, we are asked to believe that the Government *Communique* is the last word on the subject of reorganisation of education and that all that is needed is a revision of the syllabus.

CONFLICT OF IDEOLOGIES

One important point that cannot be ignored in the planning of education to-day is the conflict of ideologies in our country and in other parts of the world. How far the increasing tension in the international situation is likely to influence the school programme in the years to come is difficult to imagine. Teachers in South India are seriously told by responsible leaders that they need not concern themselves with anything other than the class-room routine. This advocacy of segregation should appear strange when we find teachers in England are called upon to be ready, among other things, to lead thousands of children to specially constructed shelters in up-country districts with provision for protection against attacks from the air. The India of to-morrow which forms a favourite theme with our leaders can be secured only when it rests on a well balanced and properly reorganised system of education.

HISTORICAL PARALLEL

A hundred years ago, the question of what the system of education ought to be, formed the subject of controversy and there was a battle royal on that. The same question is raised to-day in a still more complex form and a solution should be found if the India of to-morrow should grow

from strength to strength. Can we turn to the history of Indian Education for guidance just now? A good deal of harm is often caused in this connection by laying stress on catchwords like cultural education, vocational education, projects, wardha education and so on. At the time of the introduction of western education, it was a question of 'oriental studies' versus 'western knowledge'. Now, it is 'book-learning' versus 'learning and doing'. The documents and papers relating to the introduction of western education abound in fallacies and half-truths which, at this distance of time, are very amusing. The Macaulay group as well as the Ram Mohan group will be declared by a fair critic to have been unduly severe in regard to their criticism of oriental studies and extravagantly optimistic in respect of the possibilities of western knowledge. The lustre of oriental studies has in no way been dimmed by the unmerited censure of the Macaulay group and their intrinsic value cannot be questioned even to-day. Curiously enough, it is the by-products of the western system of education that come in for adverse criticism on all the platforms to-day. We should admit that Macaulay's diagnosis of the problem was fairly correct and that emphasis on western knowledge was made with the honest intention that the educated classes should become free to think and act for themselves. It is true that some of the arguments advanced by the Macaulay group are fanciful; but the decision should on the whole be regarded as quite sound. The following observation in the minute of Macaulay (1835) is significant even to-day though it was then applicable to oriental studies. "I conceive that we have at present no right to the respectable name of a Board of Public Instruction. We are a Board for wasting the public money, for raising up a breed of scholars who find their scholarship an encumbrance and a blemish, who live on the public while they are receiving education, and whose education is so utterly useless to them that, when they have received it, they must either starve or live on the public all the rest of their lives. Entertaining these opinions, I am naturally desirous to decline all share in the responsibility of a body which, unless it alters its whole mode of proceedings, I must consider, not merely as useless, but as positively noxious." Can the Congress Ministry or the public still have any doubt as to the line it ought to take in regard to the reorganisation of education?

WARDHA SCHEME—A STEP IN NATIONAL EDUCATION

The crisis in education is more serious today. Should the early stage of the traditional literary type be replaced by the Wardha scheme of basic education? What should one think of the opposition from one set of persons? A cent per cent agreement with the arguments of the advocates of the Wardha school is unnecessary for the Wardha Scheme of basic education to be adopted as the first step in national education. Once a thorough overhauling of the system of education is found imperative, it will be prudent and wise on the part of the public to welcome this Wardha scheme which,

more than any other scheme, holds out a chance of making our children able-bodied, cultured, intelligent, and self-reliant. A no-changer who tenaciously clings to the traditional type does as much disservice to the cause of education as one who has an exaggerated notion of the benefits of the Wardha Scheme. The historical parallel points to the necessity for understanding the realities of the situation and extending our whole-hearted support to the Government towards the introduction of the Wardha Scheme. This support of the Wardha scheme need not and should not necessarily mean that the traditional type has no great purpose to serve. Social conditions are continuing to change rapidly and the educational system and methods should also be evolving side by side.

THE UNION IDEAL

A sum of nearly two and half crores is spent from public funds every year on education. There is again the money spent by other agencies on education. How to get an adequate return for the money spent on education is the question that should engage the attention of the South India Teachers' Union and the Government? The Union realises that the ministry of education is not a bed of roses and that it should receive the willing support of the public and the teaching profession. The Union is of opinion that it should have no politics of its own and that education should be above party politics. In the interest of education, the Union holds the view that the teaching profession should not affiliate itself to any political party. There is, however, one important ideal which the Union wants the teaching profession to bear in mind. The community of teachers should take no note of differences of caste, race, creed, language, etc., in the work of schools. Further, it is essential in the peculiar conditions obtaining in our province that our schools endeavour to bring up children on healthy cosmopolitan lines which will prevent their becoming anti-social owing to territorial, linguistic, and communal, or religious bias. The teaching profession should see that the undesirable influences noticed in the society do not affect the tone of the school and that due care is taken to foster the growth of sound conventions, abiding goodwill and mutual understanding among children in schools. Much will depend upon the outlook and attitude of the *personnel* of the teaching profession. The efficiency of the teaching profession and its usefulness to the *body politic* are closely bound up with the opportunities it enjoys for enlightening the public in regard to educational matters and for influencing the educational policy of the Government. In the absence of such facilities, its discussions become unreal and futile. It is a matter for careful consideration whether the teaching profession should not study carefully the problem of indiscipline in schools. A proper school atmosphere is the only remedy for indiscipline in schools. A well-managed school is usually free from dissatisfaction and discontent

and the atmosphere of such a school is one where the germs of indiscipline can hardly flourish.

THE GOVERNMENT.

In the circumstances in which this province finds itself today, it is for the Government to take the initiative immediately and adopt a definite plan of action. While the Union may have no hesitation in assuring the Minister for Education of its whole-hearted support, it should at the same time appeal to him to realise the need for a distinct change in the general outlook and to be ready to take action as suggested by the Commissioner for Education. In the first place, a distinct admission that the education of the people is primarily the responsibility of the Government will remove misapprehensions and pave the way for national education. Secondly, a small representative committee should study the proposals for the reorganisation of education and the minister should formulate on the basis of the expert advice he has received a comprehensive and articulated scheme of national education with a ten year programme. It will at the same time be necessary for him to have the financial implications of the scheme examined. He may have to see how far the present method of preparation of the educational budget is satisfactory. It will be desirable if he could make the cabinet agree to a formula which will be elastic enough to meet the growing needs for education as years pass on. A still more important question which requires his immediate attention is the problem of the managing agency. There is a good deal of complaint about the administration of schools, whether under local bodies or under private management. The fate of several schools is hanging in the balance. Cuts, reduction of scale, stoppage of increments, and retrenchment are becoming common in most schools. The entire question of the managing agency requires to be reviewed in the light of the present day developments and the minister should come to a definite conclusion with regard to the policy to be followed hereafter. Alongside of the managing agency should be discussed the conditions of service of teachers. There is lip sympathy everywhere and it is surprising that, in these days when even persons occupying honorary positions like the Chairmen of Municipalities are successfully urging their claims for allowances to enable them to visit several areas, teachers are still called upon to regard the fluttering and meaningless platitudes about the nobility of the profession as substitutes for hard cash. The Minister should see to it that teachers are treated in the same manner as public servants and that the rules relating to the conditions of service of teachers are not different in principle. Lastly, the Minister should have a standing expert body to advise him on all educational questions. By whatever name it may be called, the need for a Board of Education is real at the present moment and it is essential that the Board should consist of the representatives of Universities, the Management, the Government and the South India Teachers' Union.

CONCLUSION.

The financial resources of our province may be inadequate and inelastic; but what is available can be utilised to the best advantage if education be considered as a whole, and if the Government should choose to take the partners into its confidence. Conditions are changing rapidly and the cry in the Legislature and elsewhere is for concessions and more concessions. The solicitude for the backward classes is praiseworthy but the needs of the largest number should not be neglected. The Union believes that much can be achieved if the department, the management and the teaching profession could sit together and discuss freely all problems. There is an impatient group among teachers which thinks that the Government machinery moves far too slowly. On the whole the Union feels that the Government is not unwilling to improve the lot of teachers and is not unmindful of the work turned out by them. We view with grave concern the financial difficulties of the Government due to the failure of the monsoon and feel that the Government should now receive sympathy and co-operation from every section. We should, however, appeal to the Minister to give careful consideration to the points referred to above and take action as soon as circumstances permit.

OPENING ADDRESS AT THE 39TH PROVINCIAL EDUCATIONAL
CONFERENCE, MADRAS, 8th MAY 1939.

By

THE HON. SRI C. J. VARKEY, M.A.,
Minister for Education, Government of Madras.



I am very thankful to the organizers of this Thirtieth Provincial Educational Conference for the honour they have done me in inviting me to open this Conference. When as Parliamentary Secretary I enjoyed the privilege of opening the last Conference held at Mangalore in May 1938, little did you or I dream that I will have the privilege and pleasure of opening this year's Conference as Minister for Education. If I readily accepted the kind invitation, it was because this Conference gives me one more opportunity to get into touch with the teachers of the Province and to know their views on the many educational problems that are to-day seeking solution at the hands of the Government of the Province. This Conference meets at a time when the Government are considering various problems connected with educational reorganisation, particularly the reorganisation of Secondary education; and the teachers assembled in Conference here could render a valuable help to the Government for solving several problems successfully and satisfactorily.

WORK OF S.I.T. UNION.

This Conference is meeting under the auspices of the South India Teachers' Union; and permit me, ladies and gentlemen, to profit by this occasion to express my appreciation of the good work done by the Union during the past thirty years. These Annual Provincial Educational Conferences, organized by the Union, have served the useful purposes of creating a professional solidarity among the teachers of all grades in South India and of crystalising their ideas and ventilating their grievances in a recognized constitutional manner. It has been able to focuss public attention on matters of educational importance and on the need of greater co-operation between the public or the parents and the teachers for effective promotion of sound education. By publishing the "South Indian Teacher," its official organ, the Union has furnished a common forum for exchange of ideas and an effective instrument for rousing the army of teachers to a sense of their responsibility to the country. By holding Annual Education Weeks under its auspices, the Union has enabled the public to realise their duties in the matter of spreading education and to measure the educational advancement of the country from time to time. By organizing exhibitions and excursions,

as well as by conducting occasional Refresher Courses, the Union has endeavoured to make the teachers more and more progressive in their outlook and equipment. By creating a Teachers' Protection Fund, the Union has championed the cause of the oppressed and the depressed among the teachers of South India and attempted to improve their economic condition. Above all, by its agitational activities, the Union has been working for the promotion of the interests of education and of teachers by constantly placing before the Government and education authorities, the grievances of the teachers as well as the expert opinion of teachers on the improvement of the condition of schools and teachers and on educational reorganization. In these various ways, under the leadership of eminent educationists and teachers like Prof. S. K. Yegnanarayana Iyer and Prof. M. S. Sabeshan, the South India Teachers' Union has done yeomen service for promoting the cause of teachers, for the advancement of education and for the enlightenment of the public. The Union deserves our heartfelt thanks and our sincere congratulations on the success that has attended its noble and useful endeavours in the field of educational progress in our Presidency.

PROGRAMME OF THE CONFERENCE.

Now, ladies and gentlemen, every year this Conference, which is one of the most important activities of the Union, discusses various educational problems and comes to certain conclusions in the shape of resolutions. This year, too, I believe the tradition will be kept up. However, I would venture to suggest that it would be conducive to produce better results, if each year the Union and the Conference were to concentrate their attention on one problem or one aspect of educational reorganization and on one or two of the grievances of the teachers. Thrashing out one problem a year is, I submit, a better policy than dealing with many problems, leaving every one of them half digested or half solved. With greater concentration of attention on one problem at an Annual Conference and trying throughout the year to successfully solve that problem, I am sure, the Union will have more tangible achievements to its credit.

From the programme of this Conference I find that you will be dealing with very important problems connected with elementary education, adult education, and reorganization of secondary education, as well as those bearing on the improvement of the conditions of service and status of teachers. I welcome such periodical discussions, because the conclusions arrived at by such a provincial Conference of teachers have behind them the weight of an authoritative body of educationists and teachers. Such organized public opinion is very valuable to a Government of the people, anxious to get at the will of the people in order to give shape and form to their policy and programme. It is therefore that

I have always welcomed and encouraged organization of this kind and readily consented to associate myself with them as far as circumstances of time and place would permit.

WHAT THE GOVERNMENT HAVE DONE.

Now, ladies and gentlemen, I think it would help you in your deliberations if you had before you a conspectus of what the present Government have already done for reorganization and re-orientation of education and for improving the condition of teachers in the Province. With your indulgence let me briefly recapitulate the major reforms carried out by the present Government during the 22 months of their administration. Such a stock-taking, I believe, will help you to see what has already been done and what still remains to be done.

I will first refer to the policy of the Government in regard to the place of Indian languages in our scheme of education. That the language of a district or the mother-tongue of a pupil should be the medium of instruction in all the classes of a high school is a healthy reform introduced by the present Government and universally appreciated. The next thing to be done is to make each of these languages the first language of study, making any other language, Indian or foreign, a second language. The first step in this direction is now taken by making the mother-tongue of the child the first language of study, making English the second language, in the revised syllabus for all elementary schools. Gradually we may introduce this policy into the secondary course as well. Another aspect of the policy of the Government in regard to the study of languages is the introduction of Hindustani as a language of compulsory study in the impressionable years of I, II and III forms of a secondary school. Though there is a certain volume of dissatisfaction in this matter it is such that we need not take any notice of it: and we proceed with this policy by introducing it in 100 more schools next year.

Another important reform adopted is in connection with building grant for educational institutions under private management. As soon as the Congress assumed office, an embargo was placed on building grants. Now, by G.O. No. MS. 2759, Edn, dated 3rd December 1938, the whole question has been placed on a new footing, which I consider is more advantageous to financially stable managements. Formerly, unless the management secured the sanction of the Government after a prolonged and cumbrous process before the building operations began, no grants would be paid. Now, under the new system, without the long and tedious process, so well known to private managements, one could begin the construction after the D.P.I. is satisfied that the building is necessary and suitable, and after the advice of Public Works Department is secured. Formerly, if the sanction of the Government was not

obtained beforehand, the management will be precluded from applying for a grant after the building was completed, while, under the new arrangement the management will not be so precluded. The provision in the new G.O. says: "The Director will maintain a list of schemes approved by him, and he will each year recommend for the consideration of the Government such new schemes out of the list as he considers deserving of a grant," and "the Government will, in connection with the Part II estimates of each year, take such recommendations into account." The payment of the grant may perhaps be refused, but will ordinarily be only delayed. It is because of this risk and delay that I said that the present arrangement will be of advantage only to financially strong managements, who are always ready to make sacrifices for the cause of educational progress of the Province.

TEACHER'S SERVICE REGISTER.

A still more important and bold step has been taken by introducing the system of the Teacher's Service Register. The main purposes of this measure are twofold, namely, first to give teachers in aided elementary schools greater security of service, instead of the present system by which managers are free to send away teachers for no adequate and recognized reasons, and secondly, to give to the teachers some fixity and certainty of regular payment of their salary and to give to the managers a certain fixed proportion of grant for the proper maintenance of the school. It is needless for me to explain here the system in detail. It is my firm conviction that, when the Service Register system is worked well, the present state of affairs will be improved: both managers and teachers will know their respective duties and rights which were hitherto not defined under the old policy of drift. If the system is found to work satisfactorily, it may well be adopted also in secondary schools, so that the present system of agreement between the manager and the teacher may be replaced by the Service Register system, giving greater security of service to teachers in secondary schools.

TEACHER'S UNIONS.

Another reform was introduced by a set of three G.O's., regularising Teachers' Associations, Teachers' Unions, and Managers' Associations. The former policy of drift had led to the establishment of different types of unions and associations which often worked in such a way as to bring about conflict between teachers and managers and between the Government and the Departmental Officers on the one side and managers and teachers on the other. Hitherto there were no rules regulating such associations and unions, and therefore they could not be recognized. Now, with the new G.O's., such unions and associations get recognition and a better status. They will now be regarded as properly constituted,

so as to be consulted on important matters connected with elementary education. Teachers are given a statutory voice in such matters, apart from their right to ventilate their grievances.

TEACHERS AND POLITICS.

Ladies and Gentlemen, in this connection, I wish to state that a certain amount of misunderstanding has arisen among teachers on two points. The G.O. was misunderstood as a measure intended to prevent teachers from taking part in political and social activities. This misunderstanding is the result of not reading the G.O. correctly or of not understanding certain expressions in the G.O's.. I have already explained elsewhere that teachers are not precluded by the G.O's from taking an intelligent interest in political and social matters for the advancement and progress of our country. What is intended by the provisions in G.O's., is that a Union or an Association formed for definite educational purposes should not be utilized for political or social purposes.

The second misunderstanding is about teachers joining such organizations as District Teachers' Guild or South India Teachers' Union. Here, again, critics rushed to the Press not caring to understand what the meaning of the G.O. is. The first duty of teachers who felt aggrieved in any way was to consult the Government or to address the Secretary or Minister for Education, and find out the meaning or purport of the clauses or provisions that they found unsatisfactory in their own opinion. If teachers or any others misunderstand, or do not care to take steps to understand from proper authorities, the meaning of G.O's., and if, instead, they rush to the press with their own interpretations and with their uncharitable remarks, the Government are not to be blamed.

I may take this occasion to warn the teachers that irresponsible writing in the press, which the Government will simply ignore, will only do harm to the teachers' cause and retard the progress of the measures contemplated or adopted for their good. Let them realise that the Government is the government not only of teachers, but also of students, of managers, of parents and of tax-payers. It is simply impossible to carry on administration of a province like Madras, consulting teachers and managers whenever an order is to be issued or placating teachers at the expense of other interests in the country. In all important matters and in all reasonable ways, the present Government are anxious to consult and to satisfy teachers and managers; but that consultation cannot be in every matter, nor can that satisfaction be at the expense of various other interests in the Province or in the field of education.

TALUK EDUCATION COMMITTEES.

The sixth major reform effected by the present Government is the abolition of the District Educational Councils and their substitution by

Taluk Advisory Education Committees. There is some difference of opinion on the constitution and functions of the new committees, as in every such case there must be such differences of opinion. It is no use asking the Government now to modify the provisions of this G.O. The order was issued after mature deliberation, taking into consideration the past history of the District Educational Council, the present policy of the Government in the matter of spreading elementary education by voluntary co-operation and services of men really interested in the spread of literacy and in the growth of schools without unhealthy rivalry. After the system outlined in the G.O. is worked for a year or two, we shall modify it in the light of experience that will be gained, and then teachers' organizations will get an opportunity to place their suggestions before the Government.

NEW ELEMENTARY SCHOOL SYLLABUS.

The seventh and last important step our Government have taken is the introduction of the new revised syllabus for elementary schools. That this syllabus is a great improvement over the present one is acknowledged by all those who have had a vision of it. Even the *Harijan* of Mahatma Gandhi had a word of appreciation to say on this syllabus, which embodies the spirit as well as some of the important features of the Wardha scheme of education. Hence, again, after the new Syllabus has been put into use, for a year or two, all over the Province, teachers' organizations will be asked to suggest any necessary changes so as to improve the new Syllabus.

