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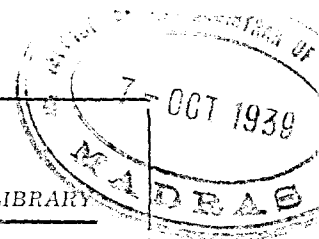
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THE SOUTH INDIAN TEACHER

Vol. XII

July, 1939

No. 7

ELEMENTARY EDUCATION

The Problem and its Solution

By

S. T. RAMANUJA AYYANGAR

I. THE STUDY OF ELEMENTARY EDUCATION-TRIPLE INTEREST

The history of elementary education in our country from the days of the English East India Company is an interesting study to the student of elementary education. Its historical interest lies in the details of the various phases of educational policy and the educational efforts of the Government, the Christian Missionary and natives of India all of which can be studied from the references available. Its current interest lies in studying Government's educational policy now as adumbrated in the Government Communique of 1936, the grant rules and other administrative reforms made by the Department of Public Instruction and the statistical position achieved. But more than its historical interest and current interest, it is of perennial interest to the teacher as it relates to the child, which is a person partially in actuality and partially in potentiality. It is the task of the parent and the teacher to make actual what is potential in the child and it is the task of society and the state to keep the child a literate in society and a good citizen of the state. It behoves teachers' organisations to study the political, social and economic order and define the educational opportunities necessary for the reorganisation of elementary education as part of a programme of rehabilitation of the social order. From this point of view, the Trichy District Teachers' Guild's report on Elementary Education and the South India Teachers' Union Working Committee's recommendations thereon of March 1937 and the Elementary Education resolution of the Tanjore Provincial Educational Conference of 1937 are a valuable contribution to the future of element-

160082

ary education in our Province. I have embodied the spirit and recommendations of the above in my bill on Elementary Education, which has been adopted by the Trichy District Teachers' Guild and which I am now submitting as my contribution to the symposium.

II. VOLUNTARY OR STATE EFFORT

There are two factors in the growth of elementary education, education by voluntary effort and education by and through State intervention. State effort has been possible elsewhere through expenditure of money on progressive effort through a new orientation of local and national public finance. Voluntary effort too has done much and it has left its impress on the educational system. But in our country, the policy of grants in aid and subsidies, as a mediatory plan, under lax conditions of morality, inspection and examination, has already resulted in many evils which have made education of the child insecure. Shortcomings in policy, objective and plan are adversely affecting the nation's child capital. It is therefore imperative for teachers to ponder over the relationship of voluntary and state effort in future. A uniform state system is likely to destroy local initiative according to local needs. A reliance on voluntary effort alone is impossible as voluntary effort is shy all over the world. The time has therefore come for an inquest of the Anglo-Indian Elementary Education System and the reorganisation of the system as a state managed system in the wider sense of the term, namely management of education by education panchayats under the direction of the state and backed by national, local and private finance. Education in India for some generations to come cannot be made self supporting as under the Wardha Scheme until teachers, inspectors and administrators are able and ready to work the Wardha Scheme. The bill I have submitted is a synthesis of voluntary and state effort and is a preparation for the Wardha Scheme.

III. A CENTURY OF THE SYSTEM AT WORK

A century of the Anglo-Vernacular system of elementary education has witnessed the growth of joint irresponsibility of the state and the people, the rise of oligarchic elements, educational adventurers and educational vested interests and the growth of department-centred education, which has neglected the three estates of the School, the pupil, the course and the teacher. Literacy for British India is somewhere about 8 per cent. The percentage of expenditure on Education is about 12 per cent. We have only a literate population of 19 millions in all British India on whom we are spending 26 crores of rupees. The percentage of pupils to population in British India is only about 5. The average cost per pupil in British India is about Rs. 22. We have only 153 Urban and 3392 rural centres where compulsion has been introduced in British

India. Beyond the fact that Elementary Education acts have adorned the Statute Book and administrative and financial developments have been on the increase, there can be no two opinions that a set back in elementary education is there with two diseases, the persistence of wastage and the elusiveness of literacy. The responsibility for unsatisfactory progress must be borne by the political regime in India and by the educational agencies. The blame cannot be thrown on the teacher under the approved and controlled Elementary Education system, who has been since 1835, simple-minded and ignorant, reflecting as little honour on his occupation as he derived emolument and recognition from it.

IV. REMOVAL OF EDUCATIONAL WEEDS

The present juncture under Provincial Autonomy is a fit opportunity for the popular Government to clear the weeds which have grown round the system. The Congress Governments with unerring vision have undone the English bias which has spread like a water hyacinth even in the Elementary education curriculum, destroying the sources of national expression by the neglect of the mother tongue. Mahatma Gandhi with his constructive genius, has rightly come forward to destroy the system which destroyed our love of environment, our skill in handicrafts, our love of truth and ahimsa. The bania, the Bible, the bayonet and the book have dominated the structure and work of our schools and now the Wardha Scheme is a synthesis of Swadeshi, service, sacrifice, and self-support of all concerned in education. The Congress Governments have to make effective preparation to ensure the success of the Wardha Scheme, and not attempt *piecemeal reform* which would be a national calamity. Private *educational adventurers* unconnected with hereditary or customary teaching, with ulterior motives, making profits out of the grant in aid system have to be hounded out in the interests of truth and ahimsa. The *irresponsibility* of *parents* in rearing up civilized citizens has got to be checked by prevention of parents' evasion of responsibilities. Teachers minimum demands have to be met in order to whip the teachers to render efficient service. The Statham plan of progressive compulsion and the objective of structural perfection for achieving child literacy have to give place to free, compulsory and universal education of the child and the illiterate adult and this has to be achieved by making the elementary school system efficient not only in instruction in the three R's, but in creating a permanently literate population able to live an improved social and economic life. The importance of this has to be recognised by comprehensive legislation and schools have to be supported by the people by pooling all the financial resources of the country. The *misfit elementary teacher* raised by the approved and controlled elementary education system has to be eliminated by diverting him into a nation

wide, adult, fool-proof, literacy campaign and discharging him within ten years. Meanwhile the new teacher has to be raised from among the ranks of the English-educated by conscription in each educational centre and the future elementary education system, like the old Gurukula system, must be teacher-centred, craft-centred and village-centred. The Department of Education which absorbs over 7 per cent of Educational finance has to be brought into line with the national educational programme and evolved into a Provincial Board of Education and such officers and inspectors who are not in sympathy with the new trends have to be given notice to quit on enforced pension. The *educational drones* in Training and other schools and in the Inspectorate have to be moulded and trained to give expert guidance and service particularly in an era of revolutionary changes, and emoluments and returns have to be correlated by a revision of all salary scales.

V. FUTURE LINES OF ADVANCE

The lines of advance have necessarily to be destructive and constructive, side by side. Imperialism in education based on the policy of "commerce follows enlightenment of the native" has to be destroyed. Too long have we been educated in words to the neglect of education for service of India. Educational workers in our country have to become conscious builders of the new society. Universal, free and compulsory elementary education which is good for other countries must be made equally available for India. National poverty in terms of the idle man and want of openings must be wiped out by making education practical and centre round our land, our crops, our fruits, our cattle, our houses, our shops, our markets, our industries, our roads, our vehicles and our general needs in terms of the child.

VI. CONCLUSION.

The bill I have submitted is a national and local school plan of education which will avert the shipwreck of the elementary education boat by timely recognition of the needs of the child, the teacher, and the country. I claim that, under this, learning will cease to be barren and teaching will cease to be futile. I commend it to you.

THE ROLE OF AIDED SCHOOLS

By

SRI N. K. THIRUMALACHARIAR,

President, Society for the Promotion of Aided Education, Madras

Of the major problems that engage the attention of every modern state, the problem of primary education occupies the foremost place, as, on the educational advancement of every unit in the state, depends its onward progress. But curiously enough it has had very little attention in this country, owing to a diversity of causes the principal being, one of funds. I am obliged to make this statement for the simple reason that in spite of nearly one hundred years of British Administration the percentage of male pupils in Elementary Schools for boys and girls to the total population in the Presidency is only 9.1. I propose in this article to give some figures with reference to the Educational activities in the Presidency and the city of Madras and attempt to show that in the light of the figures and the overwhelming necessity of successfully dealing with the question of illiteracy at the earliest possible date, the only way is by the greater and more active encouragement of aided institutions.

The total number of elementary schools for boys in this presidency is 39,398 of which 1,593 are Government Schools, 985 are Municipal Schools, 13,618 are District Board Schools, 1,446 are Panchayat Schools 21,280 are aided schools and 476 are un-aided schools. The total number of girls' schools is about 4,720 of which 48 are Government Schools, 434 are Municipal Schools 2,065 are District Board Schools, 7 are Panchayat Schools 1,053 are aided schools and 23 are un-aided schools. The number of Girls reading in the elementary schools for boys is 5,40,867. Of the 21,280 aided schools 6,290 are mission boys' schools, and 14,980 are non-mission boys' schools. Out of the 4,720 Girls' schools 577 are mission and 957 are non-mission girls' schools. The strength in mission schools for boys is 3,37,894 and in non-mission schools is 9,63,084 and girls 67,029 in mission schools and 78,828 in non-mission schools. In the 1,593 Government Schools the total strength is 74,742. In the 985 Municipal Schools the strength is 39,452. In the 13,618 District Board schools the strength is 8,86,957. In the 1,446 Panchayat Schools the strength is 66,952. In the 21,280 Private Schools the strength is 13,00,978. In the 477 un-aided schools the strength is 19,637, the grand total being 24,88,718. These figures are with reference to boys' schools. As far as the strength of Girls' schools is concerned in the 48 Government schools the strength

is 8,109 in the 434 Municipal schools the strength is 59,370, in the 2,065 District Board schools the strength is 1,71,921, in the 7 Panchayat Schools the strength is 454, in the 1,053 aided Girls' schools the strength is 1,45,867 and in the 23 un-aided schools the strength is 1,757, the total strength is 3,84,478 for 4,720 girls' schools.

There is one other division of schools and of strength which may also be of further value. Schools divided into municipal and non-municipal schools will bring this result. Municipal boys' schools are 2,236 in number with a strength of 2,83,611. Municipal Girls' schools are 825, in number with a strength of 1,63,804. Non-municipal schools are 37,162 for boys in number with a strength of 2,25,104. Non-municipal Girls' schools are 3,895 with a strength of 2,70,674.

The number of trained teachers in boys' schools in our Presidency is 53,112. The number of teacher-manager schools is 10,690, and the number of trained teachers in their schools is 13,277. The number of single teacher schools is 17,224. The number of teachers employed in girls' schools is 14,592 of whom 12,867 are trained teachers and the number of pupils per trained teacher is 30. The number of teacher manager schools for girls is 544. The number of un-aided schools is 209 for boys by mission and 276 by non-mission. The number of unaided schools is 3 for girls by mission and 21 by non-mission.

These figures are with reference to our Presidency as a whole. Now coming to the city of Madras, the total number of elementary schools is 353 of whom 134 are Corporation schools 13, managed by the Government and 198 aided schools being both mission and non-mission and 8 un-aided schools. As regards the strength the number of children in the Corporation schools is 35,520 and in non-municipal schools is 32,079 and according to the recent census there are still 20,000 children to be brought under compulsion. The amount spent on the Corporation schools is over Rs. 9,00,000 and for aided schools is below 2,00,000.

As regards the cost of education for boys, it costs Rs. 12-12-0 per year per pupil in the Government school 9-11-0 per year per pupil in Board School and Rs. 6-2-0 in aided school. As regards the expenses on Elementary schools from all sources the following tabular statement will of interest value and instruction. From the above figures it must be clear that so far as the strength is concerned in the city or in the Presidency nearly half or a little more are in schools by private agencies. As regards the cost of management the figures will speak for themselves.

The question naturally arises as to what are the conclusions to be drawn. In my opinion they are :--

1. There is still a considerable portion to be traversed before we can pronounce that compulsion has been introduced in all areas and every child of school-going age has been brought into a school.

2. The high percentage of strength in the aided schools, in spite of the fact that education in Board and Municipal schools is free, seem to indicate that a considerable section of the people prefer to send their children to aided schools for obvious reasons.

3. Comparatively speaking, the education in the aided schools is considerably cheaper to the state than in Board or Municipal schools.