Thus, Ladies and Gentlemen, from the seven measures enumerated above you will admit that the present Government have taken in hand both the improvement of the system of elementary education and the progress of elementary schools, as well as the betterment of the condition of aided elementary school teachers.

REFORMS CONTEMPLATED.

Indeed, many more things have to be done to improve the state of education in the Province, and some of these things, we propose to take up during this year. There are now seven measures under varying stages of consideration, viz., opening of a Wardha Training School, re-orientation of the system of secondary education and of S.S.L.C. examination, reorganization of the system of Text-book Committee and of publication of text-books, readjustment of the administrative machinery, recognition of the S.I.T.U. as the organ of the teaching profession in the Province, the question of creating a Provincial Advisory Education Council, amending of the three University Acts, and expansion of facilities for women's education. All these reforms are important, and some of them are of a far-reaching nature. I am not a revolutionary, but, like

our great national leader, I am for a silent revolution by a series of evolutionary changes. Based on this principle, which I consider as a sound principle of administration, especially during a period of transition as we find ourselves in at the present moment, I intend taking them up during the year. No doubt, it is a stupendous task, but as a teacher and as an educationist, whom Providence has raised to the position of a Minister, I hope to work out the schemes patiently and successfully, provided I get adequate, and the proper type of co-operation from my brother teachers and educationists—sincere friends of educational progress.

CO-OPERATION OF TEACHERS.

Ladies and Gentlemen, before I resume my seat, let me explain to you the proper type of co-operation I appeal to you for.

The first thing you must realise and recognize is that the present Government is, not only not your enemy, but your friend, with a genuine sympathy for teachers and with a willingness to consult you and a readiness to listen to you, and that, if the Government do not satisfy you in every way and to the extent you desire or expect, it is because of various limitations and adverse circumstances under which the Government is functioning to-day.

Secondly, when you have something to say, say it to the Minister whom you can claim as *your* Minister. You are perfectly free, as all other citizens are, to criticize the policy and programme of your Government. But let there be a dignity in your criticism, worthy of teachers.

Thirdly, let no true teacher worth the name entertain the notion that by direct action teachers could gain what they want. Let me assure you, those present in this hall as well as the army of teachers outside in the Province, that it is disgraceful for the teaching profession, in this country of high ideals and of ancient education glories, to have recourse to direct action and that as long as I remain Minister for Education, every case of direct action will be severely dealt with. I do not want teachers of my country to imitate the labourers of the degenerate Western nations. I look upon such teachers as my enemies, as unworthy of any support from the Government.

Fourthly, let no teacher be found at the bottom of any students' strikes. It is the duty of teachers to so adjust their conduct as to create an atmosphere of peace and good will in their respective schools. By fomenting troubles with the manager or Headmaster or students, some teachers have given trouble to the Government and to the Ministry of Education. It is not such 'co-operation' that I seek from teachers to push forward schemes of educational reforms.

Fifthly, do not attempt to frighten the Government to do things by intimidation and threats. Let the spirit of violence in thought, word and deed, be not found among the ingredients of your character. You cannot call yourselves friends of the present Government, displaying violence in this manner or entertaining prospects of direct action as some of the teachers in our Province do.

In conclusion, I appeal to teachers to place greater confidence in their Government, to feel sympathy for a hardworked ministry with a poor treasury, and to elevate the tone of education in all its stages in our Province. Let your deliberations at this Conference promote that peace and good will, that harmony and co-operation, that sweet reasonableness and spirit of compromise—qualities that are highly necessary to carry on schemes of reorganization to a successful conclusion. Wishing you such deliberations, resulting in reasonable and practical solutions to the problems that confront us to-day, and thanking you once more for having given me this opportunity to speak to you frankly as a friend, as a brother teacher, and as a Minister, I have much pleasure to declare open this thirtieth Provincial Educational Conference, hoping that this session will place before the Government such proposals and schemes as will enable them to carry on the movement of educational reorganization to a successful and satisfactory conclusion for the educational advancement of our Province, thus enabling it to occupy the premier position it has of late occupied in our beloved Motherland.

THE XXX MADRAS PROVINCIAL EDUCATIONAL CONFERENCE 8TH MAY 1939

MESSAGES

HIS EXCELLENCY LORD ERSKINE, GOVERNOR OF MADRAS

I am very pleased to send a message on the occasion of the opening of the 30th session of the Madras Provincial Education Conference and Exhibition.

Education is a topic very much in the public eye at the moment. Schemes for reorganisation of its various branches are being mooted, and widely discussed, while Literacy Campaigns are being vigorously pressed. I see from the agenda of the Conference that the teachers of Madras are as eager as their colleagues in other Provinces to discuss current problems in the educational field, and I sincerely trust that their deliberations may result in conclusions of real value. I wish the Conference every success.

(Sd.) ERSKINE,
Governor of Madras.

THE HON'BLE SGT. C. RAJAGOPALACHARIAR, PREMIER WITH THE
GOVERNMENT OF MADRAS

I am so sorry that the dates on which the Conference will be held exactly coincide with my heavy Legislative Assembly work and I am unable to be present. Kindly convey my best wishes to the teachers assembled.

(Sd.) C. RAJAGOPALACHARIAR.

THE HON'BLE SRI V. I. MUNISWAMI PILLAI, MINISTER FOR AGRICULTURE
AND RURAL DEVELOPMENT, MADRAS

Thanks very much for your kind invitation to be present at the Thirtieth Madras Provincial Educational Conference to be held on the 8th, 9th and 10th instant. I wish the Conference and the Exhibition every success.

(Sd.) V. I. MUNISWAMI PILLAI.

R. M. STATHAM, ESQ., DIRECTOR OF PUBLIC INSTRUCTION, MADRAS

Will you kindly convey to your Conference my regret at my not being able to be present owing to my absence from Madras and my most sincere good wishes for the success of the work and discussions of the Conference? While I quite realise that the Conference may have new and constructive proposals to put forward in regard to the development of Mass Education, I should like to take this opportunity of appealing to the Conference to co-operate as far as possible, with the Education Department in the effort it has been making during the past 3 years to increase the length of school life of elementary school children and largely to increase the enrolment of boys and girls in elementary schools. As I said in my speech at Coimbatore, the strenuous efforts made by Department Officers and the propaganda undertaken by the Department cannot by themselves suffice. We are greatly in need of private effort and assistance.

(Sd.) R. M. STATHAM.

DR. C. R. REDDY, VICE-CHANCELLOR, ANDHRA UNIVERSITY, WALTAIR

I wish your Conference every success.

(Sd.) C. R. REDDY.

J. H. STONE, FIRST PRESIDENT OF THE S.I.T.U., PONEYS CLOSE, BROAD
LANE, BRACKELL, BERKS

I am very glad to learn that the South India Teachers' Union has in the thirty years since its foundation both greatly increased in size and extended the sphere of its interests and activities. I send my hearty congratulations and best wishes for the Union's continued prosperity and for the success of the approaching Conference.

(Sd.) J. H. STONE.

SRI P. SESHADRI, M.A., PRINCIPAL, GOVERNMENT COLLEGE, AJMER

I hope you will pardon me for the trouble I have caused, but my vocal chords have failed and I am not recovering in spite of a week's treatment. You know that it is a great disappointment to me more than to any of you. The doctors think the chords may take a fortnight to become normal.

(Sd.) P. SESHADRI.

(By Wire)

"Wish Conference all success."

(Sd.) P. SESHADRI.

SRI S. K. DEVASIKAMANI, B.A., L.T., RETIRED HEADMASTER,
S.P.G., ROCK VIEW, PUTHUR, TRICHINOPOLY

I am very delighted to learn that the 30th session of the Madras Provincial Educational Conference is to be held to-morrow in Madras and the Madras Teachers are, under the auspices of the South India Teachers' Union, forging ahead towards fraternity, fellowship and solidarity. I know teachers have difficult times to face and difficult problems to solve in view of the fact that India is having people's Government with a fresh outlook and new ideals in Education.

I am sure that the present race of teachers are in no way inferior to their forbears of the past generation in that they are highly cultured, technically qualified and morally equipped with due sense of their duties and a capacity to adjust themselves according to the needs of the hour.

There is no doubt whatever that they will play their part manfully and wisely in shaping Education to suit modern requirements and in facing new tasks with spirit and determination.

I wish the Conference all success!

May all its deliberations be guided by strong commonsense and marked by tempered zeal.

(Sd.) S. K. DEVASIKHAMANI.

SRI R. SWAMINATHA AIYAR, RETD. HEADMASTER, KALYANARAMAN
STREET, KUMBAKONAM

Teaching I would consider as dedicated service and no pains should be spared to make it efficient. I am happy the profession is looking up and teachers are coming into their own. With increased support from the public and the state the profession will soon have the prestige that is due to it.

Educational Exhibitions would certainly serve as a stimulus to the discovery of improved methods of teaching and make for increased success in teaching. This in turn would awaken love and regard for the teacher in the taught and eliminate

the possibility of distrust and dislike should be availed of both in the classroom and outside to inculcate fear of God, obedience to authority and respect for elders on the youngsters. This is an effective means, I think, to prevent the spirit of revolt manifesting itself.

It is widely said that the educational system at present in vogue is defective and our ills are in no small measure due to its defectiveness. The air is indeed thick with reports of fresh schemes being formulated and of criticisms offered thereon and it is for the actual teaching public and the authorities concerned to say the last word upon them. The South India Teachers' Union, which has been functioning for decades so well, is naturally the accredited representatives of all the Teachers' Guilds in the Province. Its forthcoming Educational Conference is as has been notified, to discuss the present educational system in all its aspects with a view to its improvement and formulate definite proposals for the consideration of the Educational authorities. I have no doubt that the teachers assembled at the Conference will rise to the occasion and bring to bear on the discussion the weight of their knowledge of pedagogy and experience of teaching, so that the conclusions reached may command respect in higher quarters. It must be borne in mind in formulating proposals that education from the primary to the University stage is the birthright of all, so that every one with the necessary intellectual qualification may go up unhampered and vocational courses should at the same time be suitably provided at two or three stages of general education for the benefit of those who may at any stage desire to drop off. Another thing to be remembered is that teaching at every stage should be reasonably practical and suited to local conditions and needs, due emphasis being laid on the Cultural and moral value of the subjects taught. It is a pity that adult education has not received so far adequate attention. For the well being of the society and in the interests of administration arrangements should be made to spread useful knowledge among adults. This may be possible, I think, through the existing agency of teachers, provided a little additional remuneration is given them. It augurs well that the Conference takes place under such distinguished auspices and when educational discussions are so hotly pursued. Is it too much to hope that the Conference deliberations will be in every way worthy of the grand organisation of South India Teachers' Union under whose auspices it takes place and prove acceptable to the Educational authorities? God bless the Organisation!

R. SWAMINATHA AYYAR.

SRI M. S. KOTISWARAN, B.A., L.T., HEADMASTER, S. M. D. HIGH SCHOOL,
VELLORE

Wires:--

Local conditions necessitate staying headquarters. Wish Conference success.

(Sd.) KOTISWARAN.

LADY VENKATASUBBA RAO, MADRAS.

I send you my Best Wishes for a successful session of the Thirtieth Madras Provincial Educational Conference now going to be held.

I wish that I could be present but very much regret my inability to do so.

If I might venture to make a suggestion, You may throw your weight in favour of changing the curricula of studies for girl-pupils, so that more stress, may be laid upon domestic sciences, domestic arts and allied subjects.

(Sd.) LADY VENKATASUBBA RAO,

SRI P. A. SUBRAHMANYA IYER, B.A., L.T., RETIRED HEADMASTER, HINDU
HIGH SCHOOL, TRIPLICANE

I am most grateful to you for the kind invitation which you have so cordially extended to me. My daily routine and my state of health being what they are, I am unable to be present. I beg you to excuse me.

I most heartily wish the Conference all success. May Sri Rama Bless you all!

(Sd.) P. A. SUBRAHMANYA AYYAR.

SRI E. N. SUBRAHMANYAM, M.A., B.L., THEOSOPHICAL COLLEGE,
MADANAPALLE.

Wires:—

Regret inability to attend Conference. Greetings. Best Wishes successful Session.

(Sd.) E. N. SUBRAHMANYAM

B. J. ROCKWOOD, ESQ., PRESIDENT, KURNOOL DT. TEACHERS' GUILD

Wires:—

Greetings best wishes Kurnool District Teachers' Guild.

(Sd.) ROCKWOOD

SRI C. S. SESA IYER, B.A., L.T., HEADMASTER, PANDIT MOTILAL
MUNICIPAL HIGH SCHOOL, PALGHAT

I very much regret that I have to deny myself the pleasure of attending the Provincial Educational Conference. All the same I feel bound to send you my best wishes for the success of this momentous Conference.

(Sd.) C. S. SESA IYER

SRI S. RAMACHANDRA AYYAR, B.A., PROFESSOR OF MATHEMATICS,
ST. ALOYSIUS' COLLEGE, MANGALORE

I am sorry to inform you that I am unable to attend the Conference owing to an unexpected domestic inconvenience.

I wish the Conference every success.

(Sd.) S. RAMACHANDRA AYYAR.

SRI K. S. NANJUNDA AYYAR, B.A., L.T., F. T. S., HEADMASTER,
MUNICIPAL HIGH SCHOOL, POLLACHI

It is a great and profound regret to me that I have been prevented, by some unavoidable domestic circumstances, from attending the momentous and epoch-making session of the 30th Provincial Educational Conference which is to meet at Madras to-morrow with almost a record number of delegates under the memorable auspices of the Hon'ble Minister for Education.

Pressing and outstanding problems concerning the reform and reorganisation are awaiting solution at its session. On this occasion may I exhort you to pay the greatest attention to this subject and employ the session to give a lead in this matter which is eagerly expected by the Hon'ble Mr. C. J. Varkey, our Educational Minister.

in this connection, I beg to press my humble view before the Conference, viz., that it should have nothing to do with the birufication-question but boldly vote for the broad-based secondary Education, with a number of optionals on the vocational side and with no other optionals, for every son and daughter of this Presidency.

Secondly, the other burning question of the day so far as Education is concerned is the Wardha Scheme of Education. The Scheme, as it should be well known to you, includes our Primary (Elementary) Middle and High School stages minus English plus a vocation. Therefore, the problem of the reorganisation of the existing system of secondary Education may be solved by substituting for it the Wardha system of Education with one important modification. It is that 'English' may be introduced as an optional subject in the last two or three years of the Wardha Scheme for the benefit of those pupils who wish to proceed to the University course and for other courses, which may require a knowledge of 'English'.

I have no doubt that the Conference will give this important question its deep consideration and chalk out a useful scheme and thus, as said above, give a lead to this province.

There are other matters also like the security of the tenure of teachers which ought to demand the attention of the Conference.

I wish the Conference a useful session and a complete success.

(Sd.) K. S. NANJUNDA AYYAR

ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS, CAWNPORE

On the occasion of the 30th Provincial Educational Conference of Madras, the All-India Federation of Educational Associations sends you fraternal greetings and best wishes for the success of the Conference. The S. I. T. Union is the oldest Teachers' organisation in India and is forging ahead in constructive educational work. We are sure you will evolve beneficial schemes and pass practical resolutions.

With renewed good wishes for a successful gathering.

(Sd.) D. P. KHATTRY,
Secretary.

ALL-CEYLON UNION OF TEACHERS, HAVELOCK TOWN, COLOMBO

I thank you for the kind invitation extended to this Union to participate in the Educational Conference to be held in May.

I regret to inform you that owing to the short notice, and most of the schools being in session at the time of your Conference, it will not be possible to avail ourselves of the opportunity of taking part in the Conference and of meeting the educationists of India.

I shall also thank you to convey to your Reception Committee our thanks for the kind hospitality offered to our delegates.

Wishing your Conference every success and thanking you to send us whatever literature is published in connection with it.

(Sd.) R. H. PHILLIPS,
Secretary.

THE BOMBAY SECONDARY TEACHERS' ASSOCIATION, BOMBAY

I thank you for your kind letter of the 20th inst., inviting a few fraternal delegates to attend the 30th session of your Conference. I regret, on account of a Refresher Course which this Association is organising from the 8th to 14th May it would not be possible for us to send any delegates to your Conference.

I am sure your Conference will prove not only useful but also momentous.

(Sd.) A. CHRISTIE,
Secretary.

MYSORE STATE EDUCATION LEAGUE, TUMKUR

Thank you heartily for your kind invitation to attend the Provincial Educational Conference to be held on the 8th, 9th and 10th instant. I regret very much it has not been possible for me or my friends to attend the Conference and profit by the deliberations.

On behalf of the Mysore State Education League, permit me to convey to you our fraternal greetings and our best wishes for a successful conference.

(Sd.) K. SREENIVASACHARLU,
Secretary.

U. P. SECONDARY EDUCATION ASSOCIATION, BENARES.

On behalf of the U. P. S. E. Association, I have very great pleasure in thanking you for your kind invitation. As the educational regeneration of the motherland is the surest way to achieve real freedom I pray that God may give us strength to rise equal to the present occasion. Please convey my humble message to the Brethren who have assembled there that our sacred profession demands a missionary spirit from us which we must cultivate in order to be worthy of the great Brotherhood to which we have the privilege to belong.

I thank you once more and request you to accept our most sincere greetings and prayer for your brilliant success.

(Sd.) THAKUR LAUTU SIMHA GAUTAMA,
Secretary.

AN ACCOUNT OF THE CONFERENCE

The 30th Madras Provincial Educational Conference was held in the University Examination Hall, Triplicane, Madras for three days, commencing on 8th May 1939. The Conference began at 8-30 A.M. Prof. P. Sambamurthi's Orchestra played selected pieces till 9 A.M. A group photograph of the President with the distinguished visitors and delegates was taken. Sri M. S. Sabhesan, Chairman of the Reception Committee, then read the address of welcome. At 9-30 the Hon'ble Sri C. J. Varkkey, Minister for Education opened the Conference. Sri M. S. Sabhesan in thanking the minister took the opportunity to explain to the Minister the aim of the South India Teachers' Union. He said that the Minister in the course of his speech had raised some grave issues over which there might be some honest differences of opinion, and he wished to give this assurance to the Minister. The South India Teachers' Union, Mr. Sabhesan, said, stood for ordered progress and never would advocate any course of action which was likely to affect the interest of the management and parents. The Union had not been crying for the moon and if it was prepared to co-operate with any organisation it was not because it wanted to

gain anything, but because it felt that it was their duty to their children. The Union had no affiliation with any political party and the speaker assured the whole-hearted support of the Union in all the endeavours of the Government to promote the interest of education in this province.

After the opening speech, Sri V. P. Adisesiah, the President-elect, was proposed to the Chair, and several members from the different District Teachers' Guilds expressed their pleasure in having been able to secure the services of the President-elect to conduct the deliberations of the Conference.

After the installation of the President, messages wishing the Conference success were read by Sri T. P. Srinivasavaradan, the General Secretary of the Conference. Among those who sent messages were His Excellency the Governor of Madras, Mr. R. M. Satham, Director of Public Instruction, the Hon'ble Sri C. Rajagopalachari, Premier, the Hon'ble Mr. V. I. Muniswami Pillai, Minister for Agriculture, Sri P. Seshadri, Lady Venkatasubba Rao, Sri R. Swaminatha Iyer and Sri P. A. Subramanya Iyer. The All-India Federation of Educational Associations, The All-Ceylon Teachers' Union, The Bombay Secondary Teachers' Association, The United Province Secondary Teachers' Association, the Mysore State Education League and the Kurnool Dt. Teachers' Guild, sent fraternal greetings.

The reading of the messages over, Sri V. P. Adisesiah delivered his presidential address. Sri T. P. Srinivasavaradan, the General Secretary, while thanking the Minister said that the Government in recognising the South India Teachers' Union had done just the thing that any civilised democratic Government would be expected to do. The aim of the Union was how best to educate the children entrusted to the care of the teachers and how best to organise and develop the teaching profession with a view to serve the children. He added the Union would not fashion its principles to suit the party in power, but to suit the requirements of education. He assured the Minister that in the Subjects Committee, the points which he raised in the address would be carefully considered.

OPENING OF THE EXHIBITION

Sri M. D. Manikkam, Chairman of the Exhibition Committee, then requested Sri K. Venkataswami Naidu, the Mayor of Madras to open the Exhibition, which had been arranged in the Lady Willingdon Training College. Sri K. Venkataswami Naidu first welcomed the delegates to the City as the Mayor of Madras and hoped that when they returned to their respective places, they would carry away pleasant recollections of their stay in the city. The Conference, he said, was being held at a time when momentous questions relating to educational reconstruction were being discussed and he hoped that the Conference would bestow its earnest attention on those problems and come to conclusions which would help the Government in their efforts to give a new orientation to the educational policy of the province. He wished the Conference all success.

Regarding the Exhibition, he said that it was a necessary adjunct to the Conference. From what little he saw of the exhibits, he was sure that the Exhibition would prove to be of great value. In these days greater attention was being paid to education crafts, and the dignity of labour had assumed greater importance. The teacher, if he was to be successful, should not only train the pupil's mind but also try to make him a useful citizen and enable him to earn a decent livelihood. He hoped that the delegates would visit the Exhibition and profit by it.

Mr. A. N. Schwartz then thanked the Mayor, after which the Mayor accompanied by a few distinguished visitors and delegates proceeded to the Exhibition Hall.

THE EXHIBITION

The exhibits were arranged in twenty rooms, eight of them being occupied by Publishers. The following sections were represented. (1) Vocational Education, (2) Arts and Handicrafts, (3) Elementary Education, (4) Health and Physical Education (5) Secondary Education, (6) Music, (7) Education of the Blind and (8) Recent Tendencies in Education.

A Guide Book was printed to enable the delegates to appreciate the value of the exhibits. The Guide also contained the programme of Entertainments and Excursions.

In the vocational Education section were found about sixteen minor handicrafts which could be taught in the Secondary schools in all classes. The arts and crafts section had got on show some of the art works which were specially prepared by the students of the Besant Memorial School under the direction of Miss Hirsch. The Nursery Project section showed the scheme of work done at Vepery and in the Junior Red Cross Society. Prof. Sambamurthi exhibited a number of charts explaining a scheme for teaching music to the various classes.

Section devoted to 'Modern Tendencies in Education' contained interesting exhibits. Photos illustrating the progressive features in the educational system of Madras and a valuable collection of photos supplied by the National Union of Teachers from London and the National Education Association of America were kept in view.

The training that is given to the blind for reading and writing as adopted in the Poonamallee Blind School was illustrated in a section.

SUBJECTS COMMITTEE

The Subject Committee met at 2 p.m. on the 8th at the University Examination Hall and discussed the resolutions that had to go before the Conference.

LECTURES

I. At the Conference.—

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| 1. Higher Education | .. | Prof. K. A. Nilakanta Sastri |
| 2. Health Education | .. | Dr. Krishna Rao. |
| 3. Psychology of Strikes | .. | Sri S. Parthasarathy. |
| 4. Schools as Builders of the Nation | .. | Sri K. Sankara Menon. |

II. At the Exhibition.—

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| 1. Library Work in Secondary Schools | .. | Sri Rao Sahib S. R. Ranganathan |
| 2. The Craft Section of the Educational Exhibition | .. | Miss J. M. Gerrard. |
| 3. Art Work in Schools | .. | Miss B. Hirsch. |
| 4. Besant Memorial School at Work—A film and a talk | .. | Mr. Felix Layton. |

III. At the Geographical Conference.—

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| 1. The Growth of the Madras Harbour | .. | Mr. G. G. Armstrong. |
| 2. Milk Supply to the city of Madras | .. | Mr. K. C. Ramakrishnan. |

ENTERTAINMENTS.

The following programme of entertainments were arranged:—

1. Music by Sry. D. K. Pattammal on the 8th May at the University Examination Hall.
2. Variety Entertainment on the 9th May at the Presidency College Hall.

In the variety entertainment which was much appreciated the following institutions and individuals took part:—(1) Sir M. Ct. M. C. High School, (2) Lady Willingdon Training College School (3) Prof. P. Sambamurthi and his party, (4) Sri Ramakrishna Mission Girls' Higher Elementary School, (5) Gopalapuram Higher Elementary School, (6) Mrs. K. Lalitha, (7) Sri S. A. Natesa Iyer of the Madras Christian College School and (8) Sri T. V. Sitarama Iyer of the Hindu High School and his party.

PHYSICAL TRAINING DISPLAY

In connection with the Conference a demonstration of physical activities was organised by the Olcott Memorial School and the Besant Memorial School, Adyar. The credit of training of students is due to Mr. M. C. Wankhade, a member of the team of athletes sent by the Hanuman Vyayam Pracharak Mandal with the Olympic team to demonstrate the Indian System of physical education at Berlin in 1936.

The programme included (1) Individual Banetti for developing muscles, (2) Dagger fight, (3) Lazin Drill, a development of the Maratha Weapons, (4) Asanas Drill, (5) Cane Malkhamb, exercises intended to shape, tone and balance the body (6) Pyramids and (7) Sword Play.

Mr. Felix Layton, the Headmaster of the Besant Memorial School explained the activities.

EXCURSIONS

Under the joint auspices of the Madras Provincial Educational Conference, the Geographical Conference and the Summer School of Geography, the excursions Committee with Mr. N. Subrahmaniam as President conducted two whole-day excursions on Saturday and Sunday. The party visited on Saturday the 6th May, Sriperumbudur to see stone-quarries, Tiruvellore to see the stone pipe industry and Pundi where a dam is proposed to be constructed across the Courtelliar. Uthukottai and the Red Hills Tank and the Kilpauk Water-works were also seen by the party. On Sunday another party visited Tirukalikundram and Mahabalipuram. On the three Conference days local excursions to places of importance within the city were arranged by Sri K. Hanumantha Rao, Convener, Excursion Committee. The places visited were A.I.R. Studio, The Hindu and the Madras Mail, The Telephone Exchange and the Harbour.

BOARDING AND LODGING

The delegates were lodged in the Hindu High School, Triplicane. The Boarding arrangements were in the able hands of the Masters' Association, Hindu Theological High School, which constituted the Hospitality Committee. The authorities of the Victoria Students' Hostel were kind enough to permit the Reception Committee to make use of the Kitchen, Dining Halls, and Bath Rooms.

DELEGATES

The total number of delegates that attended the Conference was 363 out of 532 registered. The number of delegates from Madras alone was 201.

DISCUSSION REGARDING THE MINISTER'S REMARKS

As soon as the Conference met at 8 a.m. on the second day, a number of delegates rose to draw the attention of the President to the remarks made by the Minister for Education the previous day. The discussion lasted for more than half an hour. The President of the conference said that the matter would be brought to the notice of the Minister.

SYMPOSIUM ON ELEMENTARY EDUCATION

The symposium on Elementary Education was a very important feature of the Conference and the work connected with it was begun at least a month before. Several gentlemen interested in Elementary Education were specially requested to make studies of different aspects of the question and the results of their study form a valuable contribution on the subject. The papers submitted to the Conference have been printed under the title "HANDBOOK—THE 30TH PROVINCIAL EDUCATIONAL CONFERENCE."

The discussion which was to have commenced on the second day, the 9th May at 8 p.m. could not be begun till 8-30 owing to the fact that several delegates wanted to know what the Working Committee of the S.I.T.U. thought about the remarks made the previous day by the Minister for Education. On an assurance being given by the Secretary of the Union that the matter would receive due attention of the Working Committee of the Union, the Symposium was taken up.

Sri M. S. Sundareswaran, Headmaster Government Training School, Tanjore, said that the question of educational re-organization had been hanging on fire. There was only one scheme of education placed before the country, and that was the Wardha Scheme. In his opinion re-organization was very often wrongly understood. Revision of the curriculum, re-organization of the Inspectorate and such minor matters had been thought to be re-organization. This was due to a narrow outlook. But what was wanted was the adjustment of the system of education to the conditions of the country, and to the philosophy of life of the Indian people. The Wardha Scheme supplied the ideology which was in conformity with the ideology of the people.

Though the Wardha Scheme was new to us, it was not new to educationists all over the world. That education in the early stages should be through activity was recognized all over Europe and America for the last fifty years. There was also some misunderstanding about the Wardha Scheme and the Vidya Mandir Scheme. The original idea of Mahatma Gandhi was that every thing should be viewed in the light of activity of the pupils. The Zakir Hussain Committee had chosen three important aspects of the question namely, social, physical and environmental conditions. The Vidya Mandir Scheme was one of the methods of giving effect to the Wardha Scheme. In connection with the Scheme, they had to consider the question of teachers immediately. If we had to wait until Wardha teachers were born, we would never have education at all. Madras was not short of teachers, suitable for the new scheme of education. They had the quality of adaptability. The speaker could not understand any reason against the acceptance of the scheme at once. Some people wanted to experiment with the system. This attitude of mind implied that society was going to remain the same without any change. He could not imagine a teacher who taught in the same way throughout all his years of service. Every year there was some change of method in teaching. There was always the right to change the system to suit altered condition. Speaking about the Vidya Mandir Scheme, he said that it was purely an administrative measure intended to provide the nation with the necessary schools.

In this connection he commended the scheme of expansion of elementary education suggested by Sri S. T. Ramanuja Iyengar. Every village or group of villages should have a panchayat and the question should be taken up in right earnest.

Dealing with the conditions in our province Sri Sundareswaran said that the problem was not difficult. Our problem is how to convert the existing schools into Wardha schools. There had been a campaign of closing down schools, because we had more schools than any other province. The first problem to be tackled was to train teachers and inspectors. There was no use of having only one school like a "luminous star." What he was able to pick up in two or three months, other teachers would also be able to do. Alluding to the Project Method which was adopted in the London Mission Community Training School at Erode for the last few years, he said that the reason why it was not successful was that the inspectors did not know the principles and methods adopted there. Appealing for the immediate adoption of the scheme, Sri Sundareswaran said "Within a space of one year let us train all the teachers and inspecting officers. It is indeed desirable to have secondary grade teachers. But I may also say that there are higher elementary grade teachers who are more efficient than secondary grade teachers. It is possible that where an M.A. has failed, an elementary school teacher may succeed."

Sri N. K. Thirumalachariar first referred to the statement of the Hon'ble the Minister for Education that the question of elementary education was finished. In the speaker's opinion, the question had not even begun to be tackled. The principle of popularising voluntary associations for education had been conceded; but there was no scheme by which the resources of the diverse agencies interested in elementary education could be pooled together for the common purpose. Conditions varied to a great extent among the agencies. Teachers in some schools were getting Rs. 30 or Rs. 35 as salaries, while in some others they were getting Rs. 10 or Rs. 12 even though the qualifications were the same.

Pleading for support to the cause of aided education, the speaker said that in an aided school there was plenty of freedom for initiative and sufficient restraint to be on order. With a little more financial assistance and with greater, purer and sympathetic supervision, the aided schools could be turned out to be very useful agencies for dealing with the stupendous task of primary education in the province. Just as a patient got better attention from a Private physician than from a government institution, so also, the child got better attention from a teacher in an aided school. In other provinces, the people and the Ministry were devoting great attention to elementary education. He was glad that the South India Teachers' Union which he thought was primarily interested in secondary education had taken up the question of elementary education.

Sri S. T. Ramanuja Iyengar who next spoke said that the history of elementary education was interesting. He would summarise the features by remarking that education was at first actuated by merchants, then missionaries, and it was book-centred. Mahatma Gandhi wanted that the whole system should now be changed. The spirit of the merchant had to be replaced by the spirit of sacrifice, and the spirit of book-learning had to be replaced by activity.

Sri V. Bhuvaramurthi (Madras) spoke on the results of his Statistical study of wastage and stagnation in elementary education in Madras. He pointed out that the "wastage and stagnation" was not a new discovery. It began to appear with the rapid expansion of elementary education from 1907. He dealt with the various

causes of wastage like age of admission, diminution in numbers from class to class, distribution of pupils in Elementary Schools under different managements, and other factors. So long as the schools served only the classes and castes with a tradition for literacy, wastage and stagnation did not assume big proportions. Under the present conditions there was sure to be a period of consolidation and planning. He was, however, of the view that compulsory education was the remedy for removing wastage and stagnation.

Sri R. Mahadevan (Madras) said that compulsory Education was the only solution for the expansion of education. He appealed to the delegates to make the S.I.T.U. as powerful as the National Union of Teachers in England and to make use of that power for the expansion of education.

Students' strikes.—Sri S. Parthasarathy of the Christian College spoke on 'Students' strikes—a psychological study' and Sri Sankara Menon on 'Schools and the making of citizens.' There was a short discussion on the subjects.

SYMPOSIUM ON ADULT EDUCATION

Sri A. Seshagiri Rao (Coconada) spoke about the night schools conducted for the benefit of adult illiterates. He dealt with the difficulties of following any particular method. All of them were not completely illiterate. Child education methods were unsuitable for adults. So they had to create interest in them for reading. Learning to write their names gave them such interest. The vocabulary of adults was very wide, but the difficulty came with regard to syllabification and pronunciation. As regards the supply of teachers, there was no difficulty. College students were willing to do their part. The location of schools too presented no difficulty. Temples, and Bhajan mandirs could easily be got. Finance might be thought to be an important factor, but really it was not so. They started their school in Coconada with only two rupees. They borrowed a petromax light and with the help of small subscriptions, slates and books were provided. What was wanted was workers. The real difficulty was with the Department which prescribed difficult rules and regulations. The teachers in adult schools should adopt themselves to the time of the pupils, who could not by the nature of their vocations adapt themselves to the time of the teachers.

Sri S. T. Ramanuja Iyengar described the working of the adult school conducted under the auspices of the Trichinopoly District Teachers' Guild. The primary object with which they started the school, he explained, was to educate the voters. The work was in the experimental stage; but it had attracted the attention of people outside the district, and suggestions had been invited from organizations interested in adult education. It would, however, take some time before definite conclusions could be arrived at with regard to the methods followed there. The adult pupils belonged to the locality and they were about 30 in number. Some of them were day labourers, others jutka drivers and so on. The classes were held from 8 to 10 p.m. The enticement which the pupils had was that the teachers were all honorary. In this connection he paid a tribute to the work of Sri Ganapathy Iyer. The age of the pupils was up to 30. They learnt to read Bharathi's 'Athichudi' and to sing 'Sentamil Nadu.' As the previous speaker had pointed out, there was difficulty with regard to pronunciation. Local history was taught to them. Children's books being unsuitable for adults, they had to adopt other methods in the work of teaching. Newspaper headlines were freely made use of. He was also of opinion that money was not an important factor. The enthusiasm of workers was the real necessity.

Rev. A. Arul Thangayya of the Christian Literature Society was the next speaker. He described the various methods of teaching adults. The **letter method** which was in vogue taxed the memory and it was therefore unsuitable. Dealing with the **word method**, he referred to Mr. S. G. Daniel's First book for children. This method might be adopted for adults also; but the teacher should put easy reading books into the hands of the new literates. Then there was Dr. F. C. Laubach's method which laid stress on the keyword. The pupil who recognized the key-word would be able to read all the words in the lesson without the help of the teacher. The first word was the key to the whole lesson. The bright adult, as soon as he learnt the first lesson, became a teacher. The new literates were made to teach the illiterates. Dr. Laubach was of opinion that this method had been a great success in the Philippines. Rev. Thangayya then referred to the C.L.S. Adult Reading Chart where the key-method was followed. The Chart simplified the work of reading. When the illiterate was in a position to recognize the 52 symbols in the chart as opposed to the 12 vowels, 18 consonants and 216 compound letters in the Tamil language, he would be able to read.

Sri C. Ranganatha Iyengar (Goody) did not agree with the previous speakers who had said that money was not an important factor in adult education. His association with the co-operative movement for the last ten or twelve years had convinced him that the principle of voluntary association had not been a success. He wanted the principle of compulsion to be introduced. Without money nothing effective could be done.

Sri N. Subramania Iyer (Madras) described the work done in the Adult School at Saidapet, and paid a tribute to the silent work of Sri S. Jaganathan of the Teachers' College. In that school daily news was given to the pupils, pictorial magazines were shown and the methods of teaching were made interesting. The students under training in the college helped in the conduct of the school.

Sri K. S. Sundaraswami (Palni) stressed the importance of films in adult education. Rev. Fr. S. Thomas (Tanjore) wanted legislation to prohibit employers from appointing illiterates as workers. This he said would provide the incentive for adults to learn reading and writing. Another delegate suggested that every teacher should spend at least one year in the field along with the labourer and this would be to their mutual advantage.

The Minister's opening speech came in for criticism for a second time during the last day of the Conference. Sri Yegnanarayana Iyer informed the delegates that he happened to meet the Minister for Education, and said that the question had been settled, but without consulting the Working Committee, he could not make any announcement to the conference. The delegates urged that the matter must be immediately considered. Accordingly, the Working Committee met at 9-30 a.m. and the result of the discussion was communicated to the conference which went into committee. The following resolution was moved by Sri M. S. Sabhesan, Secretary of the S.I.T.U. in the open conference.

"In the light of the information placed by the President of the South India Teachers' Union regarding the opening speech of the Minister for Education, to which objection was taken, this Conference feels that a personal reference to a particular paper or a worker was unhappy and that there was no occasion for such reference."

The above resolution was unanimously passed.

RESOLUTIONS

Resolutions were taken up on the morning of 10th May, 1939. All the sixteen resolutions placed before the conference were passed. The resolutions relating to Elementary Education Policy, Taluk Elementary Education Committees, and Secondary Education evoked much discussion.

Before the resolutions were taken up, Sri S. K. Yegnanarayana Iyer referred to the coming visit of Dr. Montessori to India, and to our province. The organizing committee had arranged for a training course for three months. He hoped that all teachers would co-operate with the organizing committee. He moved the following resolution which was unanimously carried :

"The teachers of the Madras Presidency welcome the news that Dr. Montessori is coming to visit India and are glad to co-operate with the organizers, the Besant Memorial School authorities, to make her visit a success."

Resolution 1. Government and Educational Reform.

"This Conference places on record its sense of disappointment at the absence of any planned educational reform on the part of the Government."

Mover : Sri. S. K. Yegnanarayana Iyer (Madras).

Seconder : Sri. E. H. Parameswaran (Tinnevely).