4. The most potential source by which illiteracy could be liquidated in a short time by the state is by the opening of a large number of aided schools in the province.

5. Taking the number of girls who go to school and read in the Girls' schools and the number of girls that read in boys' schools it is clear that the tendency is towards co-education in primary schools.

As regards the aided schools themselves, it is not my purpose to state that they are ideal in every sense of the term. They require improvements in various matters particularly with regard to tenure of service and salary of teachers. As a matter of fact, the new rules regarding the service register and fixing a certain definite percentage of the grant to be paid to the teachers concede these two points of view and attempt reform in the proper direction. On the whole it must be said that the attention given to the children in aided schools particularly in schools conducted by missions is indeed praiseworthy. However, bad a teacher-manager may be, and I say he is not at all bad he puts all his heart in his work and with a view to earn better grant extracts work from the teachers. The personal element in an aided school is a distinct and valuable asset, which is totally absent in Government, district Board, and municipal schools.

Fettered by rules and regulations aimed at uniformity the public schools cannot embark upon any new policy and cannot work any new experiment but is tied down to the orthodox time-table and curriculum. It takes months and years before any new experiment could be introduced in state managed schools. In an aided school there is plenty of freedom for initiative and sufficient restraint to be within order. There is a harmonious blending of freedom and restraint in aided school. 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 this province. Just as a patient gets better attention from a Private physician than from a Government General Institution, so also, the child gets better attention from a teacher in an aided school. I do not see if

there is any justification for managing more schools by the state directly. They must and ought to encourage the formation of more aided schools by private agencies and help them liberally. There are a number of connected matters centering round the subject of primary education and it is high time that a special committee is constituted to go into the whole question from every point of view, lay out definite policies and work up all details with a view to have cent per cent literacy within at least a period of ten years.

THE CATHOLIC SCHOOL

By

REV. FR. T. GAVAN DUFFY, M.A.,

Secretary, Catholic Educational Council of S. India.

How do the Catholic Missions come to be in the field of Elementary Education at all ?

Well, it is this way.

The Church authorities believe themselves to be the depositories of something which belongs to the world and which they are obliged to make available to all—namely an answer to the riddle of the universe, which is both reasonable and true.

Now this answer is all of one piece ; it informs all thought and all conduct and all life ; and as education is nothing but the passing on of one's standards to another generation, the Church believes in education, as the only means of passing on her standard of conduct and thought and life to those for whom she is responsible.

It does not follow that every Catholic village population, that every family, that every individual understands the Church's educational concern and loyalty responds to it. The world is full of stupid people who have no sense of responsibility. One should never be surprised by the shortcomings of humanity or by the distance between the ideals of any body and the performance of its members.

But the Catholic Church goes on making, often with the aid of her poorest people, very considerable sacrifices so that her children may be properly equipped to grasp her message and live up to it.

The fact that non-Catholics are admitted to our schools is due very largely to the fact that, where our population is thin, numbers have to be made up. If, incidentally, the non-Catholic children pick up the Church's answer to the riddle of life, she considers that to be entirely their gain, not hers. The most absurd ideas prevail in India about "proselytism"—as if it was a sort of hobby like collecting stamps. The real point is that we hate to be selfish in the possession of such a good thing as the faith ; we keep on holding it up for all to see ; but you must stretch out your own hands for it ; the last thing that any reasonable Catholic wants to do is to *argue* about truth, or ram it down anybody's throat. But we must understand it and preserve it and offer it—which our schools help us to do.

PROTESTANT VILLAGE SCHOOLS AND GOVERNMENT

By

B. J. Rockwood, M.A.

Any discussions of Protestant Missions and their relations to village elementary school education must start with a setting forth of the motives that prompted early missionaries to enter upon a task of such vast proportions and such formidable difficulties. If government has hesitated all these years to grapple with the problem of village education, how great must be our praise of those few early missionaries who saw the need and strove their best to meet it. They considered that their motives were of the highest kind. For it is the firm belief of a Protestant Christian that each and every person should be so educated that he may be able to read the Bible for himself. Such a motive may not appeal to all, but we Protestants feel that the most desirable and worthwhile treasure in the world is our Bible and to read it one must be educated or else depend on the interpretation of another reader who may or may not present the whole truth. Thus Protestants, the world over, have been interested in elementary education.

The early schools did not amount to much but that little was more than government was doing. These schools were the bright spots in dense darkness. They provided the only opportunities for advancement to a class of people to whom advancement had been denied for centuries, for mission village schools were usually located among the Harijans. Many did not profit by them, but the few who did are our present Christian leaders in India. They, at least, should be grateful to the early missionaries.

Along with the desire to educate was the thought that these village schools might be the centers of propaganda. From them should radiate the gospel message. Education to read the Bible and to propagate the gospel walk hand in hand. This message was the good news of a better way of living, better homes, better villages. It involved the principles of village uplift when carried out faithfully.

But along came government with its inspectorate who have laid emphasis on scholastic attainments and but little else. These Inspectors, as a general rule, did not look with favour on Christian education while they accepted willingly the religious instruction given by Hindu teachers

to their pupils. Theoretically government is neutral in such matters, but in practice the neutrality has not always been exhibited by Inspectors. They have undercut the missionary's influence by the simple means of reduction of grants in case a school failed to conform. Schools are conforming, and thus they are cut off from the moral and spiritual authority of the missionary. The grant-in-aid system was the Waterloo of the missionary's campaign against the evils arising out of ignorance of the Bible. But Mr. Gandhi is filling the gap and has brought the needs of the village before the public better than any organization in the past has been able to do. He has raised village life, village uplift in the estimation of all India and his view takes in the moral and spiritual needs of the villager. If this movement adequately caters to the educational requirements of the Harijans then it would seem that there is no special call for mission schools. I believe that most missionaries would welcome the transfer to the shoulders of government of the whole burden of educating the depressed classes. The Bible would be an open book to villagers so educated, and missionaries would be ready to confine their efforts to the spiritual and social aspects of their work.

ELEMENTARY EDUCATION

By

SRI K. N. PASUFATHI, B.A., L.T.

The new knowledge in psychology and pedagogy available to-day attaches great weight to the early education of children in schools. A child should be taken on hand for training as early as possible and proper foundations must be laid in him for "the education of character" as well as "education in knowledge." To do so the right type of teachers is needed. In the thousands of elementary schools in our province the most crying need to-day is the supply of teachers who have clear notions of child psychology and who can pursue their responsible calling with sympathy and imagination as well as accurate knowledge. It is a great pity that the low standard of equipment of the elementary teachers in general is an admitted handicap to the progress and efficiency of Elementary education.

The chief concern of the Education department must be to raise this standard by means of suitable provision in the training schools. It will be indeed a very wise thing if these institutions are closed for good to those who have not at least the S.S.L.C. qualifications. At present the department's aim to eliminate wastage and promote efficiency in elementary education are laudable and worthy of public support and co-operation. But unless the question is tackled from the point of view of improving the pedagogical and moral equipment of teachers, real efficiency can hardly be secured. The mere increase in the Inspecting Staff cannot bring about the desired improvement. The surprise visits made by Inspecting officers and the drastic punishments meted out to erring teachers by way of 'suspension' and 'cancellation' of certificates etc., may perhaps induce teachers to be more vigilant in their work. But these by themselves will not in the end make for that educational improvement which can be effected only by means of an energetic educational propaganda and by rousing the educational conscience of the teachers and the Public. A great reform in the elementary schools has to be made in this direction to bring about this beneficent result.

And a chief consideration which is often overlooked is the need for treating the teachers in elementary schools fairly in respect of their pay and material prospects. The fullest sympathy and support of the Government must be forthcoming to raise the status of the elementary teacher. Until this is done better people may not be attracted to elementary schools. So the most urgent problem in Elementary Education is to secure the right type of teachers.

A NOTE ON ELEMENTARY EDUCATION

Arduous Work ahead in battle against Illiteracy

By

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and*

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The organisation of sound elementary education is as much a concern of the people as it is of the state. The welfare of the younger generation of our province is and should be the chief concern of all of us. So far as the Government is concerned, it has a sound and clear cut policy in this regard. Briefly stated it means:—

(1) The elimination of all wasteful, uneconomic and ineffective elementary schools.

(2) The elimination of all wasteful and unproductive expenditure on elementary schools which make little or no contribution to literacy.

(3) The building up of all lower Elementary Schools into complete schools with 5 standards with limited exceptional cases where they are recognised into feeder schools with standards I and II or I to III.

(4) Securing permanent literacy by lengthening the school life of pupils to at least five years, so that they might leave the elementary schools permanently literate.

(5) Lessening of stagnation and wastage.

(6) Reducing the number of single teacher schools.

(7) Improvement in the standard of instruction by eliminating Elementary Lower Grade teachers.

(8) The adoption of revised syllabuses for elementary schools with a more rural bias, popular appeal, and practical utility by the introduction of basic craft.

(9) The strengthening of the Inspecting agency to secure better supervision.

This policy as communicated in G.O. 174, L. & E. dated 26—1—39 is being worked for the last two years and the progress achieved so far is highly encouraging and success is ensured as is evidenced from the statistics given below:—

	1936	1938
(a) Total number of pupils in the V Standard	1,08,185	2,11,890
(b) Total number of complete Elementary Schools	5,945	20,490
(c) Per cent. of pupils studying in the 5th Standard to those studying in the I	9.5%	23.3%
(d) Number of elementary lower teachers	33,896	23,285
(e) Single teacher schools	18,845	14,632
(f) Fall in the strength of standard I and II owing to wastage and stagnation	6,42,000	3,64,000

Note :—The Statistics apply to Boys' Schools in this presidency.

The record of progress is uniformly good. The elimination of inefficient, uneconomic, incomplete and superfluous schools and the effort to improve the efficiency of the well working and economically well filled schools, warrant that ere long the amount of wastage will be greatly reduced if not eliminated completely and a reasonably adequate return in the output of permanent literates for the effort and expenditure on mass education will be secured.

This battle against illiteracy is raging for the last 2 years and a fairly good ground has been gained, what with the support of the managements, what with increased output of work on the part of the teachers, and last but not the least the paternal guidance of the state and the hearty co-operation of the parents.

One could never rest contented with the result so far achieved. Arduous work is still ahead of us before an unshakeable sound elementary education could be implanted in the presidency. The battle in which we are engaged is not going to end in an year or two. Decades should pass before we can confidently proclaim a Victory. Propaganda and replenished financial assistance, the sinews of our war, are essential. Public spirited people should come forth to better accommodation, equipment, playground and gardens of an elementary school. To educate the villagers in this regard, educated men and women should go to the villages in this regard, educated men and women should go to the villages and turn out propaganda work and organise local charity to lessen the gripping poverty of the villagers, to better accommodation to provide books for the poor children. Midday meals have to be arranged to the pupils as is done in the case of the Chenchu children.

The wise policy of the Bombay Government in this regard is commended to the people. Let Indians who are proverbial for their charitable disposition not lag behind. An earnest appeal is made to them to awake, arise and for ever be benefitted.

ELEMENTARY EDUCATION—STATISTICS AND SURVEY

By

R. MAHADEVAN, B.A., L.T.,

Madras.

H. G. Wells when he passed through India a few months ago is reported to have asked an interviewer "What are you doing here, you four hundred million people?" This question shows the insignificant place we occupy in the world picture. We cannot be doing anything with nine out of every ten people steeped in illiteracy and ignorance. We do not realize the tremendous truth of the saying of our poetess *சென்றவன் அழுத்தினான் கண்ணை மூடி* you will pardon me for saying that 96% of our people are suffering from blindness of both eyes, and a nation of blind people can have no existence in this ruthless world whatever may be our past glory. The problem of elementary education and literacy can be reduced to a simple proposition. If one in ten among us can read and write, why not make the one literate teach the nine illiterates for at least one hour in the day?

If we are not doing anything, the question arises "Why?" Where are we in the world of education? What is our position as compared with other countries? Taking the countries of the world from A to Z having a few million inhabitants and more, we find that there is compulsory attendance of pupils from age 6 to at least 12 in Argentine (not strictly enforced) Austria, Belgium, Czechoslovakia (now no longer a separate nation) Egypt (compulsion from 1933), Germany, Greece, Italy, France, Japan, Poland, Portugal, Sweden, Turkey and Yugoslavia. China and India two vast countries are missing in the list. When shall have we a place there?