Sri Yegnanarayana Iyer said that some of those who had been attending educational conferences might think him to be a faddist in regard to educational reform. It was more or less a hardy annual with him. His complaint was that ever since the dyarchic form of government was introduced in this country, no Minister for Education or Director of Public Instruction had conceived of education as a whole. He was delighted to hear Sri M. S. Sundareswaran speaking about philosophy of education. Education must be planned as a whole and each part must be made to fit into the life of the people. The Minister for Education had told them that he had done seven things for education and that he was going to do seven more things. This he would call tinkering with the problem. It was only when the fundamentals were considered that the Wardha Scheme, the Pre-Wardha Scheme and the Post-Wardha Scheme would fit into the educational fabric. He was sorry to note that the present Government had neither endorsed nor condemned the Communique issued by the Interim Ministry. He wanted the Government to enunciate its Educational Policy definitely, and unequivocally.

Sri E. H. Parameswaran seconding the resolution said that it was the duty of the delegates to place on record the great disappointment that teachers in this presidency felt at the absence of any plan of educational reform on the part of the Government. When the Congress Party came to office, high hopes were entertained by all. On the eve of the elections in 1937, Sri. Sabhesan their Secretary was given an assurance by the Congress Party that there would be great educational advancement in the province. They also expected that the Premier would put into effect what he had said at the Educational Conference at Tanjore. Twenty-two months had elapsed since the Congress took office and there was a plan for Prohibition, Public Health, Labour legislation, Rural indebtedness and many other reforms; but there was no plan at all for educational reform. It was therefore their painful duty to tell the Government that their hopes had been blasted. The Minister for Education had spoken to them about the seven reforms which he had introduced in education; but even the introduction of the mother tongue as the medium of instruction was halting. Exceptions had been given to a number of schools. District Teachers' Guilds had protested against the

grant of such exemptions. In S. Kanara the Minister had spoken about the grant of permanent exemption to institutions in that district. The Teachers' Guild of that district had prepared a strong memorandum against the grant of permanent exemption. The public of the place also protested against such a retrograde step. It was a sad thing that headmasters of schools were encouraged to ask for exemption, and some of them it was said had been promised exemptions in advance. With regard to the position of English in the curriculum, the Minister had said that English would be the second language in elementary schools. The speaker could not understand this at all. Mahatma Gandhi had said that there was no necessity for English in the first seven years of the child's school life. How then could the Minister with English as a second language in the new syllabus of elementary schools claim that he was going to introduce the 'Wardha Spirit'? English was not wanted even as a second language in the elementary school.

As regards building grants which was much emphasised by the Minister, under the previous regime they were sure of getting the grant even though there was some delay. But under the present dispensation, they were not sure whether they would get any grants at all. The speaker then criticised the licence system, the G.O.'s regarding elementary school Associations and the constitution of the Taluk Education Committees. The previous Ministers for Education had given the assurance that District Teachers' Guilds would be given representation on the new Committees; but there was no place for teachers under the proposed arrangement. There was absolutely no plan of educational reform. It was more than a year since the Wardha Scheme was supported by teachers' organizations all over the presidency. The Indian National Congress had passed a resolution supporting the fundamental principles of the Scheme and had asked the Provincial Congress Ministries to introduce it. But the Madras Government had so far done nothing. This was a pity when they remembered that the Governments in Bombay and U.P. had advanced a great deal in the right direction. As regards the service conditions of teachers, nothing had been done to improve them. The achievement of the Congress Ministry in the field of education during the 22 months had been practically nil.

Sri S. T. Ramanujam Iyengar in supporting the resolution referred to the Government publication "What the Madras Government has done," and said that it could not be said that the Government had no policy at all in regard to education. The Congress as a Party had a plan; but educational reform was viewed from political considerations. Why was it that the mother tongue was not made the first language? If that had been done, it could be called educational reform. He thought that it would be a revelation if the Ministry for public Information published the list of schools which had applied for exemption in the matter of teaching the non-language subjects through the medium of the mother-tongue. Even in the introduction of Hindustani, political considerations prevailed with the Government; otherwise the vast numbers of teachers in elementary schools would have been made Hindustani-minded. Sri Ramanujam then referred to the G.O's. and said that teachers were subjected to repression. The Government feared that the lakh of teachers would form the "raw material for revolution." The Government wanted freedom for the people, but not for teachers. However, without freedom for the teacher there could be no plan of educational reform.

Sri. S. Srinivasan (Madanapalle) said that it was with a heavy heart that he was supporting the resolution; because he was conscious that he was criticising "our own Government." But so far as the Minister for Education was concerned, he made a complete caricature of his claim that he was their own

Minister. Speaking about the absence of plan, he quoted the example of Russia from which plans originated. He then dwelt on the advantages of a plan in regard to any reform. He could not agree with those that harped on the philosophy of education. The fundamentals of education were quite clear and definite.

The question was one of finance, but the imperative necessity for advance was also clear. If enlightened citizens supporting the Congress ideals were necessary they could not be had with the vast majority of people illiterate. Laying the foundation, evolving a technique and having a vision of the goal, these were the things wanted.

Sri Annaji Rao (Coconada) opposed the resolution on the ground that the wording was not happy. He appealed to the delegates to consider the question from the subjective point of view. He wanted teachers to be constructive in their criticism and self-disciplined in spirit.

Sri N. Kuppuswami Iyengar (Trichy), Sri S. R. Balasubramania Iyer (S. Arcot) also took part in the discussion. After Sri Yegnanarayana Iyer's reply, the resolution was carried.

Resolution 2. Re-organisation of Training Schools and Colleges. "This Conference requests the Government to take immediate steps to re-organize the present Training Schools and colleges so as to make the teachers under training fit for work in the Wardha Schools."

Mover.—Sri N. Kuppuswami Iyengar (Trichy).

Second.—Sri Sivaraman (Malabar).

The resolution was unanimously carried.

Resolution 3. Cuts in Teacher's Salaries:—

"This Conference learns with regret that in some Local Boards, salary cuts to the extent of 50 per cent have been imposed on teachers and requests such Boards to remove the cuts among their servants at least from the current year."

Mover.—Sri V. Jayarama Iyer (Villupuram).

Second.—Sri. N. R. Subramania Ayyar (Nannilam).

In criticising the cuts Sri Jayarama Iyer said that the poison should be rooted out. On a matter of principle, he would go to the length of saying that if there was one resolution which the Conference might pass and feel that it had concentrated its attention on one point, this was such a resolution.

Sri N. R. Subramaniya Ayyar in seconding the resolution said that the G.O. 4619 was given effect to in November 1934. The object of the G.O. was said to be the standardization of the salaries of the services. He remarked humourously that the plan was like the one of finding the average depth of the river in order to cross it. In Government service the new scales of salaries were *only for new entrants*, while under local bodies persons in service were affected. This was hard treatment for teachers. In spite of agitation, the local bodies had not taken the just course. On the other hand they had effected cuts to the bone and some even to the marrow. People wanted that their children should be given efficient education, but they were not prepared to give proper status to teachers. This attitude could only be compared to that of some "modern" women who wanted to produce children without the responsibilities of matrimony.

The resolution was passed unanimously.

Resolution 4. Government Contribution to Provident Fund:—

"This Conference requests the Provincial Government to increase the rate of contribution by the Government from $\frac{1}{3}$ to $\frac{1}{2}$ of the amount to the credit of the subscribers at the time of closure of his account."

Mover.—Sri T. P. Srinivasavardan (Madras).

Second.—Sri S. Madhava Rao (Madras).

Sri Srinivasavaradan referred to the continuous decrease in the rate of interest allowed under the Post Office Savings Bank account during recent years. The rate at the present time was as low as $1\frac{1}{2}$ per cent. This resulted in considerable loss to teachers, as they were forced to deposit the amounts only in the Savings Bank. Though the Government was contributing $\frac{1}{3}$ of the total at the time of closure of the account, in actual working the Government's contribution was practically nil. In the case of teachers in local bodies a minimum rate of interest of 4 per cent was guaranteed. It was a good thing that the Government ordered the deposits to be made in the post office bank, but the difficulty was that the post office was under the control of the Government of India, which taking money at the rate of $1\frac{1}{2}$ per cent from teachers was lending the same to the Provincial Government at 3 per cent and 4 per cent. There was a suggestion that teachers might be permitted to invest in provincial loans. Another suggestion that was made by teachers was to open a separate account headed 'State aided Teachers' Provident Fund Account' as was done in Mysore. The speaker said that all these suggestions had been considered and as there was no possibility of their investments getting a higher rate of interest, he moved the above resolution.

Dealing with the additional financial commitment that might be cast on the Provincial Government, Sri Srinivasavaradan said that from the Budget figures, it was found that the increase was at the most Rs. 20,000 per year. Therefore he appealed to the Government to give effect to the resolution.

The resolution was passed unanimously.

Resolution 5. Text-book Selection:—

"This conference requests the Government to vest the selection of text-books in the hands of heads of institutions in consultation with their staff to avoid undue delay and ensure expert selection."

Mover.—Sri M. K. Sundaravaradachariar (Madras).

Second.—Sri P. S. Vaidyanathaswami Iyer (Madras).

Sri Sundaravaradachariar said that till three years back, no extraneous body had a hand in the selection of text-books. The interests of the children, the parents and the public were all safe in the hands of teachers. They alone were competent to choose text-books, and the right of the teaching profession should be restored. Sri V. Doraiswami Iyer of Salem supported the resolution.

Sri S. Srinivasa Iyer (Vellore) opposed the resolution. He said that the complaint in the resolution referred to only a small number of schools. Further, they had to consider the selection of books for elementary schools, where all teachers were not quite competent to choose books. Again, only those books approved by the Text-book Committee could be prescribed, and it did not matter much who prescribed the books, whether it was the management or the staff of schools. It was not right to condemn the managements in this connection.

Sri C. Ragunatha Iyengar supporting the resolution said that the difficulty was created by the severe competition among publishers. Managements might have

other considerations than the suitability of text-books in prescribing them. So he wanted that the task should be left to the teachers themselves.

The resolution was carried only one voting against it.

Resolution 6. Physical Education. (a) In as much as sanitary and hygienic school buildings and premises with well laid-out gardens and conducive to health, this Conference urges the heads of institutions to see that this aspect of school life is not neglected.

(b) This Conference reiterates the need for medical inspection in schools and requests the Government to inaugurate afresh and without any delay, the medical inspection of school going children with adequate provision for satisfactory follow-up work.

(c) This Conference urges the Government to enunciate a forward policy in physical education, play and recreation and to take immediate steps to implement that policy."

Mover: Sri V. D. Pitchai Pillai (Madras).

Seconder: Sri A. K. Sitaraman (Madras).

Sri Pitchai Pillai said that proper education must deal with not only the intellect, but also the body. Some years ago, there was medical inspection in schools, but it was only an inspection and nothing more. It was high time that medical inspection was again introduced and followed up by subsequent work. In this connection he referred to the Central School Clinic at Delhi to which children were sent. He wanted that such a clinic should be opened in Madras. Turning to the budget provision of the Government of Madras for physical education, he said that it was very small. The provision for play and recreation was quite inadequate. The proposal for converting the foreshore into playgrounds for pupils in the city of Madras had not materialised. He urged the Conference to reiterate the urgent need for such facilities.

The resolution was passed unanimously.

Resolution 7. Grants:—

"This Conference resolves to request the Government that the payment of Equipment Grants towards the purchase of teaching apparatus, appliances, furniture and the library be continued on a more liberal scale.

Mover: Sri C. Ragunatha Iyengar (Goody).

Seconder: Sri K. M. Sundaram (Tanjore).

The mover said that till four years ago, schools were getting grants for equipment continuously. In his experience, there was not a single year when the requirements were not provided. But for the past two or three years, the purchase of schools appliances had been stopped. This resulted in great handicap in teaching and conducting practical examinations in science subjects.

Sri K. M. Sundaram seconding the resolution said that without proper equipment the spirit of scientific research could not be included in the pupils. The argument that great discoveries were made without proper appliances was not to the point. He wondered if any great discovery was made without patient and long research, for which early training was necessary.

Sri K. S. Sivarama Iyer (Palghat) opposed the resolution. He wanted that the delegates should understand the spirit in which the Premier made his remarks regarding equipment, and to sympathise with the difficulties of the Government.

Sri S. Lakshminarayana Iyer (Salem) also opposed the resolution. He pleaded for a proper understanding of the policy of the Government. They were against investing money in brick and mortar. When prohibition was established in the whole province, and when the Government got more revenue by the policy of taxation, more money could be got for equipment.

The resolution was carried two voting against it.

Resolution 8. Elementary Education Policy.

"In view of the fact that the Central Advisory Board of Education has accepted the fundamental principles of the Wardha Scheme of Basic Education and commended its adoption to the Provincial Governments, this Conference urges the Government to reconsider the Elementary Education Policy outlined in the Communique of the Interim Ministry and to formulate its policy in the light of the Wardha Scheme."

Mover: Sri S. T. Ramanuja Iyengar (Trichinopoly).

Seconder: Sri A. Sundaresa Iyer (Tuticorin).

Sri Ramanuja Iyengar said that the Government should unequivocally declare its policy in favour of the Wardha Scheme. Both officials and non-officials had blessed the scheme. After the Hunter Committee, the only elaboration of Education of policy was made in the communique of the Interim Ministry. According to the new policy, the plan was not immediate compulsion, but modified compulsion. It was to be achieved by increased supervision, revision of rules in giving grants, and increase in the enrolment in standards 1 to 5. There was an impression that the D.P.I. and the Government did not completely agree with regard to the policy in regard to Elementary Education. The D. P. I. wanted "structural perfection." The speaker would call this structural perfection as merely child education and school literacy. The Wardha Scheme aimed at not only the education of the child within a restricted field, but mass education. What the country wanted was not merely child literacy, but education on a nation-wide scale. The country could not wait till all the children were made literate and grew to manhood. It had waited for a hundred years and the still the goal was far off. The right policy could not be achieved by simply introducing the "Wardha spirit."

In this connection he wanted the delegates to remember the distinction between "craft bias" and "craft centred" education. Craft education could easily be had anywhere in the villages, factories and smithies. There were also technical schools. The syllabus contemplated by the Government was a syllabus only with a craft bias. This was very different from craft centred education outlined in the Wardha Scheme. The chance in his opinion, of introducing the Wardha Scheme in our province was indeed very remote.

Sri A. Sundaresa Iyer speaking in Tamil said that the Wardha Scheme had been supported by all educational conferences. They must tell the Government that just as Prohibition was necessary, just as Public Health was necessary, the Wardha Scheme was also necessary. In the same way as a beginning had been made in other provinces in introducing the scheme, a beginning should also be made in our province.

Sri S. Srinivasan (Vellore) said that the new syllabus was in no way different from the old syllabus. It was only the "old syllabus with a new cover with the year 1939 printed on it" There had been no change even with regard to the position of English. There was no correlation between the crafts and other subjects. He would

summarise the scheme of the new syllabus by saying that it was the old syllabus plus a craft minus compulsory drawing.

The resolution was carried unanimously.

Resolution 9. Taluk Elementary Education Advisory Committee.

"(a) This Conference is of opinion that the constitution of the Taluk Elementary Education Committee is unsatisfactory.

(b) This Conference requests that adequate representation be given to teachers in the Committees, in consultation with District Teachers' Guilds."

Mover: Sri. N. Kalyanarama Aiyar (Tanjore).

Seconder: Sri. S. Lakshminarayana Aiyar (Salem).

Moving the resolution Sri. Kalyanarama Iyer said that the old District Educational Councils were abolished, because their constitution was unsatisfactory and caused disharmony not only between the Government and the Local Boards, but also between the other interests involved. The constitution of the new Taluk Education Advisory Committee was equally unsatisfactory. Teachers had no representation in it. It was something like celebrating the wedding without the bride or the bridegroom. Teachers had to work the scheme, but they did not find a place there. The power of nomination was left in the hands of the revenue authority. The Minister had told them many times that he was a teacher, and he would safeguard the rights of teachers. Now was the time to carry out his words of sympathy into action. The only way of respecting the S. I. T. U. was to give adequate representation to those who were actively connected with the District Teachers' Guilds. They were not bodies working for particular classes of teachers, but for all classes.

Sri. Lakshminarayana Iyer urged immediate action in the matter. The personnel of the Committees would be appointed very soon, and there was no use of sending the resolution to the Government in "due course". He was for sending a deputation to wait on the Minister to represent their case.

The resolution was passed unanimously.

Resolution 10. G.O.'s 416, 417, and 418.

"(a) This Conference is of opinion that the formation of Elementary Teachers' Unions in addition to the existing Range Associations will not serve any useful purpose.

(b) That in the present state of Elementary Education, the Range Associations of Teachers be allowed to continue as at present and that they should be permitted to affiliate themselves to the District Guilds of the South India Teachers' Union.

(c) That, in case the formation of Teachers' Unions is considered indispensable by the Government, there should be only one Union for all teachers in a taluk irrespective of the management and that para (3) of G.O. 416 should be deleted since it deprives teachers in Elementary Schools of the opportunity of associating themselves with teachers of other grades.

Mover: Sri. M. S. Sabhesan (Secretary, S.I.T.U.).

Seconder: Sri. S. T. Ramanuja Iyengar (Trichy).

Sri. Sabhesan referred to the idea of Government that the work of the Unions was to "ventilate the grievances of teachers". He wanted that those grievances should be redressed once for all. At present, the teachers' associations were compelled to move in a narrow groove. There was no harm in permitting these associations to talk about service conditions. The Deputy Inspector was the president of

the association and the only way by which teachers could voice forth their grievances was through the associations. These associations should be permitted to affiliate themselves to the District Teachers' Guilds. There should not be compartmental system of unions for teachers under different managements.

Sri. Ramanuja Iyengar said that so far as the principle was concerned, he welcomed the G.O.'s; for it implied the recognition of the teachers' associations. The original idea was to help the teachers who had not been trained by making them familiar with the methods of teaching. But now teachers were trained. There was great difficulty for teachers in attending the meetings. They had to walk sometimes ten or twelve miles to attend the meetings. No travelling allowance was paid to them; yet they were compelled to attend them. The official control of the associations was tending to create friction. It was with a spirit of co-operation that they asked for the relaxation of official control. But all the G.O.'s said that the Department would exercise control. Their activities were sought to be reviewed, and controlled in an unseen way. Teachers in order to be real public servants ought to be efficient. He questioned the capacity of the official alone to train the elementary school teacher to become efficient. Elementary school teachers should come in contact with teachers of higher grades and therefore the official control should be relaxed. The G.O. prohibited teachers from joining any Unions or Associations not formed under official control. It was an appeal for co-operation with the Government, and no deputation was necessary.

Sri. S. Srinivasan (Vellore) complained that the G.O.'s tried to divide the ranks of teachers into castes. They seemed to adopt the policy of "divide and rule". The District Teachers' Guild of N. Arcot had arranged for many refresher courses which were welcomed by the elementary school teachers. That was the reason why there should be one unified association of teachers.

The resolution was carried unanimously.

Resolution 11. Advisory Council.

"This Conference requests the Government to create a Provincial Advisory Board of Education consisting of the representatives of the Government, the Universities, managements and the South India Teachers' Union to advise the Government on its general education policy and programme."

Mover: Sri. V. Srinivasan (Madras).

Seconder: Sri. S. Madhava Rao (Madras).

Sri Srinivasan said that as soon as a teacher took the portfolio of education, it was thought that he would first create a Board of Education. The Minister for Public Health had created a Board for health and a similar body was necessary for education. If such a body existed, he thought there would be no necessity for going to the Minister to understand the meaning of G.O.'s.

Sri R. Mahadevan (Madras) referred to the proposal of a committee appointed by the Government of Orissa to constitute a Board of Education and said that a similar Board should be created for our Province.

The resolution was passed unanimously.

Resolution 12. Service Condition Legislation.

"This Conference authorises the Working Committee of the South India Teachers' Union to approach the Government and see to it that the South India Teachers' Union Bill on teachers' service conditions be introduced in the Legislature."

Mover: Sri. V. K. Sourirajan (Madras).

Seconder: Sri. S. Madhava Rao (Madras).

The resolution was passed unanimously.

Resolution 13. Contract.

"This Conference resolves to request the Government to amend the contract (Appendix 28, Madras Education Rules) between the teachers and Managements in Aided Secondary Schools on the lines of the resolution of the Executive Board of the South India Teachers' Union of 18-12-1938."

Mover: Sri. C. Ragunatha Iyengar (Goody).

Seconder: Sri. M. S. Sabhesan.

(The resolution of the Executive Board contains the following points. (1) The adoption of minimum scales of salaries for teachers of different grades as a condition for recognition, the scales being those in local boards. (2) The contract should specify the salary and the scale of the teacher. (3) Any cut or revision of scale involving reduction be permitted only with the approval of the Director of Public Instruction. (4) The fundamental rules relating to vacation departments be made applicable to aided institutions. (5) The termination of the services of a teacher by a management be for specific reasons such as moral turpitude, inefficiency, physical incapacity etc., that such termination be subject to the approval of the Director of Public Instruction. (6) The management need not accept the resignation of a teacher unless he gives three months' notice at the end of the academic year. (7) The right of the management to suspend or dismiss a teacher with the approval of the D.P.I. be recognized, and that the teacher be given the right of appeal to the D.P.I. whose decision shall be final.)

Sri Sabhesan read the above points and explained the necessity for modifying the contract in the light of the above suggestions.

The resolution was passed unanimously.

Resolution 14. Secondary Education.

"This Conference authorises the Working Committee of the South India Teachers' Union to carry on further discussion of the Re-organization of Secondary Education more or less on the basis of the suggestions mentioned below (vide Appendix) and with due regard to its general relation to the Wardha Scheme of basic education."

"This Conference requests the Government to remove the serious anomalies."

Sri M. S. Sabhesan moved the resolution. He referred to the work carried on by the Madras Teachers' Guild during the year before last and said that the scheme had been formulated after much deliberation. Of course, when the scheme was framed the Wardha scheme was not published. So there was necessity for effecting suitable modifications in the light of the Wardha Scheme. The resolution only authorised the Working Committee to carry on further discussion on the subject. The Government was going to consider the question during the coming year, and if their suggestions were to be of any value, they must be made before the Government came to a conclusion. If the discussion was postponed till the Wardha Scheme actually came into effect, their suggestions would only be very late. Moreover, the present scheme was not inconsistent with the Wardha Scheme, which contemplated bifurcation of courses at suitable ages.

Sri. S. K. Yegnanarayana Iyer seconded the resolution.

Sri. N. Kuppuswami Iyengar (Trichinopoly) opposed the resolution. He said that the resolution was against the spirit of the Wardha Scheme. That scheme was designed not only for rural areas, but also for urban schools. Since the Conference had accepted the Wardha Scheme, and the Government had not decided about its introduction, he preferred to wait for sometime. He moved that the resolution be referred back to the working committee for further consideration and report.

Sri S. Srinivasan of Madanapalle supported the motion for referring the subject to the working committee. The motion was lost and the original resolution was carried by a large majority.

The resolution was passed unanimously.

Resolution 15. G.O. 4619.

that are causing hardships to several teachers in Board and Municipal Secondary Schools owing to the application of G.O. 4619 and subsequent proceedings in connection with that G.O."

Mover: V. Jayarama Iyer.

Seconder: Y. K. Venkatachari.

Resolution 16. Confirmation of title on Sri. P. A. Subramania Iyer.

"The Working Committee of the South India Teachers' Union recommends to the Conference that on the occasion of the thirtieth Madras Provincial Educational Conference, the title of "KULAPATHI" be conferred on Sri P. A. Subramania Iyer, B.A., L.T., Retired Headmaster, Hindu High School, Triplicane, Madras."

The above resolution was moved from the Chair, and was unanimously passed. Sri P. A. Subramania Iyer was garlanded. Sri S. K. Yegnanarayana Iyer offered felicitations to the guest on behalf of the Conference, and said that the Conference had been very careful in regard to the conferment of titles. Hitherto such a title had been conferred on only four or five educationists. Congratulating Sri. P. A. Subramania Iyer, Sri Yegnanarayana Iyer said that the guest was one of the original workers who were responsible for bringing into existence the South India Teachers' Union about thirty years ago. He was an active secretary for a number of years. He had also the honour of presiding over the Conference.

Sri. P. A. Subramania Iyer thanking the Conference for the honour done to him said that during his retirement it would be his sincere endeavour to act up to the implications of such a title. He might with some truth say that during the 38 years and 6 months of his career, the interests of the boys were uppermost in his heart. As headmaster, his services extended over a period of 34 years, and he could not say definitely how he discharged his duties in that capacity. How far he had succeeded in gaining the good will of brother teachers he could not say with much of assurance; but he would take the occasion to say publicly that at no time was he actuated by personal motives. He had been trying to do his duties according to the sacred injunction "TAVASMI", which meant "THY WILL BE DONE". Sri. Subramania Iyer then described how he was spending his time trying to follow the path of prayer and dedicating his life to Lord Ramachandra.

The President, in his concluding remarks said that the conference had had a fitting conclusion with a message from Sri P. A. Subramania Iyer about the ideal of a good teacher. He congratulated the teachers assembled on the success they had achieved in conducting the session.

NEXT CONFERENCE IN TIRUNELVALI.

Sri E. H. Parameswaran, on behalf of the Tirunelveli District Teachers' Guild, invited the S. I. T. U. to hold its XXXI Conference in May 1940 in Tirunelveli. Sri M. S. Sabhesan, Secretary, S. I. T. U., on behalf of the Union, accepted the invitation.

VOTE OF THANKS.

Sri T. P. Srinivasavaradan, General Secretary of the Reception Committee, proposed a vote of thanks. He thanked the president for having accepted the invitation at very short notice and for having contributed to make the session a success. He then thanked the members and the conveners of the various sub-committees. He particularly mentioned invaluable services rendered by the Masters' Association Hindu Theological High School, which was in charge of boarding arrangements. The success of the entertainment was due to Mr. Nityananda whom he thanked on behalf of the Reception Committee. Dr. Andrews and Sri Pichai Pillai were thanked for having arranged the demonstration of Physical activities. The members of the Exhibition Committee and the Excursion Committee were also thanked. The General Secretary in conclusion thanked his colleagues for their active co-operation, Sri M. S. Sabhesan for his able guidance, Sri S. K. Yegnanarayana Iyer who helped the Working Committee with valuable suggestions, the delegates who made the conference a success, and the clerks of the office for their faithful service. He thanked the Madras University authorities for permitting the Reception Committee to hold the conference at the University Examination Hall, the Warden, Victoria Hostel for placing the hostel at the disposal of the Hospitality Committee, the Principal, Presidency College for permission to hold the variety entertainment, the Hindu High School authorities for lodging the delegates and the Kellett High School authorities for holding the various Sectional Conferences. He requested the delegates to excuse the Reception Committee for the defects, if there were any, in the arrangements.

Sri S. Natarajan then thanked Miss Gerrard for valuable assistance rendered in the organisation of the exhibition and for lending the spacious halls of the Lady Willingdon Training College for arranging the exhibition. He thanked the convenors and the members of the various sub-committees who were responsible for the different sections. In particular he thanked the authorities of the blind schools Poonamallee, and the Nursery School, Vepery for their valuable co-operation. He expressed the gratitude of the Reception Committee to the Madras Boy Scouts' Association for allowing the use of their spacious grounds for the demonstration of physical activities and for the stay of the volunteers. He mentioned the kindness and courtesy shown by many institutions in the city of Madras in allowing the delegates to visit them (The offices of the Madras Mail, the Hindu, the Telephone Exchange, the A.I.R. Studio and the Harbour). He then brought to the notice of the conference how the Reception Committee had very valuable assistance from the Press of Madras in giving adequate publicity to the conference and its arrangements. He mentioned the special help rendered by the Madras Mail to the exhibition. The Proprietors of the G. S. Press and Read & Co., he said deserved a special vote of thanks for doing the printing work of the conference at great pressure and under considerable strain. In the end, he thanked all the delegates who had responded to their invitation and to all who have contributed to the succession of the conference.

Sri C. Ranganatha Iyengar of Gooty, Sri M. S. Ekambara Rao of Mangalore, Sri P. Jogayya, Secretary, Teachers' Association, Bhimavaram, Sri P. Rajamanickam of Aruppukottah and Sri C. B. Annaji Rao of Cocanada, on behalf of the delegates thanked the Reception Committee for the excellent arrangements made to make the Conference a thorough success.

With the singing of Mangalam, the conference was dissolved.

APPENDIX TO RESOLUTION 14—REFORM OF SECONDARY EDUCATION

I. REORGANISATION OF THE COURSE.

- (1) Secondary School Course to be of 2 stages:—
 - (a) Middle School—I, II and III forms.
 - (b) High School—IV, V and VI forms.
- (2) Middle School Course to be a uniform course, common to all pupils, consisting of 60% of literary subjects and 40% vocational subjects; in the choice of vocational subjects, differences between boys and girls, and between rural and urban pupils must be borne in mind.
- (3) High School Course to consist of two parallel courses—*literary* and *vocational*.
 - (a) *Literary course* be called Matriculation Course, preparatory to the Arts and Science studies of the College Intermediate course as at present.
 - (b) *Vocational course* is to be preparatory to either
 1. seeking an employment, or
 2. entering upon advanced vocational courses in schools or colleges intended for advanced studies in arts or crafts, whether under Government or University, or private management.
- (4) Matriculation Course to consist of 75% of literary and 25% of vocational subjects, and vocational courses will be varied and consist of 75% of vocational and 25% of literary or cultural subjects.
- (5) Students, after III form, will be allowed to enter upon either of the two parallel courses, according to his abilities and aptitudes, which are to be decided by himself and his parents, advised by the Headmaster of the School wherein he was studying for his III form course.
- (6) At the end of IV form, he may change the course and take up the other parallel course, provided he repeats IV form taking up the new course instead of the old one he had been pursuing before.
- (7) In rural parts, as far as possible, each High School provide for both courses—the Matriculation Course as well as one or two or three of the vocational courses in urban parts, some High Schools may have only the Matriculation course, some only Vocational courses, and some of the larger institutions may have both Matriculation and one or two or three of the Vocational courses.
- (8) At the end of VI form, every one will be given a S. S. L. Certificate by the school authorities, showing the career of the boy in the School course, like the present S. S. L. Certificate.

II. PUBLIC EXAMINATIONS.

- (1) No public examination at the end of III form.
- (2) At the end of VI form, those who desire may sit for a public examination conducted by the Government or by the University.

(3) The Government will conduct every year in March, a public examination, called School Final Examination, to award Certificates or Diplomas to those who have completed the High School course, taking up a vocational course, which examination and Certificate or Diploma is to be recognised by :

- (a) the Government, for purposes of entrance into any appropriate departments of Government Service or to any advanced vocational courses;
- (b) the businessmen, for purposes of entrance into any business offices;
- (c) the University, for entrance into such advanced vocational courses as will be provided in any vocational or technical or professional college, affiliated to or recognised by the University.

(4) The University will conduct an annual public examination, called the Matriculation examination, for entrance into the Intermediate Course of collegiate studies.

III. CONTROL OF THE COURSES—EXAMINATIONS.

(a) Courses.—The control of the High School Course—literary and vocational—to be vested in a "Secondary Education Board", consisting of

- (1) The D. P. I. (president).
- (2) Representatives of Madras, Andhra and Annamalai Universities—(Madras 3, Andhra 2, and Annamalai 1).

(3) Six non-officials nominated by the Government (one of whom shall be the President of the S.I.T.U.), with Secretary to the Commissioner for Government Examinations as Secretary to the Board.

(b) Examinations—

(1) The School Final Examination to be conducted by a "School Final Examination Board", appointed by the Secondary Education Board, with its Secretary, as Secretary.

(2) The Matriculation to be conducted by a "Matriculation Examination Board," appointed by the Syndicates of the Madras, Andhra and Annamalai Universities (Madras 3, Andhra 2, Annamalai 1) with the Registrar of the Madras University as Secretary.

PROCEEDINGS OF MEETINGS

PROCEEDINGS OF THE COMBINED MEETING OF THE EXECUTIVE BOARD AND THE WORKING COMMITTEE OF THE S.I.T. UNION HELD ON SUNDAY THE 7TH OF MAY 1939 AT 3 P.M. IN THE OFFICE OF THE UNION:—

The following members were present:—

1. Sri S. K. Yegnanarayana Iyer, (Chairman)
2. „ M. S. Sabhesan,
3. „ V. Bhuvarahamurthi.
4. „ E. H. Parameswaran.
5. „ V. Jayarama Iyer,
6. „ S. Vaideeswaran,
7. „ M. S. Subramania Sastri,
8. „ M. Seshachari,
9. „ A. Narayanamurthi,
10. „ K. S. Chengalroyan,
11. „ N. Kalyanarama Iyer,
12. „ S. K. Subbarama Iyer,
13. „ G. Shiva Rao,
14. „ H. Sundara Rao,
15. „ S. T. Ramanuja Iyengar.

1. Letter from Mr. E. N. Subrahmaniam regretting inability to attend the meeting was read and recorded.

2. The action of the President in requesting Mr. Audiseshiah to accept the presidentship of the Conference in the unavoidable absence of Mr. P. Seshadri was ratified.

3. Read auditor's statement and it was recorded.

4. Read letters dated 3rd and 4th May from Mr. V. Aravamuda Iyengar Secretary of the District Teachers' Guild, Madura, regarding registration of delegates for the Conference.

The Executive Board see no reason to extend the period for registration beyond the 23rd of April.

Resolved that the correspondence from Mr. Aravamuda Iyengar be referred to the District Teachers' Guild of Madura for its consideration and opinion.

5. Read letters from:
- Headmaster, S. R. R. High School, Nuzvid,
 - Graduate Teachers,
 - Corporation Teacher's Association,
 - Teachers' Association, Hosur,
 - Teachers' Association, Nidubrole
 - Mr. M. R. Rangaswami Iyengar,
 - Vorhee's College, Vellore,
 - P. R. College School, Cocanada,
 - Mr. A. Narayanamurthi

regarding some urgent resolutions to the Conference. Resolved that there was no urgency for the same.

6. An urgent resolution given notice of by Mr. N. Kuppuswamy Iyengar was admitted and resolved that the following may be adopted as an urgent resolution.

"This Conference requests the Government to take immediate steps to re-organise Training Schools and Colleges so as to make the teachers under training fit for work in the Wardha Schools."

7. Replies from Dt. Teachers' Guilds for amendments to the Rules of the Union was considered. The President gave an analysis and the Secretary gave an explanation. (At this stage Mr. S. K. Yegnanarayana Iyer left the meeting since he had an engagement elsewhere Mr. S. T. Ramanujam Iyengar took the chair).

Resolved to recommend to the General Body that Rule 3 (a) be amended as follows:—

An amount calculated at the rate of two annas per member for each of its affiliated Secondary School Teachers' Association subject to a minimum of Rs. 15 and a maximum of Rs. 50.

8. The other amendments to the constitution were adjourned.

9. (a) Guilds in arrears:—The Treasurer made a statement. It was resolved that delegates to the Conference from Guilds which are in arrears be allowed the privilege of voting.

(b) Tinnevely Dt. Guild:—Mr. E. H. Parameswaran, the President of the Guild made a statement. In view of the mistake committed by the Secretary of the Guild in his letter, the claim from the Guild shall be considered to be Rs. 3 only.

(c) Coimbatore Dt. Guild:—Resolved that Rs. 64-8-0 may be accepted as the dues from the Guild up to the end of June 1939 and the Secretary of the Guild is requested to pay off the arrears before the 30th of September 39, the first instalment to be made before the 30th of June.

(d) Malabar Dt. Guild:—Resolved to request the Malabar Dt. Teachers' Guild to pay off the arrears of Rs. 44 before the 30th of June failing which the question of disaffiliation will be taken up. Mr. E. H. Parameswaran is requested to meet the President and Secretary of the Guild and persuade them to pay off the arrears.

10. The following urgent resolutions were recommended to the Conference:

(i) Elementary Teachers' Association:—This Conference is of opinion that the formation of Elementary Teachers' Unions in addition to the existing Range Associations will not serve any useful purpose and that in the present state of Elementary Education, Range Associations be allowed to continue as at present and that they be permitted to affiliate themselves to the District Guilds of the S.I.T. Union, that in case the formation of teachers' Unions is considered indispensable, Para (3) of G.O. No. 416 should be deleted since it deprives teachers in Elementary Schools of the opportunity of associating themselves with teachers of higher grade.

(ii) Elementary Education Policy:—In view of the fact that the Central Advisory Board of Education has accepted the fundamental principles of the Wardha Scheme of basic education and has commended its adoption by the Provincial Governments, this Conference urges the Government to reconsider the Elementary Education policy outlined in the Communique of the Interim Ministry and to formulate its policy in the light of the Wardha Scheme.

(iii) This Conference is of opinion that the constitution of the Taluk Elementary Education Committees in place of the District Educational Councils is unsatisfactory and requests the Government to issue instructions to the Collectors

to nominate at least three out of five non-official members from among those who are actively connected with District Teachers' Guilds.

(iv) This Conference regretfully places on record its sense of disappointment at the absence of any planned educational reform on the part of the Government in consultation with organised teaching opinion and other educational bodies.

(Sd.) S. K. YEGNANARAYANA IYER.

(Sd.) S. T. RAMANUJA IYENGAR.

PROCEEDINGS OF THE URGENT MEETING OF THE WORKING COMMITTEE OF THE S.I.T UNION HELD AT 8-30 P.M. ON MONDAY THE 8th MAY AT THE VICTORIA HOSTEL:—

Members present:—

Sri S. K. Yegnanarayana Iyer, (President)

„ M. S. Sabhesan,

„ N. Kalyanarama Iyer,

„ E. H. Parameswaran,

„ S. K. Subbaraman,

„ S. T. Ramanuja Iyengar.

Considered the situation created by the certain portion of the speech made by the Hon'ble the Minister for Education in declaring the Conference open to which strong objection was taken by many of the delegates.

It was resolved to empower the President to put himself in communication with the Minister in the matter, to find out what the Hon'ble Minister had to say.

The president wrote a letter copy of which is filed herewith. He met the Minister the next day, i.e., on the 9th and had a long talk with him during which Minister assured that he never meant to wound the feelings of any delegate.