All countries have not only accepted elementary education as a state responsibility, but have also taken steps to see that every child is compelled to go to school. Many countries have gone further than that. The school going age has been steadily rising and in some countries it is as high as 18. In United States of America one quarter of the whole nation is at school. The higher the organism, the longer is the period of preparation necessary for the battle of life. It will be good for us to remember this law of evolution.

A few more facts may be given so that we may understand where we are in the picture.

FROM PLANNED ECONOMY FOR INDIA

	Year.	% of Literacy.	% of Scholars.	Expenditure per head of pop.
British India	1931	8.5	4.67	1.04
United Kingdom	1921	76.1	18.8	32.4
Canada	1921	71.6	24.4	48.0
Germany	1925	80.5	16.07	..
France	1926	80.1	50.3	..
Japan	1925	71.7	19.0	11
U. S. A.	1921	74.5	23.7	65.0

EDUCATIONAL POLICY OF THE GOVERNMENT OF INDIA

Remembering the educational background of the nations of the world, let us now examine the position in India and the policy which led to such a position. *"Education in India under the British Government was first ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous, and finally placed its present unsatisfactory footing."* This in brief is the sad story of education in India. "The East India Company which required political supremacy in the country did not regard education as one of its duties. The attempts made in 1793 to make the company responsible for the education of the people were violently opposed and proved abortive. For the first time the responsibility of the Company for education was legally recognized in 1813, but little was done to further education in pursuance of it. The Resolution of 1835 gave a wrong direction to education and educational policy in India. It relegated the education of the masses to the background and confined the attention of the State to the education of the few at the top through the medium of English? The Despatch of Sir Charles Wood of 1854 first imposed on the Government of India the duty of creating a properly articulated system of education from the Primary school to the University. The Despatch of 1859 after the passing of the Government to the Crown confirmed the policy of 1854. But in 1871 Education Departments were made over to local Governments. In 1882, the Education Commission supported the policy of 1871. *"And in 1888, the Government of India actually issued a Resolution stating that, as the duty of Government in regard to education was that of merely pioneering the way, and as that duty had on the whole been done, as judgement which the people had no power to question) the contributions of the State to education should thereafter have a tendency to decrease!"* (Gokhale's Budget Speech, 1903).

The year 1871 is an important one in the history of Education in India. That year saw the enunciation of a policy detrimental to the whole scheme of education. In contrast to this policy, let us look at

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another pronouncement in regard to education, this in Japan by the Emperor. It runs thus :

"It is designed henceforth that education shall be so diffused that there may not be a village with an ignorant family, or a family with an ignorant member."

As a result of this pronouncement, in the year 1910 in Japan the percentage of population at school was 11 as compared with 1.9 in British India. Is it merely a coincidence that during the period 1870 to 1910, Japan made rapid strides in education and also became a great power in the world? The neglect of education on the part of the Government of India may be understood from the following table.

TABLE II.

State Grants to Education and to Military Expenditure.

Year.	Education (In crores of rupees)	Year.	Military (In crores of rupees)	Remarks.
1885-86	1.24	1884-85	16.96	
1888-89	1.32	1887-88*	20.41	
		1890-91	20.69	
		1894-95	24.09	
		1902-03**	25.91	
		1906-07	32.80	

* When the Government of India issued the Resolution in favour of withdrawal of State support to education.

** A surplus revenue of 22.1 crores of rupees during the years 1898-99 to 1902-03.

The civil expenditure of the Government of India rose from 24 crores in 1888 to 29 crores in 1898.

We now know that the military expenditure is more than 50 crores of rupees.

Education, especially primary education and the allied problem of literacy can be tackled in two ways. One is by making the local authorities responsible for it and the other is the central authority taking the responsibility on itself. Since as early as 1871, Education Departments were made over to local Governments, the present deplorable condition of elementary education must be traced to the fundamental blunder committed by the Government of India and of refusing to shoulder the responsibility for education. This is major enterprise of all civilized Governments, and as education does not produce any immediate tangible effects on the community, to entrust this responsibility to local authorities in a country in which the impoverishment of the peo-

ple has been going on for more than a century (Refer to Digby's book, *Poverty and Un-British Rule in India*) is to defeat the very aim of education itself. Yet this has been the policy of the Government of India. The Provincial Governments, though not to the same degree have shirked this responsibility and transferred it to the local bodies, and to the public at large.

Yet, the people as distinguished from the Government have been trying to discharge this responsibility cast on their shoulders, and more than any province, our own.

TABLE IV

Expenditure on Primary Schools (in Per centage).

1927	Govt. funds.	Board funds.	Municipal funds.	Fees.	Other sources.
Madras	50.52	21.03	6.25	5.05	16.55
Bombay	61.25	7.39	21.08	2.55	7.73
Bengal	33.50	13.32	5.37	35.09	12.72
U. P.	68.87	17.56	7.78	2.72	3.07
Punjab	60.37	18.31	12.57	2.11	6.64
C. P.	56.46	19.51	12.91	3.0	8.12
Assam	60.23	24.06	1.88	.18	13.60
Bihar, Orissa	2.72	58.70	4.50	13.51	15.57
Burma	3.55	72.20	15.69	4.03	4.53

It will be seen from the table that Madras stands first in regard to the expenditure from other sources. The fact that in Bombay, U.P., Punjab, C.P. and Assam, the Provincial Governments spend about 60 per cent of the total expenditure on primary education is due to the fact that the provisions of the Education Acts of those provinces are more liberal, and the Government contribution is 2/3, whereas in Madras it is only half.

The position of Bengal, a major province calls for some comment. Generally speaking, Bengal is the most backward province so far as elementary education is concerned, and many of the undesirable features are to be found there. Worse still are the provinces of Burma and Bihar and Orissa. But it may be stated that the last province is subject to frequent famine and troubles like that.

Though education departments were made over to local Governments in 1871, the Government of India was still supposed to be responsible for education and through the long years of British connection elementary education was practically neglected and statistics are not available to show the advance if there was any. So far as our province is concerned, there are Reports of the Director of Public Instruction from

the year 1854. These Reports give some idea of the stray educational institutions scattered over different areas, and we may say that no expansion of elementary education took place till about 1920 when the various provinces passed Elementary Education Acts in order to improve the educational facilities for the masses.

EXPANSION OF ELEMENTARY EDUCATION

In Madras according to the Elementary Education Act of 1920, any local authority in whose area the Act is brought into force has the power to levy a tax not exceeding 25% of the taxation leviable under any or all the following heads.

Municipality: Property tax, Tax on companies, Profession tax.

Local Boards: Land cess, Tax on companies, Profession tax, House tax.

To the amounts so levied, Government must contribute at least an equal sum and, in addition, the amount of recurring expenditure incurred from provincial funds on education in elementary schools under public management in the area during the financial year before the Act came into force. In addition to this, the District Educational Councils were provided with some amount for giving aid to private schools. The amount noted in the present year is 61 lakhs of rupees.

In Bombay, the Primary Education Act of 1923 provides that if compulsion is introduced by any municipality or local board, the Government shall bear half of the additional recurring and non-recurring annual cost of the scheme if the local authority is a municipality and 2/3 of the cost if the local authority is of local board. In addition, Government normally grants to each local authority a sum not less than the annual grant paid prior to the application of the Act.

In the United Provinces 2/3 of the additional cost involved in rural areas and 60% of the cost in municipalities are borne by the Provincial Government. In Assam and other provinces the general contribution is two-thirds of the cost.

As a result of the passing of these Acts, there has been considerable expansion of facilities for primary education in all provinces. In the statistics prepared by the Government separate figures are not given for girls in elementary schools, (in Boys' schools and Girls' schools) and it is therefore difficult to judge with any degree of accuracy the extent of progress of elementary education among girls. But we know that the distance to be covered is very great.

The following table shows the extent to which elementary schools for boys, and the strength have multiplied.

TABLE VIII

** Statistics for Madras. (Ad. R.)*

Year.	No. of schools for boys.	Strength	Total expenditure in lakhs of Rs.
1911-12	..		37.55
1916-17			58.32
1921-22	33,624	1,371,779	87.02
1926-27	46,378	1,985,617	142.83
1929-30	50,453*	2,257,377	177.13
1931-32	46,681	2,261,776	191.22
1936-37	41,128	2,492,999	192.93

*The year 1929-30 showed the largest number of schools, and thereafter the tendency was to close inefficient schools.

TABLE VIII.

Teachers employed in Elementary Schools for Boys (Ad. R.).

Year.	No. of teachers.	Percentage of Trained teachers.	
1911-12	33,773	33	
1920-21	56,515	38	
1925-26	77,886	47	
1930-31	96,967	57	Statistics for Madras.
1935-36	97,788	65	

TABLE IV.

Total expenditure on Primary Schools. (I. R.).

The figures do not include expenditure on pupils in the Primary Departments. So the total increase of expenditure is larger than the figures indicate.

Year.	Crores of Rs.	
1892	.96	Statistics for British India.
1897	1.10	
1902	1.18	
1907	1.55	
1912	2.07	
1917	2.93	Expansion owing to the passing of
1922	5.09	Elementary Education Acts.
1927	6.95	

TABLE V.

Total number of male pupils in recognised institutions by Provinces (I.R.).

Province and male population in	1917.	1922.	1927.	Percentage of increase. 1922-27.
Madras. (20.9)	1,230,000	1,378,000	1,915,000	55.7
Bombay. (10.2)	605,000	722,000	900,000	48.9
Bengal. (24.2)	1,566,000	1,496,000	1,873,000	19.7
Punjab. (11.3)	366,000	490,000	997,000	172.2
U. P. (23.8)	742,000	872,000	1,161,000	56.5

TABLE VI.

Total number of female pupils in recognized institutions by Provinces (I.R.)

Madras. (21.4)	307,000	367,000	526,000	71.2
Bombay. (9.2)	135,000	175,000	216,000	60.2
Bengal. (22.5)	289,800	339,000	416,000	43.7
U. P. (21.6)	63,000	93,000	119,000	88.4
Punjab. (9.4)	55,000	63,000	90,000	63.1

TABLE VII.

Total number of recognized Institutions. (1927) I.R.

Madras	..	50,943
Bombay	..	14,819
Bengal	..	58,833
U. P.	..	22,068
Punjab	..	13,860

It will be seen from the above tables that the expenditure on elementary education for boys has increased considerably in recent years. Though we may congratulate ourselves on the increased facilities, the results of such increase in expenditure very unsatisfactory, and the causes are many. It has been stated, and rightly that the increase in the number of boys in our schools is only *statistical*, and that literacy has not improved with the increase in expenditure. In fact, the percentage of increase in literacy has been beaten by the percentage of increase of population. Hence the percentage of literacy in the country and in our province has been more or less static. The causes for such a wastage of public funds will be discussed in a subsequent section; but let us first see the magnitude of such a waste.

TABLES TO SHOW WASTAGE.

TABLE IX.

The Proportion of pupils in Classes I, IV and V.

	Boys' Schools.			Girls' Schools.		
	1922-23 Cl. I.	1925-26 Cl. IV.	1926-27 Cl. V.	1922-23 Cl. I.	1925-26 Cl. IV.	1926-27 Cl. V.
Madras.	100	26	11	100	16	9
Bombay.	100	41	36	100	31	23
Bengal.	100	11	7	100	2	1
U. P.	100	18	15	100	8	6
Punjab.	100	25	18	100	16	12

It will be seen that wastage is least in Bombay and greatest in Bengal.

TABLE X.

Average enrolment per Boys' School.

Madras	..	43
Bombay	..	69
Bengal	..	37
U. P.	..	55
Punjab	..	67
Burma	..	53
Bihar and Orissa	..	32
C. P.	..	64
Assam	..	46

This table shows that Bombay stands first with regard to the strength in the average enrolment of pupils for a school. Bengal, Bihar and Orissa stand last in the list, and from other considerations we have seen that the efficiency of primary schools is the lowest in these provinces. Madras is behind Bombay, U.P., Punjab, and even Burma and Assam.

TABLE XI.

Average enrolment per class in the Primary stages.