As there was no open session of the Conference that afternoon the President wrote out a statement he wanted to make at the conference in its open session and sent it to the Hon'ble Minister for confirmation. The Hon'ble Minister returned it the next day, the 10th instant, confirming the accuracy of the statement and adding a few further marks.

When at the open session some delegates asked the President to announce what has been done in the matter, he wanted time to consult the Working Committee and get their direction.

The working Committee of the S.I.T. Union met at 9-30 a.m. on Wednesday the 10th of May and resolved:—

(1) To announce the result of the correspondence to the Conference not in its open session, but after converting it into a Committee and after excluding the Press.

(2) It was further resolved that very little purpose would be gained by reading statement of the Minister and the President, therefore, was empowered to make the statement as to what happened and to inform the Conference that if the Minister had unwittingly wounded the feelings of any delegate he expressed his regret.

(3) Resolved to keep the whole correspondence confidential.

(4) It was resolved to move the following resolution at the open Conference:

Resolution:—"In the light of the information placed by the President of the S.I.T. Union regarding the opening speech of the Hon'ble Minister for Education to which objection was taken, this Conference feels that a personal reference to a particular paper or to a worker was unhappy and that there was no occasion for such a reference."

(Sd.) S. K. YEGNANARAYANA IYER.

A meeting of the New Executive Board was held at 7 p.m. on Wednesday the 10th of May at the University Examination Hall. As certain constitutional objections were raised about the partaking of the existing members of the Executive Board at that meeting and as the Rules of the Union were not clear on the subject, the President adjourned the meeting to some convenient date to be announced later in July 39.

He consulted the existing Working Committee and got their approval for the continuance of the existing arrangement for running the two journals.

(Sd.) S. K. YEGNANARAYANA IYER.

PROCEEDINGS OF THE MEETING OF THE GENERAL BODY OF THE S.I.T. UNION HELD AT 2 P.M. ON WEDNESDAY THE 10TH OF MAY 1939 IN THE UNIVERSITY EXAMINATION HALL, TRIPPLICANE, MADRAS:—

There were 82 members present. Mr. S. K. Yegnanarayana Iyer, President of the S.I.T. Union took the Chair.

1. The minutes of the previous Annual General Body meeting were read and recorded.

2. Printed copies of the Annual Report, for the year 1st April 1938 to 31st March 1939, were distributed among the members and the proposition that the report to be taken as read was adopted.

3. Mr. M. S. Sabhesan, the Secretary of the Union moved that the Report be adopted and it was seconded by Mr. S. T. Ramanuja Iyengar. The proposition was discussed and the doubts raised by certain delegates were cleared and their questions were satisfactorily answered after which the Report was finally adopted.

4. Election of Office-bearers was proceeded with. Mr. S. K. Yegnanarayana Iyer was re-elected as President and Mr. M. S. Sabhesan was re-elected as Secretary. Though for different reasons both of them at first hesitated to accept the honour conferred on them, they in the end agreed and they were declared elected.

5. Mr. S. T. Ramanuja Iyengar was elected as the Joint Secretary and Mr. Bhuvaramurthi Rao was re-elected as Treasurer.

6. Of the modifications to the constitution of the S.I.T. Union about which Mr. S. T. Ramanuja Iyengar had given notice and of which the opinion of the constituent Guilds had been invited, the Executive Board in its meeting of the 7th May had recommended that only one item, namely, Subscription on an individual basis alone be recommended for consideration at the General Body meeting. Mr. M. S. Sabhesan moved the following proposition which was duly seconded and which after some discussion was adopted by an overwhelming majority.

With a vote of thanks to the chair the meeting came to an end.

The Proposition:—That the first Clause of Rule 3 (a) be amended as follows:—

(1) An amount calculated at the rate of two annas per member for each of its affiliated Secondary School Teachers' Association subject to a minimum of Rs. 15 and a maximum of Rs. 50.

(2) Delete the Words at the end "Subject to a minimum of Rs. 15.

Note:—The amended proposition will read as follows:—

The annual affiliation fee for affiliated Guilds and Associations shall be as under:—

District Teachers' Guild:—An amount calculated at the rate of two annas per member for each of its affiliated Secondary School Teachers' Association subject to a minimum of Rs. 15 and a maximum of Rs. 50, and at rupee one per annum for each of its Elementary Teacher' Association on its role at the end of the previous official year.

The other two sections of Rule 3 (q) remain unaltered.

(Sd.) S. K. YEGNANARAYANA IYER.
President.

THE S. I. T. U. PROTECTION FUND, MADRAS

Minutes of the Annual Meeting held on 9-5-'39 at Madras:

The eleventh Annual Meeting of the General Body of the S.I.T.U. Protection Fund was held in the Hindu High School, Triplicane, Madras, on the 9th May 1939 at 2 P.M. with Sri. M. S. Sabhesan, the President in the Chair.

107 members were present.

Sri. V. Srinivasan, the Honorary Secretary read the notice of the meeting dated 15th March 1939.

The minutes of the tenth Annual Meeting were read and passed.

The Honorary Secretary presented the Annual Report for 1938. It was resolved that the Report be taken as read.

Sri. A. Sundaresa Iyer of Tuticorin moved that the Report be adopted and Sri. C. Ranganatha Iyengar of Gooty seconded the proposition.

Messrs. S. Madhava Rao (Madras); C. Ranganatha Iyengar (Gooty); R. Ramakrishna Iyer (Idigarai); M. K. Ramamurthy (Madras); T. P. Srinivasavaradan (Madras); Y. Subramania Iyer (Bhavani); B. R. Subramania Iyer (Madras); S. S. Viswanathan (Gobichettipalayam); A. Nagaraja Iyer (Villupuram); R. Mahadevan (Madras); and several others took part in the discussion. Sri. C. Ranganatha Iyengar congratulated the Fund on the expeditious way in which the claims were settled. Sri S. S. Viswanathan suggested that the interest on ordinary loans might be reduced. Sri. R. Mahadevan stressed the need for more intensive propaganda in the districts. Information was asked on certain items in the Balance Sheet. After the Secretary had replied to the points raised, the Report was adopted unanimously.

Election of the office-bearers was next proceeded with. The following office-bearers were elected unanimously:—

President:—Sri. M. S. Sabhesan, Madras Christian College, Tambaram.

Vice-President :—Sri. R. S. Subramania Iyer, Hindu Theological High School, Madras.

Secretary :—Sri. V. Srinivasan, Hindu High School, Triplicane.

12 names were proposed for the membership of the Board of Management and the following six were declared elected:—

1. Sri. A. Nagaraja Iyer, Municipal High School, Villupuram.
2. Sri. E. H. Parameswaran, Tirtapati High School, Ambasamudram.
3. Sri. S. K. Subbarama Iyer, Municipal High School, Coimbatore.
4. Sri. S. T. Ramanuja Iyengar, E. R. High School, Trichinopoly.
5. Sri. S. Srinivasa Iyer, S. M. D. High School, Vellore.
6. Sri. S. Srinivasan, Theosophical College, Madanapalle.

Sri. V. Soundararajan, B.A., G.D.A., R.A., was elected auditor for the year 1939.

The meeting placed on record its appreciation of the services to the Fund by the retiring office-bearers.

The budget proposals for 1939 were placed before the Board for information.

Amendment to Rule 6 given notice of by the Board was taken up for consideration and passed unanimously. The Rule as amended will read as follows:—

Rule. 6. Admission: 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 and over-age fee (if any). 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.

The following Amendment to Rule 12 given notice of by the Board was next taken up for consideration and passed unanimously:—

Rule. 12. Assignment of Benefit: Add as (c):—*A member may assign the amount of benefit to more than one person; in such cases the member shall state the proportion of the benefit to be derived by each nominee.*

Sri. K. Kuppa Rao (Reg. No. 1401) was not present; the amendment given notice of by him was not taken up for consideration.

The Secretary proposed a vote of thanks to the President and the authorities of the Hindu High School, Triplicane.

The meeting terminated at about 3-40 P.M.

M. S. SABHESAN,

President.

V. SRINIVASAN,

Hony. Secretary.

520, High Road,
Triplicane,
20th May, 1939.

THE 30TH ANNUAL REPORT OF THE SOUTH INDIA TEACHERS' UNION

REGISTERED UNDER ACT XXI OF 1860

The Executive Board has great pleasure in presenting the 30th Annual Report of the South India Teachers' Union for the period from 1st April 1938 to 31st March 1939.

STRENGTH.

At the beginning of the year there were 17 District Teachers' Guilds and 21 Teachers' Associations affiliated to the Union. The number of Individual members was 45. During the year the Guntur District Teachers' Guild was affiliated to the Union, and the number of Guilds now stands at 18. The number of Teachers' Associations and of individual members at the end of the year is 22 and 47 respectively. The statement showing the strength of the Union as on 31st March 1939 is shown in Appendix A.

OFFICE-BEARERS.

The names of the office-bearers of the Union and of the representatives of the Union on the Council of the All-India Federation of Education Associations are shown in Appendix B. There were no changes in the office-bearers.

EXECUTIVE BOARD.

The Executive Board for 1937-38 met at Mangalore on the 19th May 1938. It considered certain amendments to the Rules of the Union and recommended the same to be placed before the General Body. The memorandum on the licence for teachers in Aided Elementary Schools prepared by Messrs. S. T. Ramanuja Iyengar and S. Natarajan were adopted and recommended to be placed before the Conference as an urgent resolution. The Executive Board discussed the resolutions, namely, on the creation of Statutory Education Committees and the reorganisation of Educational Finances and recommended them to be placed before the General Body.

The Executive Board for 1938-39 met three times during the year.

The first meeting was held on the 20th May and the Working Committee for the year 1938-39 was constituted.

The second meeting of the Executive Board was held on the 30th July, 1938 to consider among other things the proposed policy of the Government for the management of the Elementary Schools under Local Bodies.

The third meeting of the Executive Board was held on 19th November 1938. A report of the account of the interview which the President and the Secretary of the Union had with the Director of Public Instruction was made and the plan of future action was discussed. The nominations for the Presidentship of the 30th Provincial Conference were made and the letter from the D.P.I. remodification in the provision of the Contract in the Appendix 28 of the Madras Education Rules was considered. The reply sent to the D.P.I. in regard to this matter is contained in Appendix C. The policy of the Union in regard to the setting up of candidates for election to the University was also determined.

THE WORKING COMMITTEE.

The Working Committee met twice in the year. At the first meeting held on the 20th May, 1938 at Mangalore, the Journal Committee was appointed with Mr. S. Natarajan as the Convener. The Treasurer presented the budget for the year 1938-39 and it was adopted. A Committee was appointed to explore the possibilities of running the journals still more economically and efficiently. The Committee submitted its report before the 1st of July 1938. Provisional Affiliation was granted to the South India Pandits' Union, Kadayanallur.

The second meeting of the Working Committee was held on the 25th February 1939. Permanent affiliation was granted to the Madras Provincial Physical Education Association, Saidapet. It was resolved that the list of official delegates of the constituent associations to the coming Conference be sent to the S.I.T. Union before the 31st of March 1939. Amendments to the Rules of the S. I. T. Union were referred to the District Guilds for their views. The draft of resolutions given notice of by constituent associations was considered. It was resolved to hold symposia on Adult Education and on Elementary Education so that suitable resolutions may be passed in the light of the discussions. The Working Committee also resolved to recommend to the Conference that the title of "Kulapathi" be conferred upon Sri P. A. Subramania Iyer, Retired Headmaster of the Hindu High School, Triplicane.

PROPAGANDA

Mr. S. K. Yagnanarayana Iyer, the President of the Union visited Tinnevely and toured in the district in July. Mr. M. S. Sabhesan presided over the Malabar District Aided Teachers' Conference at Ottopalalam. He also addressed several meetings of Range Teachers' Association in Chingleput District during the year. The President addressed the meetings of Range Teachers' Association at Conjeevaram and Trivellore. We understand that during the propaganda carried on by the Honorary representatives of the Districts of Nellore, Cuddapah, Bellary and East Godavari, District Guilds are likely to be formed in these Districts and they would be affiliated to the S. I. T. Union in due course.

THE 29TH PROVINCIAL EDUCATIONAL CONFERENCE

This was held on the 18th, 19th, 20th and 21st of May 1938 at Mangalore. The South Kanara District Teachers' Guild had made excellent arrangements for the comfort of delegates and for the conduct of the Conference. On the occasion of the Conference there was a Refresher course for teachers in Elementary Schools and there was an interesting Educational Exhibition. The Conference was opened by Mr. C. J. Varkey and was presided over by Mr. M. S. Sabhesan. About 150 delegates from various parts of the presidency outside Mangalore attended the Conference and took considerable interest in the discussions. The report of the proceedings of the Conference was published in May issue of our Journal, and the South Kanara District Teachers' Guild has published a brief report of the Conference. Special mention may be made to the invaluable services rendered by the volunteers. A special feature of the Conference at Mangalore was the entertainment provided for delegates during the nights. These were very much appreciated by the delegates.

THE 30TH PROVINCIAL EDUCATIONAL CONFERENCE

On account of the inability of the Chittoor District Teachers Guild to organise the 30th Provincial Educational Conference, the Madras Teachers' Guild and the West Godavari District Teachers' Guild were requested to say if they could shoulder the responsibility. The Madras Teachers' Guild agreed to make the necessary arrangements for the holding of the 30th Provincial Conference at Madras.

THE WORK OF THE UNION.

General: The resolutions passed at the Mangalore Conference were communicated to the authorities concerned. The President and the Secretary of the Union sought an interview with the Director of Public Instruction to explain to him the position in regard to the following:—(1) amendments to the Rules of the Provident Fund, (2) permission for Range Teachers' Associations to affiliate themselves to the District Guilds or the S.I.T. Union, and (3) Government support for "Balar Kalvi". They later invited Mr. R.M. Satham, Director of Public Instruction to the Union Office. He agreed to come, but owing to pressure of business he could not come. He promised to consider the points raised in the interview and do his best. Since then he has informed us that the Director General of Post and Telegraphs had declined to treat Provident Fund Deposits as a special class of long term deposits with higher rate of interest. It now remains for us to press upon the Government to increase their contribution from 1/3 to 1/2.

G.Os. Nos. 416, 417 & 418 regarding the consideration of Teachers Associations was a subject of which the Secretary of the Union made a representation to the Hon'ble Minister for Education. The Minister

promised to consider the question of the G.O.s standing in the way of affiliation of Elementary School Teachers' Association to the S.I.T. Union or its constituent Guilds. We learn on the deputation of the Trichy District Teachers' Guild and representation of South Kanara and the Salem District Teachers' Guild that the Director of Public Instruction in his proceedings dated 1-4-39, sees no objection to Unions of Elementary Teachers' Associations being members of District Teachers' Guilds.

The Director of Public Instruction invited the Union to express its opinion regarding the modification of the form of Contract as given in Appendix 28 of the Madras Educational Rules. The Secretary obtained the opinion of the members of the Working Committee and formulated a reply which was later approved by the Executive Board and the Working Committee at its meeting held on the 19th November 1938. The views of the Union have been communicated to the Director of Public Instruction.

It is unfortunate that at the time of the discussion regarding the budget for Education, Government made no effort to outline its policy and programme. Though the budget this year shows an increase of 12 lakhs over last year's provision is a pity that no adequate provision is made for playground, Equipment, Buildings etc. The members of the Working Committee of the Union saw some of the members of the Legislative Assembly and acquainted them with the Union view of the budget. Mr. Hussain brought in a resolution in the floor of the Legislative Assembly regarding G.O. No. 4619 and made out a strong case for reconsideration. The Government could not accept the resolution and it was defeated by a large majority.

Education Week: The 8th Education Week was inaugurated on 30th October 1938 and the Central Education Week Committee was constituted as usual with the representatives of several educational bodies. The main theme for the year was "Education and India of Tomorrow". The Director of Public Instruction was pleased to depute Officers of the Department to the Central Education Week Committee. His Excellency Lord Erskine, the Governor of Madras sent an inspiring message to the Central Education Week Committee on the eve of the Education Week. Messages were also received from the President, National Education Association of America, The Secretary, National Union of Teachers, London and the President of the New Educational Fellowship, London. It is gratifying to report that a large number of centres including villages observed the Education Week. The Co-operation of the Department this year was very encouraging. Nearly 50,000 leaflets to parents were despatched. The Hon'ble Sri C. Rajagopalachariar the Premier of Madras inaugurated the Education Week at Madras.

Reorganisation of Education:—No decision has yet been arrived at with regard to the reorganisation of Education. The proposals in com-

munique issued by the Government have not been favourably received by the three Universities in our presidency. The Wardha Scheme of Education is now engaging the attention of the public. While other provinces have appointed committees to make recommendations for implementing the Wardha Scheme of Education or the basic Scheme of Education, it is not known what our Government proposes to do in regard to this important question. We understand that three officers of the Department were deputed to undergo training in the Training School at Wardha and that the Government contemplate the opening of a Training School on the Wardha lines in the near future. We are told that the recommendations of the Higher Elementary Schools Committee appointed early in 1937 to revise the syllabus are going to be given effect to with effect from July, 1939 and that the aim of these recommendations is to introduce Wardha spirit in our Higher Elementary Schools.

The 14th Conference of the All-India Federation of Educational Associations:—This Conference was held during Christmas week of 1938 at Bombay. About a dozen members of the Union attended the Conference. Mr. S. Natarajan was deputed by the Union as its official delegate. Prof. S. K. Yagnanarayana Iyer, President of the Union and the Vice-President of the Federation presided over the Secondary Education Section of the Conference. Dr. Andrews was the section Secretary to the Physical and Health Education Section which was presided over by Mr. L. K. Govindarajuloo of the Annamalai University.

The S. I. T. U. Protection Fund:—The number of members as on 31st March 1939 was 1037 and the number of units 1795. The Assets of the Fund on that date amounted to Rs. 1,48,300 the amount to the credit of the Benefit Fund was Rs. 1,30,450 Profession Fund Rs. 2,500 and Reserve Fund Rs. 14,100. Rs. 21,500 has been disbursed as loans to members.

The Fund owns a two-storied building worth nearly Rs. 13,500 in a very good and busy locality; this building houses the offices of the Fund, of the S. I. T. Union, and of the two journals, besides earning a decent rent for the ground floor.

Our Journals.—The South Indian Teacher; The Executive Board desires to thank the Journal Committee for carrying on the Work of the publication of the journals against tremendous odds. The South Indian Teacher is a member of the Educational Press Association of America. The Journal Committee feels that when compared with the appreciation that the journals receive from outside our province the support from the teachers of the Union should be still greater. The subscribers would be doing a great help by remitting their subscription promptly and in advance. There were 510 subscribers in the beginning of the year and the number of subscribers as on 31st of March 1939 is 500. It looks as if the South Indian Teacher has reached a steady level of subscribers. If the

journal is to be made more useful to the teachers it requires more money. The Executive Board appeals to all teachers to try their best to support the journal by becoming subscribers either individually or in groups. It is a regrettable tendency noticed in some groups of teachers that when the school authorities are persuaded to subscribe for the journal, the teachers themselves withdraw their support for the journal. The Executive Board appeals to all Teachers' Associations to subscribe for the journal and to induce as many members of the association as can do so to subscribe for the journal in their individual capacity and also secure support from the management of the school and other persons interested in Education. They will be doing valuable help to the journal if they extend their support to our advertising clientele. Advertisers may be made to feel that the advertisement in the Union Journals is good publicity. It will not be too much for teachers to show preferential treatment to our advertisers and also take notice of the publicity in our journals.