1927.	Cl. I.	Cl. II.	Cl. III.	Cl. IV.
Madras.	25	8	6	5
Bombay.	25	13	11	9
Bengal.	26	7	5	2
U. P.	30	10	7	5
Punjab.	67	23	15	13
Burma.	56	14	9	7
Bihar & Orissa.	20	6	4	2
C. P.	34	16	14	12
Assam.	31	8	8	5

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It will again be seen that Bombay stands first with regard to proportion of pupils in class IV as compared with the strength in Cl. I.

Coming to details in our own province,

TABLE XII.

Figures for 1930-31.

Standard	I.	1,164,788
"	II.	451,839
"	III.	321,161
"	IV.	236,194
"	V.	76,793

TABLE XIII.

Percentage of scholars to total population.

Year.	Males.	Females.	Average.
1921-22	6.6	1.7	4.1
1922-23	6.9	1.8	4.4
1923-24	7.5	1.9	4.4
1924-25	8.0	2.1	5.0
1925-26	8.5	2.2	5.4
1926-27	9.2	2.5	5.8
1927-28	9.6	2.7	6.1
1928-29	10.1	2.9	6.4
1929-30	10.4	3.1	6.7
1930-31	10.5	3.3	6.8
1931-32	9.3	3.1	6.2
1932-33	9.2	3.2	6.1
1933-34	9.4	3.4	6.4
1934-35	9.6	3.6	6.6

Thus during a period of 15 years the percentage of school going population increased from 4.1 to only 6.6. If we take the percentage of school going population as 15, it will be realized how far we have yet to travel. The percentage of 15 is only for children between the ages of 6 and 11. In this connection it is interesting to remember that the percentage of school going population in the U.S.A. is 25.

TABLE XIV

Extent of Wastage

Year.	CI I	CI II	CI III	CI IV	CI V
1927-26	1,046	388	271	193	62
1925-26	957	364	254	179	58
1924-25	874	345	238	166	53
1923-24	817	320	229	155	50
1922-23	761	293	202	143	45
1931-32	1,095	460	327	248	83
1930-31	1,164	452	321	236	77
1929-30	1,161	445	313	226	72
1928-29	1,143	430	300	217	70
1927-28	1,099	411	285	204	66

The percentage of pupils in each standard to the total number remained practically stationary, the figures being as follows :—

TABLE XV

Standard	1921-22	1926-27
VIII	.1	.2
VII	.3	.3
VI	.6	.7
V	3.1	3.1
IV	9.8	9.7
III	13.7	13.7
II	20.0	19.6
I	52.4	52.7

During the five years 1921-22 to 1926-27, there was no diminution in the wastage; on the other hand, the wastage slightly increased.

Of course there is no use ignoring the fact that there is wastage but what is far more important is to diognise the causes. The most important of them were summarised by the Government of India Report for 1922-27 in the following words.

“Generally speaking the wastage figures for Bombay are very much smaller than those for other provinces; and it cannot be a coincidence that Bombay has a high percentage of trained teachers in primary schools, that that province spends a high proportion of its expenditure on primary education and that it pays its primary school teacher at much higher rates than all other provinces.

And referring to the remedy, the Report continues.

“It is becoming increasingly clear that whatever success has been attained by voluntary methods of persuasion, no rapid progress can be achieved without the application of compulsion.”

To the following causes of wastage enumerated by the Report,

- (1) Low percentage of trained teachers,
- (2) Low proportion of expenditure on primary education,
- (3) Low salaries for teachers in primary schools, we may add
- (4) Single teacher schools,
- (5) Multiplicity of agencies,
- (6) Absence of plan and closure of schools.
- (7) Inefficient Inspection.
- (8) Modified form of compulsion.

Let us now take each of these items.

TRAINED TEACHERS

A reference to table IX will show that in 1911-12 there were only about 33% of trained teachers. There is no doubt that the percentage has been doubled in fifteen years, but the qualifications of teachers in primary schools are very low. It is more or less a policy of “The blind leading the blind”. A large proportion of the trained teachers belong to the lower grade, and no efficiency can be expected from such teachers. There is no doubt that the salary determines the qualifications of teachers, and this aspect of the question is discussed in a subsequent section. That the policy of replacing low qualified teachers by more qualified teachers has not been sufficiently forward can be seen from the following.

Lower Grade Ele. Teachers

1927	1932
25,071	28,392

It is seen that instead of the number of lower grade trained teachers becoming less, it actually increased by more than 3,000 in five years. Why such a large number of lower grade teachers should be appointed passes one's comprehension. Is it not a pennywise and pound foolish policy to appoint low qualified teachers? What is the use of complaining later that the schools are inefficient? It may be said that the Government is not responsible for appointments of teachers in private schools. But it is the departmental officers who recommend the recognition of schools in which these teachers are appointed, and the Government have a control over the appointment of teachers. There have been cases in which Municipalities have requested permission of the Government to appoint L.T.'s as supervisors of Municipal Elementary Schools in the interests of their efficient working, and the Government have turned down the request on the question of cost. We still have as many as 30% of untrained teachers and the number of lower grade

trained teachers runs to several thousands while the more educated are unemployed.

In most countries, the lower qualified teachers are gradually being replaced by graduates of the University. If this is not possible here, should we not make the S.S.L.C. as the minimum qualification? Surely, secondary education has sufficiently advanced to provide the staff for elementary schools and quite rightly under the Wardha Scheme only S.S.L.C. candidates are going to be taken for training. The reason for wastage in education by the employment of ill qualified teachers in elementary schools can be understood from the following quotation.

"Thus, even the teacher who has undergone training in inefficient and the mischief of stagnation and wastage is perpetuated in the primary school to which he returns. A very large proportion of the teachers possess general qualifications which are scarcely superior to those of the pupils in the highest class of the primary stage." (Report of the Auxiliary Committee of the Simon Commission).

The following table gives the initial qualifications of trained teachers in primary schools.

Province.	Total No. of teachers	Passed Std. IV	Passed Std. V	Passed Std. VII	Passed Std. VIII	Per cent. of Trnd. teachers passed Std. VII or VIII.
Madras	83,854	..	25,850	..	12,472	14.8
Bombay	30,437	..	..	14,579	18	47.9
Bengal	61,132	..	3,743	11,763	..	19.2
U. P.	35,332	..	3,565	19,871	..	56.2
Punjab	14,665	737	..	..	5,203	36.2
C. P.	10,047	987	..	3,500	..	34.8

Thus if we take the initial qualification of a primary teacher as the VII standard and his subsequent training as essential requisites for efficiency, it will be found that Madras stands last in the list.

A large number of teachers who are selected to undergo training of the higher grade are those certified by Deputy Inspectors to have successfully completed the VIII standard. Very often the Deputy Inspectors are found to give the certificates to candidates who do not really deserve them. Thus the efficiency of even those who are supposed to possess the necessary qualifications is very low.

LOW SALARIES FOR TEACHERS IN PRIMARY SCHOOLS

Much wordy sympathy has been shown to teachers in primary schools, but words do not count for anything in this material world. An object of sympathy is a helpless thing and to expect the helpless teacher to be efficient is to ask for the moon. Year after year the Reports of the Government mention the fact that the private managements are not able to get the proper kind of teachers. The reason is not far to seek. The salaries of teachers in public institutions though poor, are not so miserable as in private schools. Often, the salaries are different between teachers of the same qualifications. There is much room for favouritism. Again, there is no security of tenure. Perhaps, this is the most potent cause of mischief. The following table shows the average salary of teachers in primary schools.

TABLE XVII

Average monthly salary of teachers in Boys' and Girls' Primary Schools
(Figures for 1927.)

Madras	Rs. 13 12 0	(7)
Bombay	.. 47 0 0	(1)
Bengal	.. 8 0 0	(9)
U. P.	.. 18 8 0	(5)
Punjab	.. 25 8 0	(3)
Burma	.. 33 1 0	(2)
Bihar and Orissa	.. 11 5 0	(8)
C. P.	.. 24 8 0	(4)
Assam	.. 14 4 0	(6)

It will be seen that Madras occupies the 7th place and Bombay the 1st place in regard to the salaries of teachers. The average is for both public and private schools. The average for private schools is only Rs. 10 for Madras. Since some of the teachers must be getting more than Rs. 10, it follows that others must be getting a salary less than Rs. 10, that is Rs. 9, or 8 or 7, a salary which is less than that paid to absolutely illiterate peons.* No comment is needed.

Out of about 44,000 elementary schools, no less than 24,500 are aided schools. Even the small salary is not paid to the teacher regularly. Mission managements are more regular than others including the local boards. When teachers are not paid their salaries regularly discontent reaches the maximum and no efficiency can be expected under such circumstances. Conditions are no doubt improving, but radical changes are necessary. Teachers have the status of public servants in most

* There are two grades of peons in Government Service. The scale for the one is 15—20 and for the other 12—17.

countries, and they receive their salaries directly from the Government Treasury. Why this procedure should not be adopted passes one's understanding.

"Teachers are the driving force of any educational reform. Without their active co-operation, all the regulations and the most radical legislation of the Government remain on paper and achieve but little." (Hans and Hessen-Educational Policy in Russia).

One of the causes attributed to the inefficiency of the elementary education system and wastage is the system of single teacher school. If the qualifications of single teachers were high, this statement will not be true to the same extent as it is under existing circumstances. It has been pointed out by the Royal Commission on Agriculture in India that single teacher schools are a waste, and this statement has been repeated time and again. Single teacher schools are inefficient because, the system involves plural classes, and the position of the teacher who has to handle three or four classes at the same time is unenviable. This is much more so in Madras where teachers who are definitely expected to handle more than one class at a time are not given the necessary training or even such training that is made available to them in certain other provinces such as the Punjab.

The following tables gives the number of single teacher schools in the various provinces.

TABLE XVIII

Number of Single Teacher Schools

Province	Total No. of primary schools	No. of single teacher schools.	Percentage Ratio of single teacher schools to total
Madras	49,788	28,695	57.6
Bombay	11,174	5,452	48.8
<i>(Local Body Schools only)</i>			
Bengal	52,809	40,184	76.0
U. P.	20,398	10,262	50.3
Punjab	5,912	1,501	25.4
<i>(Boys' Schools only)</i>			
C. P.	4,523	710	15.7

It will be seen from the above table that Madras was the worst sinner excepting Bengal in the matter of single teacher schools. Owing to the absence of any plan on its part, the Government in 1923 accepted the recommendation of a conference that advance should be made by a multiplication of such schools. In consequence 825 single teacher schools were opened in 1924, 2038 in 1925 and 1,508 in 1926 (Interim Re-

port of the Indian Statutory Commission). The result was in the words of the Report itself "There are single teacher schools with five classes and as many as 70 pupils in each, and others with six classes and as many as 100 pupils in each." How can a single teacher manage 100 pupils in different classes? This kind of situation may not be the rule, but it shows the absurd length to which absence of plan can lead to.

The position had no doubt improved by 1936; but in that year there were as many as 18,845 single teacher schools. With regard to the progress made since 1936, we are told by the Director of Public Instruction that "The reduction in the number of single teacher schools has admittedly not been as large as was originally hoped, but the reason for this is obvious. With increased enrolment, and with the opening of thousands of higher standards in elementary schools large additions to the staffs of schools *have become necessary*; but the financial position of the province generally, and particularly of local bodies has made it impossible at the moment to increase largely the number of teachers employed."

It is stated that the enrolment of pupils has increased, and "large additions to the staffs have become necessary". And yet more teachers could not be appointed. So long as the number of teachers is inadequate, what does it matter whether the strength in the higher standards is doubled or trebled? On the other hand, is not the presence of more children who cannot be engaged by the single teacher or the inadequate staff a source of greater annoyance and trouble than it is at present? If so, will it not still further lower the efficiency of teaching?

While discussing the cost involved in the appointment of additional teachers, we must take into consideration the cost for educating a pupil and about this point the Interim Report says "*The introduction of compulsion should be regarded as an economical and effective means of filling up the present poorly attended upper classes of primary schools.* The increased enrolment and regular promotion of pupils from class to class will necessarily tend to lower the average cost per pupil. With the increase in average enrolment, the total additional number of teachers required will be considerably less than is usually anticipated."