Balar Kalvi:—Balar Kalvi is well received by Teachers and Managers. It has been recommended by the Education Department of the F.M.S. & S.S., for use in their Tamil Schools. Its subscription is steadily growing. There were 385 subscribers at the beginning of the year and at the end of 31st of March 1939 the number of subscribers is 480.

The Work of District Guilds:—The Board is glad to note that all the Affiliated Guilds were evincing keen interest and had their quarterly, half-yearly and annual meetings,

The Trichinopoly Dt. Teachers' Guild deserves to be congratulated on its successful completion of its Guild House which was opened by Mr. H. C. Papworth. It has also taken the lead in the matter of Adult Education in the District by opening an Adult Education Centre. The Guild organised under its auspices an Educational Tour during the Christmas of 1938. 38 institutions participated in the tour. The South Indian Railway made the necessary arrangements by running a special train.

The Chittoor Dt. Teachers' Guild has also begun an Adult Education Class under its auspices.

The Financial Position:—The Board finds with satisfaction that this year the Affiliated Guilds and Associations have paid up their subscriptions. There are just a few Guilds and Associations still in arrears. The Financial Statement is given in Appendix C. and the attention of our members is invited to the same.

A sum of Rs. 100 including the contribution from Teachers' Associations for the purpose of filing a test suit in connection with the G.O. No. 4619 has been deposited in the Madras Teachers' Guild Co-operative Society marked as 'Defence Fund.' A sum of Rs. 200/- has also been invested in Fixed Deposit in the Madras Teachers' Guild Co-operative

Society. This is the balance of the Silver Jubilee Fund. A Recurring Deposit of Rs. 5 a month has also been taken and it is hoped that in course of time the Union will be able to refund the amount it has drawn from the Silver Jubilee Fund.

Conclusion:—The Union is getting more efficiently organised and it is slowly receiving more and more attention at the hands of Educational Authorities. The office-bearers of the Union are in more intimate touch with the Government and the Department to-day than was ever the case before. It is hoped that ere long the status of the S. I. T. Union will be recognised as the accredited exponent of non-official educational opinion in the province, and that it would be consulted on all matters of educational policy. This prospective improvement in the status of the S. I. T. Union throws greater responsibility upon its members. The District Guilds and their Constituent Teachers' Associations must be active and alert and all the Constituent Guilds and Societies must discipline themselves to speak with one voice and to make the S. I. T. Union their mouth-piece. The general improvement in our financial position is to be kept up and the S. I. T. Union should be supported in all possible ways.

MADRAS,

23-4-'39.

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M. S. SABHESAN,

E. N. SUBRAMANIAN,

Secretary.

APPENDIX A

No.	Name of the Guild.	Number of Associations.
1	The Anantapur District Teachers' Guild	7
2	The Chingleput District Teachers' Guild	5
3	The Chittoor District Teachers' Guild	13
4	The Coimbatore District Teachers' Guild	30
5	The Guntur District Teachers' Guild	4
6	The Kurnool District Teachers' Guild	10
7	The Madras Teachers' Guild	...
8	The Madura District Teachers' Guild	10
9	The Malabar District Teachers' Guild	20
10	The North Arcot District Teachers' Guild	21
11	The Ramnad District Teachers' Guild	11
12	The Salem District Teachers' Guild	45
13	The South Arcot District Teachers' Guild	10
14	The South Kanara District Teachers' Guild	10
15	The Tanjore District Teachers' Guild	28
16	The Tinnevely District Teachers' Guild	21
17	The Trichinopoly District Teachers' Guild	10
18	The West Godavari District Teachers' Guild	15

Note: The Madras Teachers' Guild has no association affiliated to it.

ASSOCIATIONS DIRECTLY AFFILIATED TO THE UNION

1. Teachers' Association, Hindu Theological High School, Sowcarpet, Madras.
2. Teachers' Association Board High School, Kandukur, Nellore Dt.
3. Teachers' Association, Board High School, Yellamanchalli, Vizag.
4. Teachers' Association, Wardlaw High School, Bellary.
5. Teachers' Association, Municipal High School, Bellary.
6. Teachers' Association, Board Middle School, Hadgalli.
7. Teachers' Association, Board Middle School, Kampali, Bellary Dt.
8. Teachers' Association, Board High School, Amalapuram, E. Godavari.
9. Teachers' Association, V. R. College High School, Nellore.
10. Teachers' Association, Board High School, Gudur.
11. Teachers' Association, Board High School, Duggirala.
12. Teachers' Association, Board High School, Kavali.
13. Teachers' Association, Board High School, Bapatla.
14. Teachers' Association, Board High School, Pulivendla.
15. Teachers' Association, Municipal High School, Bhimlipatam.
16. Teachers' Association, Taluk High School, Tenali, Guntur District.
17. Teachers' Association, R. K. Middle School, Allur, Nellore District.
18. Teachers' Association, Board Middle School, Allur, Bellary District.
19. Teachers' Association, Board Middle School, Udayagiri.
20. Teachers' Association, P. R. College, Cocanada.
21. South India Pandit's Union, Kadayamallur, Tinnevely Dt.
22. Madras Provincial Physical Education Association, Saidapet, Madras.

APPENDIX B

OFFICE-BEARERS FOR 1938—1939

1. *President*—Sri S.K. Yagnanarayana Iyer Avl., M.A., Retd. Professor, Pachiappa's College, Madras.
2. *Secretary*—Sri M. S. Sabhesan Avl., M.A., Professor, Christian College, Madras.
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SOUTH INDIA TEACHERS' UNION EXECUTIVE BOARD.

1938-39.

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S. Natarajan B.A., L.T., St. Gabriel's School, Madras, after that date.
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-

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Sri G. Shiva Rao.

Sri S. Mukunda Rao.

Sri A. Srinivasa Raghavan.

Sri T. K. Subramanian.

APPENDIX C

THE SOUTH INDIA

Statement of Receipts and Disbursements
RECEIPTS.

	Rs.	A.	P.	Rs.	A.	P.
<i>Opening Balance:</i>						
With Balar Kalvi	...	22	5 10			
With Indian Bank	...	225	3 8			
With Stamps	...	24	10 6			
				272	4	0
<i>Subscriptions:</i>						
From District Guilds	...	603	4 0			
From Associations	...	26	14 0			
From Individuals	...	13	8 0			
				643	10	0
<i>Other Receipts:</i>						
Education Week:						
Donations	...	80	0 0			
Sale of Literature	...	173	6 0			
E. W. Arrears recovered	...	7	8 0			
				260	14	0
Advertisements	...	...		25	0	0
<i>Silver Jubilee Fund:</i>						
Mr. L. N. Subramaniam	...	50	0 0			
Mr. S. T. Ramanujam Iyengar	...	50	0 0			
				100	0	0
<i>Contributions:</i>						
From Protection Fund:						
for the year 1937	...	111	8 0			
for the year 1938	...	122	0 0			
for Furniture	...	75	0 0			
				308	8	0
<i>Delegation Fee:</i>						
From Reception Committee, Mangalore	...	...		34	4	0
Interest on Bank	...	...		6	11	1
From Balar Kalvi	...	...		15	13	5
Suspense Account	...	...		3	14	0
<i>From S. I. Teacher Loan Repayment:</i>						
(Silver Jubilee Fund)						
Principal	...	165	0 0			
Interest	...	15	0 0			
				180	0	0
Total	...			1,850	14	6

(Sd.) V. BHUVARAHAMURTI,
Hon. Treasurer.

(Sd.) M. S. SABHESAN,
Hon. Secretary.

APPENDIX C

TEACHERS' UNION.

for the Period 1-4-1938 to 31-3-1939.

DISBURSEMENTS.

	Rs.	A.	P.	Rs.	A.	P.
Salary	...	...		180	0	0
Printing	...	...		109	5	0
Postage	...	...		118	1	3
<i>Travelling Allowance:</i>						
To Treasurer	...	15	0 0			
To W. C. Members	...	42	9 0			
To Treasurer and Secretary to attend Conference	...	73	0 0			
				130	9	0
Rent	...	...		30	0	0
A. I. F. E. A. Affiliation Fee	...	...		15	0	0
A. I. F. E. A. Delegation Fee	...	...		6	0	0
Contingencies	...	...		91	10	9
Furniture Purchases	...	...		72	0	0
Registration Fee	...	...		50	0	0
<i>Transfer to Central Education Week Committee:</i>						
Through M. T. G. C. Society	...	234	5 3			
Grant to C. E. W. Committee for initial expenses	...	10	0 0			
Grant for printing literature	...	90	0 0			
				334	5	3
(Details of Disbursements given separately)						
<i>Closing Balance:</i>						
With S. I. Teacher	...	104	9 11			
With M. T. G. C. Society Fixed Deposits	...	300	0 0			
With M. T. G. C. Society Recurring Deposit	...	25	0 0			
Stamps	...	13	10 9			
Cash on hand	...	69	12 9			
Cash with Bank	...	200	13 10			
				713	15	3
Total	...			1,850	14	6

Examined and found correct.

(Sd.) V. SOUNDARARAJAN,

B.A., G.D.A., R.A.,

Registered Accountant and Auditor.

EDUCATION WEEK (1938)

Details of Disbursements :

	Rs.	A.	P.
Printing	181	0	0
Postage	122	3	3
Clerical Allowance	20	0	0
Contingencies	5	0	0
Conveyance	6	2	0
Total	334	5	3

(Sd.) V. BHUVARAHAMURTHI, Examined and found correct.
Hon. Treasurer.

(Sd.) M. S. SABHESAN, (Sd.) V. SOUNDARARAJAN,
Hon. Secretary. B.A., G.D.A., R.A.,
Registered Accountant and Auditor.

S. I. T. U. SILVER JUBILEE ACCOUNT

AS ON 31st MARCH 1939

RECEIPTS.

	Rs.	A.	P.	Rs.	A.	P.
As per 1938 statement	...	...	...	842	6	10
Receipts during 1938—39:						
From Mr. L. N. Subramanian	...	50	0	0		
From Mr. S. T. Ramanujam	...	50	0	0		
				100	0	0
Total	...			942	6	10

DISBURSEMENTS.

With the South Indian Teacher as Loan (as per 1938 statement)	...	340	8	3
Less principal returned in the current year.	165	0	0	
Interest up to 31—3—39	...	14	1	10
Advance Interest	...	0	14	2

Balance of Loan with S.I. Teacher	...	160	8	3
Loan with S. I. T. Union	...	556	14	7
With M. T. G. C. Society as fixed Deposit	...	200	0	0
With M. T. G. C. Society as Re- curing Deposit	...	25	0	0
Total	...	942	6	10

(Sd.) V. BHUVARAHAMURTHI, Examined and found correct.
Hon. Treasurer.

(Sd.) M. S. SABHESAN, (Sd.) V. SOUNDARARAJAN,
Hon. Secretary. B.A., G.A.D., R.A.,
Registered Accountant and Auditor.

THE S. I. T. U. DEFENCE FUND ACCOUNT

AS ON 31st MARCH 1939

RECEIPTS.

		Rs.	A.	P.
As on 31st March 1938	...	106	1	0
Receipts during the year 1938—39	...	Nil.		
Total	...	106	1	0

DISBURSEMENTS.

Expenses incurred in previous year in connection with defence work	...	6	1	0
With M. T. G. C. Society as fixed deposit	...	100	0	0
Total	...	106	1	0

(Sd.) V. BHUVARAHAMURTHI, Examined and found correct.
Hon. Treasurer.

(Sd.) M. S. SABHESAN, (Sd.) V. SOUNDARARAJAN,
Hon. Secretary. B.A., G.D.A., R.A.,
Registered Accountant and Auditor.

THE SOUTH INDIAN
Statement of Receipts and Disbursements
RECEIPTS.

	Rs.	A.	P.	Rs.	A.	P.
<i>Opening Balance :</i>						
Cash on hand	...	0	3	0		
Stamps on hand	...	3	0	6		
With J. Secretary	...	43	14	0		
With Balar Kalvi	...	121	6	9		
				168	8	3
Subscription	...			1,375	5	0
Sale of Publications	...			104	1	0
Advertisements	...			792	4	0
<i>Miscellaneous :</i>						
Foreign Journals a/c	...	28	12	0		
Rent for Typewriter	...	15	0	0		
Interest from Bank	...	0	9	8		
				44	5	8
Contribution from Protection Fund	...			100	0	0
From S.I.T. Union	...			104	9	11
From S.I.T. Union towards establishment charges	...			180	0	0
Total	...			2,869	1	10

(Sd.) V. BHUVARAHAMURTI,
Hon. Treasurer,

(Sd.) M. S. SABHESAN,
Hon. Secretary

TEACHER.
for the period 1—4—1938 to 31—3—1939.

DISBURSEMENTS.

	Rs.	A.	P.	Rs.	A.	P.
Journal Printing	...			1,558	7	0
Postage	...			226	13	3
Establishment	...			331	15	6
Advertisement Commission	...			80	0	0
Subscription to Foreign Journals	...			43	2	6
<i>Conveyance :</i>						
to Journal Secretary	...	60	0	0		
to Clerk	...	26	7	6		
				86	7	6
Contingencies	...			91	10	6
<i>Loan Repayment to Protection Fund :</i>						
Principal	...	100	0	0		
Interest	...	31	10	8		
				131	10	8
<i>Loan Repayment to Silver Jubilee Fund :—</i>						
Principal	...	165	0	0		
Interest	...	15	0	0		
				180	0	0
Bank Commission	...			0	14	0
<i>Closing Balance :</i>						
With Journal Secretary	...	18	1	0		
With 'Balar Kalvi'	...	19	3	6		
Cash on hand	...	33	5	9		
With Bank	...	67	6	8		
				138	0	11
Total	...			2,869	1	10

Examined and found correct.

(Sd.) V. SOUNDARARAJAN, B.A., G.D.A., R.A.,
Registered Accountant and Auditor.

'BALAR

Statement of Receipts and Disbursements

RECEIPTS.

	Rs.	A.	P.	Rs.	A.	P.
<i>Opening Balance:</i>						
With Jl. Secretary	...	21	10	0		
Cash on Hand	...	3	3	0		
Cash with Bank	...	<u>15</u>	<u>0</u>	<u>4</u>		
				39	13	4
Subscriptions	...			801	14	0
Advertisements	...			119	12	0
Sale of Publications	...			21	11	0
Recovery of Postage	...			4	1	6
Interest from Bank	...			1	10	6
Contribution from Protection Fund	...			75	0	0
Total	...			<u>1,063</u>	<u>14</u>	<u>4</u>

(Sd.) V. BHUVARAHAMURTI,
Hon. Treasurer.

(Sd.) M. S. SABHESAN,
Hon. Secretary.

KALVI.'

for the Period 1-4-1938 to 31-3-1939.

DISBURSEMENTS.

	Rs.	A.	P.	Rs.	A.	P.
Journal Printing	...			675	0	0
Postage	...			151	13	6
Conveyance	...			15	12	3
Artist	...			25	0	0
Contingencies	...			13	11	0
Bank Commission	...			0	4	0
Paid to S. I. Teacher	...			102	13	3
Paid to. S I. T. Union	...			38	3	3
<i>Closing Balance :</i>						
With JI. Secretary	...	20	11	3		
Cash on hand	...	13	2	0		
Cash with Bank	...	8	1	10		
					41	15
						1
Total	...				1,063	14
						4

Examined and found correct.

(Sd.) V. SOUNDARARAJAN, B.A., G.D.A., R.A.,
Registered Accountant and Auditor.

TEACHER'S BOOK-SHELF

Elementary Science for Forms V and VI. Srinivasavaradachari & Co., Madras.
Price Re. 1-12-0.

This volume is divided into 3 parts—Natural Science (240 pp.) by K. C. Ramaswamy Iyer; Physics (174 pp.) by V. N. Visvanatha Iyer, and Chemistry (99 pp.) by P. A. Narayana Iyer, the General Editor. All the three parts are well-written and copiously illustrated. Descriptions are clear and full, and brief historical notes are added. Revision questions are appended to each part.

We have to point out that the division of Elementary Science into 3 sections like Natural Science, Physics and Chemistry goes against the framework of the Scheme of General Science.

Elementary Science for Forms V and VI: Natural Science, Malayalam Edition.
Srinivasa Varadachari & Co., Madras. pp. 342.

This is the Malayalam Translation of the Natural Science, Part of the Elementary Science Book. The translator—K. C. Ramaswami Iyer—has spared no pains to make the book readable. The language is simple and clear. The print and get-up of the book is good.

The same diagrams as are used in the English book are used here also. It would have been better if the English wordings in the diagrams had been rendered into Malayalam.

1. *Bru the Grizzly.* 2. *Kra the Baboon.* By C. Bernard Rutley. 64pp. each.
Paper 4½d., clothlined 5½d. Macmillan & Co., Ltd., London.

These are the first two books of the Wild Life Story Readers. They are beautifully illustrated by Stuart Tresilian; 16 illustrations are in Bk. 1 and 15 in Bk. 2. The books are interesting reading and they give the young reader a good idea of the life of the wild animals. The stories are founded on facts and the books can be read with profit and pleasure by the pupils of V and VI Form in our High School classes. These books should find a place in English and Science sections of every High School library.

A First Step to Letter-writing. By H. Martin. 124 pp. K. & J. Cooper, Bombay.
Price 9 as.

This is one of Cooper's excellent publications. In this book are contained 140 letters of different types arranged in the order of difficulty. Each type of letter is followed by a list of similar exercises—totalling 246 on the whole—to be attempted by the pupil. A feature of the book is the inclusion under each letter of short notes on the correct usage of English. This little book should be in the hands of every pupil of English in our Middle and High School classes.

Walton's English Synthesis. Pp. 351. 15th Edition. By L. Vaidyanatha Iyer, Teppakulam, Trichinopoly. Price 1-12-0.

The past generation of our educated men owed their mastery of the English language mostly to this excellent book. We are glad that a new edition of the



book has been put on the market. Teachers of English would do their duty by their pupils if they train them in English sentence-building with the help of this book. Though nearly 50 years have passed since the book was first published, the following observations of Dr. Miller regarding the book will still hold true: "If the book is steadily used in class, and if the examples and exercises which it contains are diligently attended to by pupils at home, a great improvement will soon appear in the fluent and accurate use of English by those who are accepted as liberally educated men."

Parts I to V can be covered in the three High School classes. Parts VI and VII contain exercises which students in our Intermediate classes can go through with profit.

English Print and Semi-upright Copy Books. (Six in each series). By B. D. Nijampurkar of Poona. Price two annas each.

We have received two sets of copy books, six in each series, published by Mr. B. D. Nijampurkar, Litho-Artist, Poona. They are in print script and Semi-Upright styles. The paper used is very fine and the print is very attractive. Throughout the series we find a graded development of the application of writing. We hope that the schools in India will welcome this indigenous enterprise, and give it the support it deserves. The publisher will do well to think of the possibilities of reducing the cost of these books from two annas to something less than that, because, most of the parents of Indian boys in schools cannot afford even this small sum.

The Oxford Indian School Atlas. Publishers, The Oxford University Press. Price Re. 1-4-0.