INSPECTION

In view of the low qualifications of teachers in primary schools, it is of very great importance that the inspecting staff should be strong both in quality and quantity. The figures show how inadequate the inspecting staff is. In Madras to inspect more than 40,000 schools, there are only 410 inspecting officers including the District Educational Officers who rarely visit primary schools. In addition to these schools, the deputy

Inspectors have to inspect the lower classes of middle and high schools. Thus, each inspecting officer has to inspect more than 100 schools per year. Under such circumstances, the deputy inspector could at best "police" the teachers and cannot contribute to the efficiency of the schools by their advice and co-operation. Expecting the deputy inspectors to do this impossible task is only to encourage malpractices, and we are aware that loud complaints were voiced forth recently in the Madras Legislative Assembly against the deputy inspectors.

A potent cause of inefficiency and wastage in schools is the multiplicity of agencies responsible for elementary education. We have Boys' schools, Girls' schools, Aided Mission, Aided non-mission, Teacher-Managers, Labour, Panchayat, Muslim Boys, Muslim Girls, Fisheries, schools etc. How can there be any plan of work under such diversified agencies?

Owing to the existence of separate agencies, there has been unhealthy rivalry of schools competing for strength in order to get grants, with the result that inefficient schools have multiplied in number. According to the Report of the Director of Public instruction for 1927-32, 26,769 schools were closed and 27,060 schools were opened during that period. This is out of a total of 50,000 schools. In other words, we were simply opening and closing schools, but not teaching the pupils. Who was responsible for granting recognition and aid to such schools? What is the use of complaining about wastage when the factors contributing to it are not boldly faced?

MODIFIED FORM OF COMPULSION

Since the expansion of elementary education has been accompanied by many undesirable features, the Elementary Education Act of 1920 was amended in 1932 and again in 1935. The amendment of 1932 made education compulsory, but not free, a very curious provision in a poor country. The amendment of 1935 seeks to introduce "modified compulsion" instead of "compulsion". Pupils must remain in schools for five years if they attend school once. But it leaves scot free those who never join any school. This modified form of compulsion has not been given effect to. However, the result of such modified compulsion if and when given effect to may easily be seen. The result will be that uneducated and poor parents will cease to send their children to schools, and in future the one million pupils in the first standard will windle into a quarter of that number or even less. It may be argued that such a reduction in the lowest standard should be welcomed rather than regretted, but the right policy is to devise ways and means of continuing the one million pupils in the second third and fourth standards, and not to encourage the habit of ceasing to send pupils to schools. Modified com-

pulsion will only land us back into the days of the "Filtration Theory" of a century ago and education for the few as distinguished from the masses. Compulsion pure and simple has been found to be the only policy all the world over to ensure the attendance in schools of cent per cent of pupils of school-going age. But it is said though not in so many words, that the time for compulsion has not yet arrived. To this we may answer in the words of Gokhale who in reply to an opponent of compulsion said "My Hon'ble friend ... says that the time for compulsion has not yet come. Will he tell us when the time for compulsion arrives? Will he tell us how and why it has arrived in Baroda and not in British territory? If the history of elementary education throughout the world establishes one fact more clearly than another, it is this, that without a resort to compulsion no state can ensure a general diffusion of education among its people."

The modified form of compulsion which is really no compulsion at all, but voluntary persuasion is one of the methods by which the Government hope to avoid wastage. Another is a condition in the rules governing grants-in-aid that the strength in each of the fourth and fifth standards should be at least 25% of the number of pupils in the first standard. This rule may increase temporarily the number of pupils in the higher standards. But as we have already pointed out, in the absence of adequate staff, there is no use of such increase. And are we to be content with 25% efficiency? What about the 75% of pupils who do not remain in the schools for the full term of five years? Is not the money spent on their education a waste? Or does the 25% rule suggest that the modified compulsion is not intended to be followed as even the compulsory provision of the 1920 Act was not enforced? For, modified compulsion implies that if 20 pupils join the first standard of a school in a certain year, all of them and not 25% of them only, must continue in the higher standards also.

Any way, the scheme of modified compulsion is only a poor makeshift arrangement for which we have got support from no quarter except Bengal which is notoriously backward in regard to elementary education.

Compulsion the only remedy

Numerous extracts from various authorities can be quoted to show that compulsion is the only remedy. But it is not necessary to do so. For the Government itself realizes the necessity for such a course; but the disinclination of the Government to introduce compulsion is sought to be justified. The G.O. No. 1168 dated 3rd July 1933 of the Government of Madras states.

"It has been pointed out and recognized by Government that the question of mass education cannot be solved until compulsion is resorted

to. The question of amending the existing Elementary Education Act by taking power for Government to introduce compulsion in local areas which had been under consideration for some time past, has to be given up in the recent amendment of the Act for the reason that this amendment should naturally be accompanied by another to enforce the levy. For the Government itself realizes the necessity for such a course: but of an education tax and that this latter modification could not be effected in the present financial stringency as it throws an additional burden on Provincial revenues."

Thus it is clear that the Government recognized compulsion to be the only remedy, and yet because the necessary reform "throws an additional burden on Provincial revenues," the correct policy had to be given up. The futility of the present policy of modified compulsion can be understood by an example. We have laid a broad foundation to build the edifice of literacy. In some places wall have been raised, in others pillars and in a small area roughly one quarter according to the 25% ratio in the fourth standard, we have constructed the roof making the building useful. If we do not complete the whole structure with its roof, not knowing how to find money, what has been already spent for the incomplete structure which is nearly 75% of the area will be a waste. Nay, worse. The incomplete structure will fall into ruins and we shall have again to start once again.

WASTAGE AND STAGNATION IN ELEMENTARY EDUCATION

By

MR. V. BHUVARAH MURTHI RAO.

"What is wrong with education has been pointed out time and again and the necessary steps to put it right indicated, but these steps are not taken. No Provincial Ministry since education became a transferred subject has had the courage to tackle the evils fundamentally. They could not re-organise and re-adjust in the higher stages of the educational system as there are too many vested interests to antagonize, while in the lower stages they are helpless to stem waste and extravagance."

This is the comment which the Educational Commissioner with the Government of India made in his report reviewing the general progress of Education in 1934-35.

This 'waste and extravagance' referred to as prevailing in the lower stages (Elementary Schools) of the educational system was not a new discovery; it began to appear in ever greater degree with the rapid expansion of Elementary education from 1907. The Report of the Auxiliary Committee of the Indian Statutory Commission said, "Wastage is enormous and it involves an immense waste of money and effort." The Royal Commission on Agriculture expressed the view that "under present conditions expenditure on Primary education is largely wasted".

Till the beginning of this century the problem of creating a demand for education, or of extending it in the absence of such demand, did not seriously exercise the authorities.¹

New schools started were availed of by the classes and castes with a tradition for literacy, and what the Government was doing was only to substitute State-aided schools for those classes who somehow would have become literate without those new schools. Education for the masses was yet to begin.

The Resolution of 1904 declared, among other things, the Government's intention of extending Elementary education and as a consequence, the enrolment between 1907 and 1912 was far larger than it had ever been in any preceding quinquennium. The King Emperor in 1912 expressed his desire for 'a net-work of schools' throughout the length

1. Mayhew: Education in India, p. 231.

and breadth of the land. This led to the Government of India's Resolution of 1913, which brought about further expansion. The figures for 1912-17 showed a record increase in the number of institutions, but also a serious and significant fall in the number of pupils per institution and a decline in the rate of increase of pupils.² During the next quinquennium the increase in the number of schools produced a more marked fall in the number of pupils per school. It seemed as though with the changed conditions under the Montague-Chelmsford Reforms, the new ministers were at last face to face with the real problems of mass education.

The period of real expansion of Elementary education for the masses began only after the inauguration of the Reforms in 1921.

An idea of the progress achieved during the period 1905-35 can be had from the following figures³ :—

	1905-06.	1934-35.
Total enrolment ..	711,674	2,715,005
Total expenditure (in lakhs) ..	28.50	253.41
Number of schools ..	21,399	49,123

The progress of expansion of Elementary education since 1922 is obtained from the following statements⁴ :—

Boys.		1922.	1937.
Number of schools ..		33,624	41,128
Enrolment (in lakhs) ..		13.7	24.9
Percentage to male population ..		6.6	11.4
Girls.		1922.	1937.
Number of schools ..		2,631	4,807
Enrolment (in lakhs) ..		3.4	8.6
Percentage to fem. population ..		1.6	3.9

There has been, it is clear, considerable progress made in the sphere of Elementary education. But this has not resulted in anything like a proportionate increase in the production of permanent literates.⁵ We should remember that these enrolment figures do not represent, as they

2. Mayhew: Education in India, p. 232.

3. Proposals of the Government of Madras, 277 dated 26-6-37.

4. Reports on Public Instruction, Madras.

5. Proposals of the Government of Madras, 26-6-37.

would under a compulsory system, pupils who are undergoing a complete course of Elementary education'. For under the voluntary system, pupils drop off at various stages before completing the full course and the main difficulty which has always faced the Education department is the difficulty of retaining children in school long enough to make them permanently literate.⁶

The communique issued by the Madras Government gives the following details about the increase in literacy between 1911 and 1931 census.

Increase in Literacy.

	1911-1921.	1921-1931.
Male ..	1.4 %	0.9 %
Female ..	0.8 %	0.5 %

It will be seen that actually the rate of increase has fallen between 1921 and 1931 and it seems obvious, that in spite of all that has been accomplished in the field of mass education, there is little relationship between increased total enrolment and the production of literates from the Elementary school system.⁷

Another perplexing feature that marks the Elementary education system in our province, in common with other provinces in this country, is the successive diminution in numbers as one passes from Class I to Classes IV and V, with a big fall between Classes I and II.

The proportion of pupils in Classes I, IV and V as given in the Interim Report to the Indian Statutory Commission.

Madras.		Boys' schools.	Girls' schools.
1922-23	Class I.	100	100
1925-26	Class IV.	26	16
1926-27	Class V.	11	9

This state of affairs does not seem to have improved during the period 1931-35.⁸

Boys' and Girls' Schools.			
1930-31	Class I.	1,369,833	100
1931-32	Class II.	527,414	38
1933-34	Class IV.	303,931	22
1934-35	Class V.	118,477	9

6. Ibid.

7. Ibid.

8. Proposals of the Government of Madras, 26-6-37.

Figures available for 1935-36 show that out of every 100 boys and 100 girls who joined Class I in 1932-33, 33 boys and 18 girls reached Class IV.⁹

This diminution is due to two causes, which the Auxiliary Commission termed *wastage* and *stagnation*. By *wastage* is meant the premature withdrawal of children from school at any stage before the completion of the Primary course. By *stagnation* is meant the retention in a lower class of a child for a period of more than one year.¹⁰

The conclusion about the existence of wastage and stagnation in the Elementary schools is based on two clearly marked tendencies which have persisted since 1917. They are: (1) The literacy figures as revealed by the census reports show only a small rise for all the considerable increase that has taken place in enrolment during the last two decades and more.¹¹ (2) The number of pupils who reach Class IV where they may be said to attain permanent literacy is very small compared with the enrolment in Class I.¹²

I shall now examine the census figures for literacy to see how far the inference that the small rise of 0.6 per cent. in literacy between 1921 and 1931 is proof of what is termed appalling wastage.¹³

The following figures show the position of literacy in Madras in 1921 and 1931.¹⁴

	1921.	1931.
Population (in lakhs) ..	428	467
Literates (in lakhs) ..	36.7	43
Percentage of literacy ..	8.6	9.2

Following the method¹⁵ of Mr. R. V. Parulekar of Bombay, I shall attempt to correlate the census literacy figures and the Educational Statistics of Madras for the decade 1921-31.

The net increase in literates, according to the census figures, between 1921 and 1931 is 6.3 lakhs, and the gross increase must have been greater. Of the 36.7 lakhs of literates of 1921, some must have died during the decade and their places taken by the new literates. Allowing for the

9. Education in India, 1935-36.

10. Interim Report of the Indian Statutory Commission, p. 47.

11. Proposals of the Government of Madras.

12. Education in India, 1934-35.

13. Ibid.

14. Ibid.

15. Census Reports 1921, 1931.

16. Parulekar: Making of Primary Education.

death rate at 23 per cent. among literates of all ages for the decade, we can say that 8.4 lakhs must have died during the decade. The total number of literates, therefore, in 1931 must be $6.3 + 8.4$ or 14.7 lakhs. But we have to take into account the deaths among the new literates produced after 1921. Taking the death rate among this class at 5 per cent., we find the total number of literates in 1931 to be $(14.7 \times 100) .95$ or 15.4 lakhs or 15 lakhs nearly. Of these 15 lakhs of literates about one lakh of literates may have come from adult schools and unrecognised schools. Therefore, the total output of literates by the public Elementary school system must be at least 14 lakhs, a figure not so discouraging as the net 6.3 lakhs shown in the Census Report.