The Oxford University Press deserve to be congratulated on the excellent School Atlas which they have brought out. It is intended for students in India in particular and India has been given special treatment and different parts of the Indian Empire have been mapped out separately. The general principles of astronomical geography are illustrated by diagrams so also geographical terms. Much useful information about the making of maps and globes is given in the notes prefixed, and in these days of aerial navigation the main air routes of the world are indicated in a special chart. Maps of India showing distribution of territories at various stages in its history are very interesting and very useful. The publishers are to be congratulated in their being able to fix the price at the low figure of Re. 1-4-0 so that this very useful publication may be within the reach of almost every student.

S. K. Y.

Some Holidays with Nature. Twenty-six booklets published by Messrs. Macmillan & Co., London. Price: one penny each.

The publishers deserve to be congratulated upon their being able to bring out 26 booklets on things which any young boy or girl out to enjoy holiday may study with advantage. What an observant boy or girl is likely to see by the river side, in the village pond or on the seashore, special birds, fish, animals etc., as well as trees, flowers, shrubs, creepers and the beautiful sky above, stars and moon and the clouds that fly in the sky, all these are described in a very attractive manner in the booklets under review. Each costs only a penny or an anna; but

we are constrained to observe that these books would be found useful only by English children in England. We hope the enterprising publishers would bring out an Indian edition adapted to Indian conditions and written, perhaps, in the mother-tongue of our boys and girls.

S. K. Y.

Why this Wardha Scheme. By S. Lakshminarayanan. B.A., L.T., Municipal High School, Salem. Price two annas.

This small book of about 40 pages is a useful addition to the growing literature upon the Wardha Scheme. It broadly consists of three parts. The first part explaining the need of the Wardha Scheme, the second dwelling upon the salient features of the Scheme and the third dealing with that genuine attempt to implement the Scheme in the Central Provinces known as the Vidya Mandir, which is only the Wardha Scheme adopted to the special needs of the province. The author has priced it very low and schools and Guilds will do well to purchase copies and distribute them among their members so that the correct ideas about Wardha Scheme may spread more and more among the teachers.

S. K. Y.

Where Theosophy and Science Meet. A Stimulus to Modern Thought. Part II. From Atom to Man: by D. D. Kanga, I.E.S. (Retd.). Publishers: The Adya: Library Association. Price Rs. 1-14-0.

This book which forms the second part of a series which will ultimately consist of four parts deals with the evolution of man from Atom, and it is a collective production, each section being the contribution of an expert on the subject. The view point and the general line of approach to the problems is distinctly theosophical. It is taken for granted that the modern scientific method is defective, because it does not take into consideration the subtler forces and the subtler words that do not respond to the apparatus of the orthodox scientist; that in order to get oneself attuned to that world of nature one must transcend the narrow limitations of senses and develop the latent faculties in man and then only will he be able to by means of occult research to intuitively sense truths which are beyond the range of the ordinary man. Once this assumption about the existence of latent faculties and the limitations of the ordinary scientific methods are granted, the book is easily understandable. Some of the chapters are too technical for the ordinary man nor are they intended for the mass in the street. A certain amount of discipline along the lines indicated is necessary to equip oneself to appreciate the view point of the various authors. It is doubtful whether an average scientist would accept the line of investigation advocated in the book, but to the faithful it is a source of great enlightenment. A special word of praise is due to the excellent printing and general get up of the book.

S. K. Y.

Short Modern Plays. Second Series. Selected by S. R. Littlewood. Publishers: Macmillan & Co., Ltd.

This is another welcome addition to that excellent series published by Macmillan & Co., The Scholar's Library Series. There are eleven short plays and where everyone is interesting, it is so difficult to choose any play in particular for special mention. Still, to a student of Shakespeare "Hamlet in Modern Rush," would appeal as being easily the most diverting. The famous speech of Polonius of his

son Laertes which every school boy was made to learn and repeat is modernised as follows :—

Pelonius now—for one thing—keep your mouth shut!..... and for another—not too much—er—amusement, mind! and dress according to your pocket—and no fancy stuff! and cut out borrowing money—and don't lend any, either! Got that?

The famous soliloquy of Hamlet 'To be or not to be, that's the question' becomes

Blessed if I knew whether to chuck it all up—or go on with it! not only is royalty and high life dealt within "Under Fire", "The Conspiracy," "Comedy and Tragedy" and "Portrait of a gentleman in slippers" but the joys and sorrows of humble every day life are found in such excellent plays like "The Carrier Pigeons," "The Three Wayfarers," and "A Pound on Demand" and Students of English literature will very much appreciate "The Reckoning" wherein the tragic end of Christopher Marlowe in a drunken brawl in an inn is dramatised. A very delightful volume altogether.

S. K. Y

THE GEOGRAPHICAL CONFERENCE .

The Geographical Conference was held under the auspices of the Madras Geographical Association at the Kellett High School, Triplicane, on Monday the 8th of June. Sri. N. Subrahmanyam welcomed the delegates and Prof. C. S. Srinivasachariar of the Annamalai University presided over the Conference.. After the Presidential Address two papers were read, one on "Surface level of Madras" by Sri. V. D. Krishnaswami and the other on "Some place names of Madras" by Prof. V. Rangachariar. On the 9th, Mr. C. G. Armstrong, Chairman, Madras Port Trust, spoke on the "Port of Madras". Sri. K. C. Ramakrishnan of the University Economics Department, spoke on the "Problem of Milk Supply to the City of Madras." Sri. N. Subrahmanyam spoke on the "Development and Growth of Madras in Recent Times". On the 16th, Sri. H. Punja read a paper on "The Fruit Supply of Madras". Dr. P. S. Lokanathan of the University of Madras read a paper on "The Occupations and Industries of Madras".

In bringing the proceedings to a close, the President referred to the good work done by the Madras Geographical Association in making district studies of which a study of Madras was peculiar. The Conference was then dissolved.

THE SOUTH PROVINCIAL PANDITS' CONFERENCE

May, 8th, 9th and 10th.

A Conference of the South Indian Pandits was organised by the South India Pandit's Union alongside the 36th Provincial Educational Conference. The Conference met on 3 days viz., 8, 9 and 10th May 1939 at the Kellet Hall, Triplicane.

On Monday the 8th of May 1939 Mr. Bashyakaracharlu, the Vice-President of the South Indian Pandits' Union welcomed the president-elect and the delegates. He requested Mr. M. Shanmugasundara Mudaliar, Headmaster of Pachayappa's High school, Madras, to open the Conference.

Mr. Mudaliar referred to the greatness of our Indian scholars and explained how scholars in our South Indian languages can serve our country.

Then Mr. Bashyakaracharlu proposed Mr. A. Muthiah, M.A., Professor, Pachaiyappa's College to the chair. Mr. E. M. Subramania Pillai seconded.

The President in the course of the Presidential address pointed out that scholars in our South Indian languages were respected in the pre British period because the standard of value used in the society to assess the value of individuals was different from what it is now. On account of the materialistic bent of mind, people now respect only those who enjoy power or who are rich. He said that the present low position occupied by scholars was due to the changed attitude of the society. He further explained that the scholars of our languages can regain their lost position by playing an important part in the society. He said that scholars must compose poems and songs which may give expression to the modern thought. He pleaded for the formation of linguistic provinces wherein the language of the locality may be made the Court languages and the official language. It is only then, he said, that scholars in the Indian language can secure their rightful and proper place in the Society.

A subject committee was formed then. It met in the same hall at 1 p.m. on 9th May 1939. Resolutions which were given notice of, were discussed. At 3 p.m. the Conference assembled once again and passed unanimously the following resolutions:--

I. This Conference requests the authorities of the University of Madras to permit pandits of the Tamil, Telugu, Malayalam and Kanada languages to appear first for an entrance English examination with Group 'D', and finally to appear for the B.O.L. Degree examination, in the same way as is done for candidates appearing for Sanskrit examinations, and modify suitably the regulations which now compel candidates for other languages than Sanskrit, to appear only for the Intermediate examination only in case they are S.S.L.C. passed candidates.

II. In view of the fact that private publishers do not come forward to publish books of general public interest on all subjects in South Indian languages, this Conference requests the Madras, Andhra and Annamalai Universities to arrange for the publication of such popular scientific books.

III. This Conference requests the Government and the Director of Public Instruction to cancel the recent G.O. and proceedings respectively requiring the exemptions of Pandits appointed before July 1926 to be renewed year after year and retain the exemption given in 1926 permanently.

IV. Resolved that the Government be requested to appoint as chief examiners only Pandits who actually teach the subject in the Higher schools and have High school experience.

V. Resolved that the Pandits and Munshis be accorded the same treatment in the matter of pay and prospects as the teachers of subjects other than the languages, working in the same institutions, as the work turned out by them is of the same quality and as in their own subjects their qualifications are as high as the appointing authorities have prescribed for them.

VI. This Conference requests the Government and the various authorities to consider teachers who have passed the Vidvan' entrance, preliminary and final examinations as fit and qualified to handle classes in the middle school, High School, and college classes respectively and give them different scales of pay as for the secondary grade teachers L.T. teachers and Lecturers.

VII. This Conference requests the Government to instruct the management of various schools to appoint additional hands to teach our South Indian languages in view of the fact that Pandits in all schools are over worked men.

VIII. This Conference requests the following gentleman to wait in deputation on the Honourable Minister for Education and the D.P.I to discuss with them the problems raised by the conference and explain to them the need to satisfy the demands of this Conference.

1. Sri. A. Muthiah, M.A.
2. „ E. Bashyakaracharlu.
3. „ E. M. Subramania Pillai.
4. „ A. Srinivasa Raghavan.
5. „ Lakshminarayana Sastri.
6. „ K. Ramakrishna Sastri.

On the same day 9th May 1939, the annual general body meeting of the South Indian Pandits Union met at 5 p.m. Mr. E. Bashyakaracharlu, the Vice-President, was in the chair. The report of the union was submitted by the Secretary Mr. E. M. Subramania Pillai, and adopted unanimously. The following were elected as office-bearers for the coming year 1939-40.

<i>President</i>	..
Mr. A. Sreenivasa Raghavan, M.A., Tinnevely.	
<i>Vice-President</i>	..
Mr. E. Bashyakaracharlu, Madras.	
<i>Secretary & Treasurer</i>	..
Mr. E. M. Subramania Pillai, Kadayannallur.	
<i>Joint Secretary</i>	..
Mr. Sundarasami Aiyer, Palani.	

It was resolved to prescribe a fee of Re. 1 for life membership of the union.

On the 10th May the Conference met again at 1 p.m., in the University Examination Hall. Mr. A. Muthia, M.A., presided. Mr. Raghunatha Aiyer, Educational Officer, Corporation of Madras, initiated a discussion of "The teaching methods for Indian Languages." Messrs. S. Sundaresa Aiyer, M.A., L.T., of Tinnevely, K. Venkata. chariar and S. Sivaprakasam participated in the discussion. After the concluding remarks of the President, the Secretary thanked the President and all others who participated in the Conference.

E. M. SUBRAMANIA PILLAI,
Secretary,
11-5-1939.

EDITORIAL

THE 30TH MADRAS PROVINCIAL EDUCATIONAL CONFERENCE.

The 30th Madras Provincial Educational Conference which was held in the city of Madras on the 8th, 9th and 10th of May may be regarded as being unique in some respects. The attraction of the Metropolis was there, and in spite of the fact that strict rules regarding previous registration of delegates were enforced, enrolment of delegates was very encouraging.

The usual inconvenience caused by successive presidents declining owing to personal reasons to preside was also there. All is well that ends well, and the Conference is to be congratulated on its being able to secure the service of such a veteran educationist like Sri V. P. Audiseshayya, Principal of Voorhees' College, Vellore to preside over its session.

The Exhibition organised was of exceptional interest and educative value. There was considerable planning and it attracted crowds of delegates who spent a good deal of time in the Exhibition Halls. It was very kind of our popular mayor to have found time, in the midst of his varied activities, to come and declare the exhibition open.

In conjunction with the authorities of the Geographical Conference Excursions were planned to places in and near the City of Madras.

The arrangements made by the Reception Committee for the boarding and lodging of delegates were very satisfactory. True, some inconvenience was caused owing to the Conference functions taking place in different places. That could not be helped in a big city like Madras.

A special word of praise is due to the Entertainment Committee which got up a music performance by Srimathi Pattamal, and variety entertainment by students of various schools in the city. The latter in which the art of dancing which is now becoming popular amongst our girls was conspicuous, was much appreciated.

II

The President of the Union gave a Radio Talk on "Some Educational Problems" on the 7th night in which, speaking as a citizen to fellow-citizens, he drew public attention to the need for educational reorganisation and appealed to the Government to take up ultimate responsibility in Educational matters.

Mr. M. S. Sabhesan, President of the Madras Teachers' Guild and Chairman of the Reception Committee of the Conference welcomed the

delegates in a short speech. He drew a parallel between the circumstances now and those a hundred years ago when there was the conflict between Anglicists and Orientalists regarding the medium of instruction in schools. He put in an eloquent plea for the Wardha Scheme. He next stated un-equivocally the position of the S.I.T. Union in its relation to Teachers, to Government, and Managements, and assured the public that as a Union it would not attach itself to any political party. He pleaded for a cosmopolitan outlook and requested the parents and others interested in education to co-operate with teachers in putting down the tendency unfortunately existing in certain places of students being subjected to narrowing influence of territorial linguistic, communal or religious bias. He made a fervent appeal to the Government to make a declaration that they are ultimately responsible for the education of the people of the province, and pleaded for the formation of a committee to help the Government in formulating a ten year programme of educational expansion, with its financial implications. As the trusted Secretary of the Union, it is not surprising that he put in an eloquent plea for the stabilisation of the position of teachers, and for the improvement of their status and emoluments. Lastly, he pleaded for the formation of a Board of Education which would be in charge of Secondary Education of the Province.

III

The Hon'ble Mr. C. J. Varkey, Minister in charge of Education was pleased to declare the Conference open. In the course of the speech he made on that occasion he paid a well merited tribute of praise to the working of the S.I.T. Union for which we take this opportunity of thanking the Minister. The Minister then threw forward a suggestion born certainly of his own personal experience in other institutions, that the Conference would do well to concentrate attentions upon a particular topic for a year and it is interesting to note that though the Conference did pass a number of resolutions, they all centre round one vital point, Educational reorganisation. The Minister then went on to point out what the Congress Ministry now in power have done for the teaching profession during the short period they have been in office and enumerated seven things done by the Ministry such as the institution of Service Register, recognition of Teachers' Unions and so on. He also took the Conference into confidence and sketched the new programme of the Ministry, and enumerated another set of seven improvements the Government are thinking of effecting, such as the opening of Wardha Training School, reorganisation of Secondary Education and of Text-book Committees, etc., and we are glad to find that the Minister contemplates giving recognition to the S.I.T. Union as the organ of the teaching profession in the Province. We once again thank him in anticipation for this.

There was, unfortunately, a tendency noticed in the closing portion of the Minister's speech wherein he gave well-meant advice to his brother teachers assembled in the Conference, a tendency to cow them down to a particular line of action. The Hon'ble Minister assured the Conference through the President of the S.I.T. Union that he never meant to offend any assembled in the Conference, though the delegates felt bound to record their mild protest by a resolution on the matter. The Ministers' speech on the whole was encouraging and this being the first time that a Minister who has risen to that position from our own ranks was pleased to address the Conference, the ruffle that was caused might have been avoided. We take this opportunity to assure the Minister that in all his disinterested work for the improvement of Education in the country he will have the loyal and unstinted support of the South India Teachers' Union.

IV

The President of the Conference in his address which we marvel how he was able to get ready at the very short notice he had, dwelt upon several educational topics, the most important of which was his observations on the Wardha Scheme. He summarised the objections brought forward against this Scheme, and like the experienced teacher that he is, he pleaded for the Scheme being given a fair trial. He also appealed to parental co-operation in the matter of putting down indiscipline in schools. This subject came up for a good deal of discussion later on at the open Conference. Two learned papers were submitted to the Conference and they were followed by a discussion on the subject of "Strikes in Schools and Colleges." He pleaded for a more remunerative outlet for the talents of young graduates of the University than appealing to them to go back to villages and lead a life of plain living and high thinking. His final appeal that we teachers in India should be true to the time-honoured ideal of *Nishkama Karma* was a fitting conclusion of his learned address. A special expression of gratitude on the part of those responsible for running the Conference is due to the President, for his readiness in accepting the onerous task in spite of a great domestic bereavement he had sustained a few weeks before the Conference.

V

RESOLUTIONS PASSED.

The Conference is to be congratulated on the business-like nature of the resolutions passed. Though there are 16 resolutions, they could all be grouped under a few main headings.

It exercised its privilege of conferring the title of "Kulapathi" upon Sri P. A. Subramania Iyer, B.A., L.T., Retired Headmaster, Hindu High School, Triplicane, Madras, who as a former President of the Conference

and an active Secretary of the S.I.T. Union and Headmaster of one of the Biggest High Schools in the Province for nearly quarter of a century, richly deserves the title.

Resolution No. 12 which requested the Government to state their educational policy, No. 2 which appeals to the Government to reconsider their Elementary Education Policy in the light of the Wardha Scheme, No. 16, a comprehensive resolution about reorganisation of Secondary Education, No. 5 about reorganisation of Training Schools and Colleges and No. 13 regarding the formation of Advisory Council of Education, all these refer to broad questions of policy.

Resolution No. 14 authorising the Working Committee to see that the Union Bill on Service Conditions be taken up by the Government, resolution 3 asking for representation of the teaching element in the Taluk Elementary Education Committees recently constituted, resolution No. 15 about Contract and the need for its modification, No. 6 about cuts in teachers' salaries and No. 7 about the famous G.O. 4619, all form a group dealing with what we may call the improvement of pay and prospect of teachers.

There was a separate resolution on Physical Education showing how teachers are recognising the importance of this much neglected aspect and another resolution on the now famous G.O. Nos. 416, 17 and 18 which the Conference evidently considered to be unsatisfactory in spite of the Minister's explanation.

Resolution No. 8 was on the need for the increase of Government's contribution to the Provident Fund because the Post Master General has refused to consider the question of increasing interest; and there was resolution No. 9 on Text-books selection.

Those amongst our readers who would remember the proceedings of Conferences about 10 or 15 years ago would realise that the Conference has made a remarkable progress in the direction of getting business-like. Time was, when a very large number of resolutions on all sorts of topics would be passed at these Conferences and we are almost approximating towards the ideal set up for guidance by the Hon'ble Minister who advised the Conference to take up for detailed examination and necessary action only one topic for a year.

The Conference on the whole might be pronounced to be a great success from many points of view and the Reception Committee and the Madras Teachers' Guild that shouldered the responsibility deserve to be congratulated.

As we go to the press we understand that Dewan Bahadur Sir R. Venkatarathnam Naidu, M.A., LL.D., the veteran Educationist and religious leader has passed away. He was one of the few people on whom the South India Teachers' Union at its annual Educational Conference conferred the title of "Kulapathi". He died full of years and honours and this is no occasion for mourning. Yet, the country is distinctly the poorer for the departure of this noble soul. We hope to publish a biographical sketch of this great teacher in our next number.

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V. SRINIVASAN,

Hony. Secretary.

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