Now we shall see what the Census Superintendent has to say about the rate of increase in literacy.

In explaining the significance of the age period curves of male and female literates for the period 1901 to 1931, he says, "The notable feature of all curves is the definitely greater average slope of the age period curves than obtains in the population curves. This means that *literacy is gaining on population*."¹⁶

He attributes the low percentage of increase of literacy to the Influenza that worked havoc among the lower age group in the previous decade and concludes that the effects of the 1921-31 accessions of youth on literacy comparisons are enhanced and the failure of literacy increase to equal population increase need not be taken too seriously.¹⁷

Again, in examining the progress of literacy by age group and sex from 1901 to 1931, he says:

1. Female literacy is advancing more quickly than male, as indeed it ought to, since it is so very behind.

2. The greatest progress in the age group 0-10 is a good omen, and should bear fruit in the census statistics of 1941. Over the last decade juvenile male literacy has increased more quickly than female. This represents probably the effects of the great increase in Elementary schools during the decade, inevitably this was mostly a feature of male instruction and the greater increase of boy literacy can probably be attributed to it.¹⁸

Therefore the conclusion is that on the whole the literacy figures of the census after allowing for certain peculiar conditions of the decade

16. Census Report, Vol. XIV, P. I, 1931.

17. Ibid, p. 268.

18. Ibid, p. 268.

1911-21. reflect an upward tendency proportionate to the increased enrolment in Elementary schools.

Now we shall see if this figure of 14 lakhs of literates has any connection with educational statistics. For that purpose it should be stated who according to the census standard is a literate. At the time of enumeration, of each person it was asked, could he write a letter to a friend and deal with the reply? The supervisors were counselled to carry a post card in ordinary running hand in the pocket and to produce this in doubtful cases to be read.¹⁹ The adoption of such a strict standard for literacy would result in a conservative rather than an over-estimate of the number of literates, which according to the calculations made here is 14 lakhs.

Now, our problem is: These 14 lakhs of new literates produced by the Elementary education system must have completed some standard or class in our Elementary schools which should have satisfied the minimum test for literacy as laid down by the census authorities. What is that class?

Opinion about the class the completion of which renders a pupil permanently literate is not unanimous. Some maintain that a child should complete the entire course of five classes in the Elementary school. The Auxiliary Committee of the Indian Statutory Commission thought it justifiable to assume that, on an average, no child who had not completed a primary course of at least four years would become permanently literate.²⁰ There is also the view that the completion of III Class produces literacy. To examine which of these views is nearer the truth, we shall take the total number of pupils in all the Elementary schools in this province in all the classes during the last decade. At the time of the census in 1921, we shall assume, that all those who had become literate in 1921 were counted, and similarly all those who became literate in 1931, were counted in that census. So, we shall take the figures for the years from 1922 to 1931.

Here there is one point we have to consider. The total number in any class must contain many names which are repeated for more than two or more years. But the number of promoted pupils will not contain such repeaters. We have no means of getting at the number promoted in all the classes during that period of 1922-31. Mr. Parulekar has made his calculations²¹ for all India on the basis of the number of promoted which were available for Bombay. By proceeding on the basis of the

percentage of promotions arrived at by him, we have for this province the following figures:

(In lakhs)	V Class.	IV Class.	III Class.	II Class.
No. on rolls during the decade.	9	22	29	42
No. of promoted pupils in the decade.	5	13	17	25

This table helps us to infer that the number of promoted pupils from the IV Class is the nearest to the number of output of literates in 1931, i.e., 14 lakhs. It is true that the application of the Bombay percentage of promotions is arbitrary: but the average of 66% promotions of Bombay does not very much vary from the position in Madras schools. If the promotions here are much higher, even then the inference would be that a completion of the IV Class does produce literacy. So, on the basis of the Bombay figures, it is fair to assume that the completion of IV Class gives literacy in this province.

This conclusion is supported by the observations made by Mr. M. W. M. Yeatts, Superintendent of Census Operations, Madras, in the Census Report. He refers, in Ch. IX—Literacy, to what he calls 'a new category of literacy by the Figure 5.' The origin of the new category 'was a request to obtain through the census enumeration some indication of the number of persons who could be taken to have attained *continuing literacy*'. In consultation with the D. P. I., he decided that the most convenient indication of this stage was the completion of the fifth standard. So, the enumerators were instructed to ask any person who declared himself to be literate whether he had completed the fifth standard, and if so, to enter the figure 5 against his name.

After studying 1,231,183 male and 201,280 female 5 literates, he gives the following figures:

out of every 10,000 males,	1,610 were literate;
of these	528 were fifth standard literate.
and out of every 10,000 females,	258 were literate;
and of these	84 were fifth standard literate.

His conclusion is that "while it can be asserted with some confidence that no person possessing once the '5' proficiency ever relapsed into illiteracy, it by no means follows that the converse applies also, viz., that those lacking this standard do relapse; it is in fact demonstrably untrue."²²

19. Ibid, p. 264.

20. Report, p. 45.

21. Making of Primary Education: R. V. Parulekar, p. 3.

22. Census Report 1931, p. 274.

He adds, "All that can be said is that the fifth standard figures give a minimum for continuing literacy and that the numbers who possess it are definitely in excess of that minimum."²³

That is, the number of literates far exceed the '5' literates and so the completion of a lower class than the fifth must have produced continuing literacy.

So, we can take it that for continuing literacy a *four years' course* in the Elementary school is enough.

Next we shall see to what extent pupils in our Elementary schools go up from class to class till they complete the IV Class and become literates: in other words, what is the extent of wastage?

In the following statement is given the number of pupils in the first four classes in the province:—

Class.	Pupils in thousands.	Percentage.
I Class	1,206	46
II Class	613	23
III Class	457	17
IV Class	374	14

In a perfectly planned system of schools, there would be 25% of the pupils in each of the classes. But, in this province we find there are only 14% of the total enrolment. This shows that there is a wastage of 44%. The accuracy of this estimate of wastage may be verified by other methods. And when it is said that in Madras the wastage is as much as 69%,²⁴ it has to be taken as an over-estimate, as the wastage calculated by any method is well below 50%.

Yet 50% wastage is an appalling figure. The causes have been diagnosed and measures have been taken by the Department to cut down wastage and the Director's recent report shows that conditions are improving. The communique issued by the Madras Government in June 1937 gives various causes of wastage and the measures proposed to be taken. But I shall now confine myself to the problem of stagnation.

Stagnation has been defined as retention in a lower class of a child for a period of more than one year. It "leads to the disproportionate size of the lower classes as compared with the higher classes. The figures

23. Ibid.

24. Education in India, 1934-35.

do not indicate how far the excessive diminution in numbers from class to class is due to wastage and how far it is due to stagnation."²⁵ This kind of diminution seems to be a characteristic of most of the institutions irrespective of the kind of management.

Statement showing distribution of pupils in classes in Elementary schools under various managements in 1935-36. (000 omitted.)

Management	I Class.	II Class.	III Class.	IV Class.	V Class.
Government	34	14	10	7.7	2.6
Municipal.	54	30	23	17	8.8
Board.	376	172	131	101	44
Panchayat.	30	12	8	7	.6
Aided.	625	261	193	158	51

It will be seen that the fall between the I Class and II Class is the greatest in all kinds of institutions.

There are several causes for this successive diminution and the Department has before it proposals for removing those causes. There is one cause which can be removed easily by administrative action. It is the age of admission of the pupils in Elementary schools.

From the Reports on public instruction issued every year, it is seen that a vast number of pupils in the Elementary schools are below 7 years of age. In the latest report for 1936-37 it is found that there are:

5,312 pupils below age 5
and 205,290 pupils between 5 and 6
and 423,731 pupils between 6 and 7

making a total of 634,333 pupils below the age of 7.

While the Madras Government consider that large numbers of under-aged pupils attend I Standard occupying much needed places and using the school practically as a creche, they do not seem to view children below 7 as unfit to enter Elementary schools. Their communique of 1937 says that they have decided to exclude all boys of under 5½ and all girls of under 5 from school, except in the case of Kindergarten, nursery and model schools.²⁶ But there is strong opinion that education should begin at the age of 7. Mr. Parulekar quotes the opinion of the educational

25. Interim Report of the Indian Statutory Com.

26. Communique issued, June 1937.

experts appointed by the Government of Switzerland. That Committee observed :

" The development of the organs of the senses also is still incomplete in the six-year-old child. The eye of the child is by nature long-sighted. If then it has to adjust itself too early to close work, as is the case at school, this may give rise to derangement of the nervous system. The same remarks apply to the development of the Kinesthetic feeling. The six-year-old child has often insufficient command over its voluntary muscles to the extent required by school work. This often finds expressions in derangement of speech and manual clumsiness".²⁷

They add : " The experience gained every year with the six-year-old children confirms the fact that they are generally not yet fit for school. They tire quickly both physically and mentally and it frequently happens that a child who has started too young and has been described by its parents as very forward, fails after a short time and is overtaken by other children. Moreover, in many cases the harm done only becomes apparent later, i.e., on transfer to a Middle Grade School".²⁸

The opinion quoted above shows that 6 is too early an age for admitting children into schools. In a large number of countries compulsion begins at seven ; and in countries which have fixed an earlier age for the beginning of education, special provision is made for infant schools.

From the point of view of physical well-being of the child, it can be said that seven is the best period for the beginning of education. For the Indian child enters a new phase of life when he is about 7 and near 8 as can be seen from the following figures of mortality.²⁹

Age	Mortality per cent.
4	.. 2.74
5	.. 1.93
6	.. 1.45
7	.. 1.15
8	.. 0.94
9	.. 0.83
10	.. 0.79
11	.. 0.81
12	.. 0.84

Wastage and stagnation may be considerably reduced by raising the age of admission to schools to 7.

So long as the schools served only the classes and castes with a tradition for literacy problems of wastage and stagnation did not assume big proportions. Now that considerable expansion has taken place in Elementary education, the masses are slowly coming into the public schools. Any reform in the direction of raising the age for admission is sure to produce wholesome results by removing the causes for stagnation.

There is sure to be in the near future a period of consolidation, planning and expansion. Compulsory education will be found cheaper and more effective in removing wastage and stagnation. As a larger percentage of the masses who have not as yet been touched by the public Elementary education system come into schools, the need for raising the admission age to seven will be felt by the government.

Another important cause of stagnation is the system of class promotions. Provided the schools are well organised, teachers are qualified, and the boys are old enough to profit by instruction based on some basic craft or through well-planned projects, there should be no detentions, especially in the first two classes. Find some device to reduce the fall in the strength between the I and II Class which is now considerable, the problem of wastage would be solved to a large part. When once a boy is promoted to the II Class, he continues to attend school ; if he is kept in the I Class for two years or more, there is a greater probability of his leaving the school and lapsing into illiteracy than continuing in the same class till he secures promotion.

27. Year-Book of Education, 1937.

28. Ibid.

29. Mr. Parulekar of Bombay : Making of Primary Education.

THE INDIVIDUAL METHOD

By

K. NAGARAJA RAO. B.A., L.T.

At present we find in many Schools, traditional methods of teaching followed. By the traditional method is meant the keeping of a certain number of children in a class-room, the teacher having in his mind an imaginary level expected for the class and teaching lessons to the class according to the level he has in his mind.

Let us examine this state of affairs point by point :—The imaginary idea of the class that the teacher has in his mind is very unscientific and unfounded. The needs of the pupils are never taken into consideration.

The pupils are not considered to be individual, dynamic growing beings learning every moment of their lives.

The mental condition of the children is thrown to the winds. There is no proof that the boys are attending to what the teacher says. When the teacher is rapturously engaged in teaching the lesson most of the boys may be engaged in day-dreaming. Under such conditions the teaching of the teacher is a waste, and the benefit derived by each boy cannot be measured.

Taking the boys into consideration, there are some boys who are far above the average, to whom the teacher is a bore than an interesting personality. There are some average boys, who understand the teacher more or less in proportion to their mental development and perception. There are again some, undoubtedly, to whom the teacher is a puzzle. They do not understand a bit of what the teacher says, and these poor boys are wasting their lives in the School.

Again, can it be said that all the boys in the class-room have the proper mental set, or aptitude to listen to a teacher dealing with a particular subject? The children are not dull receptacles; they are not inanimate beings. They have their own likes and dislikes and every one has got an individuality of such a kind that he is at his best only when the proper interests are stimulated. So, there is no use in not taking into consideration these important factors; there is no use disregarding the importance of child life and child psychology in the School. Any violation of the law of the child will ultimately increase the waste in the School. These instances do not exhaust the problems that face a tea-

cher in the class-room. The problems are innumerable and they have to be dealt with individually. There cannot be one rule to all the boys.

The individual method has as its foremost aim the development of a mighty personality in the individual. It tries to draw out the inner capacities of the children in the best manner possible through their own efforts, by stimulating in them the necessary interest.

As a creative being, the boy is doing some creative work every moment of his life in the School. Under the Individual Method every boy progresses at his own rate; the intelligent boy is not sacrificed for the sake of the dullards. The dullard is not hastened unduly for the sake of the more intelligent.

There is no punishment. There is no waste. There is no disappointment to the teacher, who has harangued the whole period. The teacher need not get disgusted with his job.

Under the Individual Plan every boy is classified according to his mental attainment.

He is given the work that he can do, for the method intends to lead the boy to further understanding from what he knows to what he does not know.

On the lesson that is given to each individual boy, assignments are prepared, and the boys are led to answer the assignments mostly through their own efforts. The assignments are carefully well planned, thought out problems which will interest the children in such a way that answering the assignments is more a play to the boy than a real work.

The boy reads his lesson and tries to answer the assignments as best as he can. As soon as he finishes an assignment he brings it to the teacher and the teacher after having gone through the answer simply indicates the mistakes without correcting them. The boy takes his work to his seat, ponders over his answers, corrects the errors that he has committed either through carelessness or want of understanding. If the boy does not understand the mistake he has committed the teacher immediately helps him. Thus the boy is goaded on to further activity and builds up his knowledge through his own effort as much as possible.

The sluggard, and the shirker are all dealt with independently as they should be dealt with. There is no rule of the rod. There is no fear of the teacher. There is only the joy of work. Work, that one can do and do it happily.

The whole work that is being turned out by the boys is entered on a chart and thus the progress of the individual boy is measured objectively. The chart is not only an indicator of a boy's progress but also a

guide to the teacher who wants to find out the shirkers. If a boy has not come in the chart for a long period, it means that either the boy was absent or he has been shirking his work.

There is no need for the teacher under this method to maintain discipline; for, there is disciplined activity in the class-room and every boy is at his work. For a boy who has done his work, there is plenty of opportunity to do extra work in the shape of extra reading, pursuing one of his own hobbies or enriching his knowledge about things he wants to know. The leisure that every boy gets is thus very well harnessed and properly utilised for the development of the boy himself.

There is no doubt that the Individual method makes the majority of the pupils more interested in their work and results in a higher standard of work all round. There are sure to be difficulties. But in the long run we don't think that any one who gives the method a real trial will have any doubt about the improvement that comes.

The Individual method does not admit of a common examination. Each boy takes his examination when he finishes his work. The unit for the test may be a lesson and a boy is not allowed to pass on to the next lesson until he gets not less than 50% in the test. A boy may have to sit for several tests on the same lesson before he passes on to the next lesson; but this does not matter much since the boy improves every time he sits for the test. Tests need not be only written; they may also be oral. The tests should be as far as possible objective in character and should not admit of subjective marking. At the end of a term those who have finished equal number of lessons may be asked to sit for a common test.

Those boys who have not finished the required portions for a class according to the assignment plan explained above should not be allowed to go to the next higher class until they finish the portion in the manner required.

ELEMENTARY EDUCATION—RECONSTRUCTION ON WARDHA LINES

By

“WARDHAVAN.”

“A motor car” which consistently failed to function on three out of its six cylinders would either be relegated to scrap heap or sent for overhaul. Yet our educational system is in no better plight.” This is but too true. Our educational system has failed to function not only on three of its six cylinders but on all its cylinders. In the first place, although five score and four years have elapsed since the foundations of that system were laid in our country, it has failed to permeate the countryside. This will be evident from the fact that there are still 18,210 villages or population centres which have no schools whatever. Again, about half the number of boys and three-fourths the number of girls of school-age do not attend any school whatever. This should not be surprising, seeing that the system ignored popular education first and then contented itself with emphasizing its importance and expressing pious hopes for its speedy expansion.

Secondly, the system is a failure even on the qualitative side. It has, by idolising superficial book knowledge and external examinations, failed to understand the need for the education of the whole man and maimed the educated classes for life. As time went on, the educated classes not only swelled the ranks of the unemployed but came to be regarded as even unemployable. It is this feature more than anything else that may have induced the shrewd Indian parent to keep his children away from school. He is firm in his conviction that, while little is gained from the sacrifice involved in sending his children to school, the losses, both immediate and ultimate, are considerable. If education has not made any great headway in the country, the cause is not, as is generally and generously assumed, that the Indian people are ignorant and apathetic to education but that the education provided makes no appeal to them at all.

Thirdly, the system has done incalculable harm to the community in another direction too. It has, by emphasizing the superiority of black coated jobs and making them almost the end of human existence, dethroned work and manual labour from the high place they should occupy in the scheme of life and led to unhealthy competition and unseemly and disgusting communal wrangling and bitterness.

Informed opinion, official as well as non-official, is therefore unanimous in condemning the existing system of education and demanding a speedy and satisfactory reconstruction of the same. The problem of educational reconstruction which has for some time past been in the forefront has now assumed greater prominence. The establishment of democratic forms of government in the provinces and the prospect of a similar form of government being established at the centre too in the immediate future demand that the whole mass of our people, and not a microscopic minority thereof alone, should be educated. The mass of the people should receive not merely an education of an elementary character which does not take them far but a real and sound basic education. Further, the education given should enable the people not merely to occupy subordinate positions under government but to shoulder the full and entire responsibility of government themselves and discharge that responsibility with the sole eye to public good.

Another circumstance which makes reconstruction urgent is that, while all the wide world over there has been a great revolution in education resulting in far reaching changes in organization and objectives as well as in the contents and methods of education, we in India still cling to the old traditions and practices which ignore the active and creative nature of the child and the forces which are re-shaping the modern world. On this one consideration alone an early and immediate reconstruction of the educational system is imperative.

As observed already, the dissatisfaction with the existing system of education made its appearance over a quarter of a century ago and found expression in vague demands being made for reconstruction. These demands which, from time to time, expressed the wishes and desires of the educated people did not, however, lead to action. We were still far from realising that the system as it stood would not admit of any reform and could not be propped up by temporary and adventitious aids. It was not realised that the need of the hour was a real national system of popular education which would seek to remove the appalling ignorance in the country in a practicable manner and within the shortest time possible. We failed to recognize that our system of education had no ideology behind it which was in accord with the genius of the people; and the first step in reconstruction was to supply this omission.

It was at this juncture that Mahatmaji stepped in and offered his constructive suggestions for evolving a system of education which would be suited to the genius of the Indian people and which would further enable us to make popular education free, compulsory and universal in a practicable manner and within the shortest time possible. It is on the suggestions so kindly offered by him that the Wardha Scheme of

Education has been framed. As has been said by Mahatmaji himself, the Wardha Scheme of Education is his last and best gift to India. For this reason the Indian nation should feel immensely grateful to him.

The Wardha Scheme is the one and only one non-official scheme of educational reconstruction placed before the country. No other scheme of basic education has either been framed or suggested, although people have taken exception to the Wardha Scheme for one reason or other. The urgency of educational reconstruction being conceded, the only course left open to us is to take up the scheme placed before us and see whether we can adopt it as it is or with such modifications as we may consider necessary. Further, the scheme which has been before the country for over eighteen months has been subjected to a critical scrutiny and commended by almost all the individuals and bodies that considered it. It is natural that there should be individuals and sections who are opposed to the scheme. First, there are those who object to the scheme because some others elsewhere object to it. Secondly, there are those who object to the scheme because it has emanated from Gandhiji whom they would identify with the Congress. Apart from the fact that no person, party, community, or country can claim a person of the type of Gandhi as his or its own, there is the fact that in matters educational we should not allow ourselves to be prejudiced by the source of the suggestions for reconstruction. Suggestions which are *per se* sound and valuable do not lose their merit for the reason that their author is thought to belong, or belongs to, a particular political group. Lastly, there are those who have honest differences and difficulties, differences and difficulties which do not in most cases relate to the fundamental principles of the scheme but to the details in practice. We must certainly endeavour to meet these objections so that, in the interests of the community and the country, an agreement may be reached on this problem of problems without any further delay or waste of opportunities.

Before proceeding to consider these objections, it is necessary to stress the point that the Wardha Scheme of Education is not an educational reform of an ordinary kind. It does not merely relate to the technical side of education—curricula and syllabuses, inspection and examinations, etc. These are all found in it. But what is more is that it supplies for the first time a suitable ideology to Indian education. Let us now examine briefly the aspects of this new educational ideology:—

(1) Education is not to be for the classes alone as heretofore but is to be planned for the entire mass of the Indian people boys and girls.

(2) Such education should not be merely of an elementary character which does not take the child far but should be of a type which

is the highest common factor of all that is best and useful in the culture of the land.

(3) Such education should commence at 7 and extend up to the age of 14.

(4) It should be the birthright of every citizen to expect, demand and receive such basic education.

(5) The expansion and improvement of this basic primary education should be the primary concern of the State.

(6) The education provided should aim at replacing the extreme form of competition and individualism now rampant in the society by the living ideal of co-operative effort and social service.

(7) The education so provided should restore to its legitimate place to work in the scheme of life.

(8) It should engender in the minds of the rising generation a sense of true and enlightened patriotism, patriotism which is neither superficial nor exclusive.

(9) It should develop in all a spirit of tolerance and a respect for honest differences of all kinds and aim at securing unity amidst seeming diversity.

It is doubtful if serious exception can be taken to any of the new educational ideology in general. We have till now ignored the claims of the rural population for a system of education suited to their needs and we cannot afford to keep them ignorant and uneducated any longer without laying ourselves open to the serious charge of extreme selfishness and inexcusable exploitation of the voiceless and helpless. There is agreement on the minimum age prescribed for real primary education although the desirability of providing for proper pre-school education has been stressed by some. In the opinion of educationists nothing less than a seven years' course will suffice for giving the citizen of the Greater India the education that he and the country needs. In a book entitled *Primary Education in India* recently published, it is, however, seriously urged as a defect of the Wardha Scheme that it prescribes a seven years' course. According to the author of this book, a four years' course is deemed adequate. We of Madras who already have a five years' course are particularly referred to and the advice is given that we should reduce it to four years so that the money thus saved might be used for quickening the rate of expansion of education. In the opinion of the author a seven years' course is not desirable, since it will make the ideal of free, compulsory and universal education remain a counsel of perfection indefinitely, and since, all the countries that are now foremost in education began only with a four years' course. In the circumstances in which we are placed the question is not what fare, good or indifferent, adequate

or inadequate, we can provide under the existing conditions but what fare is necessary for our people and how to provide that fare. A seven years' course of basic education is considered the minimum equipment for a citizen in a modern democratic state and it will be shortsightedness to make a compromise here and accept and adopt a halting and half-hearted measure of reform. As regards the other ground urged by the author, it need only be pointed out that, while it is true that all the civilized nations began with a four years' course, it is also true that they soon found that had to extend it to 7 or more years. Prudence should certainly dictate to us to profit by the experience of those nations and not make us traverse faithfully the ground covered by them, including even their own faults and shortcomings. A seven years' course is the least we should adopt to start with, and, as stated in the report of the Wardha Committee, it should be our aim to extend the course of education to the age of 16.

The question of proper provision for pre-school education is, however, one which we have to face. This is particularly so in the case of our province where the school-age is fixed as 6 for boys and 5 for girls and where children are generally put to school at the age of 4 or 5. The easiest solution appears to be that recommended by the Central Advisory Board of Education in India, namely, to fix the age range for compulsion at 6 to 14 and to countenance the admission of children aged 5 in the basic schools. This is not going to raise any great complications as the first 2 or 3 years will, under the suggestions made by that Board, be spent in varied forms of educational activity which will lead to training in a basic craft at 7 or 8. The community should realise its responsibility in this regard and come forward to make provision for these classes and departments which will have to be opened or maintained in increasing numbers. We should not forget that under the provincial autonomy the Government and that is the government of the people by the people each should play his part and that well too. It will no longer do for any section to sit with folded hands and expect the State to do everything for us.

No exception of any kind can be taken to the other aspects of the scheme. The emphasis placed on the development of a spirit of tolerance is of special significance to us in India. We have amongst us innumerable differences—differences of race, differences of creed or of sect within a creed, differences of language, differences of habits and customs, differences of opinions, and so on. These differences which are more often than not pointed to as our weakness should constitute our strength. 'Education must train the young citizen to harmonize, and on due occasion to subordinate, all differences within a common solidarity.' We who have these differences amongst us must first learn

to feel as members of the same family and live in amity and friendship. When we have so trained our people, we shall then be able to deliver to the world at large the message for which it has long been eagerly waiting, the message of peace, hope and love. "India has the greatest message to give to the West, and only in a spiritual revolution lies the salvation of the world. The atmosphere in Europe is full of hypocrisy, hatred and selfishness, and the nations are busy increasing their armaments. India only can save the world from the catastrophe overhanging it." For effecting a revolution of the kind referred to above the young mind should, during the period of school life, be trained to experience and live a truly noble and spiritual life, and that is what the Wardha Scheme of Education aims at and stresses. Let us of the present generation play our part then and earn the gratitude of the world.

Let us now examine the suggestions made in the scheme for rebuilding the technical side of education. The scheme emphasizes in this regard certain fundamental truths and principles which have found wide and ready acceptance in the world of education and works out the details in accordance with those truths and principles. These truths and principles are :—

(1) The child should be the main object of consideration in a scheme of education and its harmonious and all round growth and development should be its objective. Not mere literacy, meaning the ability to read and write, but the literacy of the whole personality of the child—body, mind, and soul—should be the aim of basic education.

(2) The nature of the child and his needs and desires, and the life he will have to live should very largely determine the content and method of education.

(3) The essential characteristic of children in the primary school stage is activity,—spontaneous, purposeful, and productive activity,—and all education should therefore be carried on through such activity. The activity or craft chosen should be suited to the locality and community and should further be rich in educational possibilities.

(4) The child that lives and has its being in this world has first to get to know the world so that it may take its place and fulfill its mission therein. The world around consists of two environments—physical and social—and it should be the aim of education to enable the child to know these two environments and use the former for the benefit of the latter through work or activity. A sound scheme of education should therefore be organized round three centres—the natural environment, the social environment, and craft which is their natural meeting place.

(5) While creativity should be the dominating aim, productivity should not be lost sight of entirely, although care should be taken to

see that it is not overemphasized to the detriment of real and effective education.

(6) All education should be in the mother-tongue and the level of attainments at the end of the seven years' course should be equal to the present matriculation standard *minus* English *plus* a reasonable skill in a useful craft.

(7) The aim of the school should be to enable the pupil to draw out the best in him and perfect it for a noble use. Individual differences should therefore be reckoned with and provided for in the programme of work.

(8) Education is living. All learning should centre round concrete life-situations. This is especially so in regard to the acquisition of those desirable and necessary attitudes and qualities which will enable the child to live a full life later on as a useful member of a co-operative community ready and willing to make his best contribution to its welfare and progress.

In the main, these principles, or at least a majority of them, are regarded by the educational world as eminently sound, and must therefore commend themselves to all right-minded thinkers on educational reconstruction in our province. That the existing system of education is out of date and requires thorough overhauling is admitted by all. We have ignored the child and his personality in the present programme of artificial curriculum and external examinations. We have also ignored the important place of activity in the education of children with the result that their creative ability has no scope for expression. We take little account of the environment of the children in determining the content of education and give him an education which is not only bookish but which is also highly unrelated to life. We have just begun to realise the place of the mother-tongue in the scheme of national education and are yet far from restoring to it its due and proper place. We ignore entirely the differences among children and endeavour to cast them all into one mould. These and other defects the new scheme of education attempts to eradicate. It also aims at sending out from the schools not unemployables as at present but definite able-bodied, intelligent and self-reliant earning units. This naturally leads us on to the self-supporting character of the scheme about which unfortunately there are still doubts and misapprehensions.

As observed by the Hon'ble Mr. C. J. Varkey in his book on the Wardha Scheme of Education, the scheme is self-supporting from two view points. First, it enables the child to become a definite earning unit immediately after the completion of the course. This does not, however, mean that the scheme aims at producing and sending out into the

country a large army of spinners and weavers or other artisans. The basic craft chosen is, it should be remembered, chosen with the specific purpose of exploiting its educational possibilities. In the fulfilment of that objective the pupil incidentally acquires some reasonable skill in the craft. This will enable him to take it up as a means of livelihood if on the completion of the school course he finds it necessary to enter life and do some work to maintain himself. Secondly, the scheme is self-supporting in another sense too. The products of craft activity will surely bring some income to the school. The Committee has definitely stated that this was not the object with which craft training was resolved upon and that there would be no connection whatever between the salaries of teachers and the money realised by the sale of the products of the children. After this assuring explanation there should be no further room for misgiving of any kind. Yet, people there are who demur to the introduction of the scheme on the ground that there will be immense difficulty in finding a ready sale for the articles produced in schools. On this point the Committee has whole-heartedly endorsed Mahatmaji's suggestion that the State should form an organisation for the disposal of the products of the school. Certainly it is not the province of a Committee appointed to frame a scheme of education to attempt to work out a detailed organisation in this regard. That is clearly the work of the Government and we may well be sure that when they resolve upon introducing the scheme, they will also think of planning out a suitable and satisfactory organisation for that purpose. 'Every child comes into the world with the message that God does not yet despair of man.' Let us therefore hope that man will not fail in this regard too. Further, under the existing conditions, there is an avoidable waste going on both on the cultural and practical sides. The education given is admitted to be not worth the money spent on it, and little is realised from the products of schools where craft or manual training is being given. Yet, nobody complains against it. Hence, even if the entire products become unsaleable, and this will never be, we shall still have gained considerably on the educational side. The experience of those who have worked in this line, however, shows that a decent income may surely be expected from the sale of the products of the school.

There is one other point, which has to be stressed before leaving this question of self-supporting education. We see that the mass of our population are steeped in appalling ignorance and that every time the suggestion is made to put into force schemes for removing their ignorance, it has to be abandoned on the plea of want of funds. Our popular governments are not in that enviable position of having inexhaustible resources which they can well devote to the expansion and improvement of popular education. At the same time, other and equally important

schemes for the welfare of the nation force their attention on the Government and make their demands for funds, unlimited and increasing funds. Can a popular government for this reason sit with folded hands biding the time when huge and unexpected windfalls will come and let the mass of the population continue to be ignorant and uneducated indefinitely? Nobody will answer this question in the affirmative if he realises that the education of the masses cannot be delayed any further. Then what is the solution? The Wardha Scheme offers one practicable solution which will enable the nation to get educated completely in a reasonable time. If no alternative suggestion can be offered, what is the use in merely saying that it is not desirable that education should be made to pay its way, either wholly or in part?

In regard to that aspect of the scheme which emphasises education through a craft, the author of the book "Primary Education in India" already referred to raises three objections and concludes, "When once it can be shown that the Wardha Education Scheme is educationally unsound, it is needless to dwell on its economic aspect." The three defects of the scheme on account of which the author condemns the scheme are:—

(1) Instead of teaching handicraft as one of the subjects, as an extra, the scheme proposes to teach all subjects through a basic craft. Unfortunately, this cannot find acceptance with the educationists of the modern day who believe in The Activity School and The Activity Curriculum. To attempt to teach a craft as an extra robs it of all educational purpose and value and for that reason makes the training given valueless. Education *through* activity and not education *plus* activity is the principle in education.

(2) The scheme makes carding, spinning on takli and agricultural work compulsory on all the pupils. In the first place, these are the two crafts which satisfy the primordial needs of man and are best suited to the people for whom they are intended. Secondly, gardening as a form of agricultural work has been for a very long time compulsory in all elementary schools. That is necessary for familiarising the children with their natural environment and interesting them in rural life and occupation. Lastly, when once some form of manual activity is considered necessary, manual activity of one kind or other has to be provided. If spinning is provided, it is because it is a craft which, till recently, was widely practised all over the country and should therefore be revived on economic grounds. It is further the cheapest and therefore the easiest to introduce and offers abundant opportunities for centering all instruction, especially in the early stages, round it.

Another objection of a similar nature has also to be considered in this connection. Parents there are who, in good faith, indeed ask why,

if they do not desire a training in spinning or any other craft for their children, the scheme should impose it on them. These forget that the children are *as much the children of the State as theirs* and that *education without activity is no education at all. They forget that the scheme is a national education scheme primarily intended for all the millions who should be trained and educated at the cost of the State and for whom a training in one of the crafts of the country will be of immense use in life.* If parents there are who object to spinning and gardening being made compulsory for their children, the scheme does not attempt to force the crafts on them. They will be perfectly at liberty to give their children such education as is desirable and as commends itself to them, but it shall not be at the cost of the State. The experience gained so far proves that our apprehensions are due more to our ignorance and that, far from feeling spinning and gardening a monotony, the children take to them with zest and interest.

Another misconception which unfortunately persists still in the minds of some is that the scheme attempts to teach all things through craft and craft alone, which is not possible. The idea of centering all education round a craft was an abstraction in thought or a general wholesome principle emphasized by Gandhiji for bringing home to the people the place of activity in education. This activity need not necessarily be a manual activity resulting in the production of a tangible article. It may be activity resulting in the creation of desirable attitudes, skills and knowledge. The Committee has made this abstract idea eminently practical by selecting the three centres referred to already and organizing all instruction round them. After this elaboration there should be no room for any further apprehension or misgiving on this score, for there can really be nothing worth knowing or acquiring which is not comprised in the three centres of education.

(3) The third defect pointed out is that the scheme ignores the educational value of craftsmanship, that the training in craft does not lead to the production of complete objects, and spinning is specifically pointed to as a craft which does not lead to the production of such complete objects. In the first place, spinning is not the only basic craft recommended in the scheme, and the objection raised in regard to it will not apply to agriculture, cardboard modelling, and other crafts. Secondly, completion is only relative. What is completion to one is not completion to another. The production of cloth which is in the opinion of the author a completed object is not complete in the eyes of a person who wants to make clothes out of it. The production of cotton is a completed form of labour for the farmer who raises cotton crops although it may not be a completed product for the ginner, the carder, the spinner, or the weaver. In the same

way, the production of yarn by spinning is a completed product for it involves the transformation of one material into a material of a different kind for use by some other person. The mills in thousands that produce yarn and do nothing more are not regarded as unproductive enterprises. Further, in schools the children who spin will see that the yarn they produce is being used and converted into usable cloth by their older fellows, and this in itself is sufficient and satisfactory social education. Lastly, it has to be observed that the primary aim or purpose of craft training in schools is not so much the production of completed articles as the *doing* itself. It is *doing* as leading to *knowing* and *being* that is the important thing in craft training.

The exclusion of English from the course of studies has led some people to doubt the value of the scheme and, what is more, to entertain the apprehension that the Wardha Scheme aims at discouraging higher education. No scheme of national education prepared for the mass of the population can or should include instruction in a foreign language. Any course organised for that purpose will not take the children far as they do not continue it afterwards and will become valueless to them. Further, it has to be remembered that the scheme is primarily intended for the rural population who do not now have any education at all, leave alone instruction in English. It must also be conceded that the scheme offers a course of training which is complete in itself and is therefore sufficient for the large majority who will proceed no further than the basic stage. To burden them with the study of a foreign language will be purposeless and will be doing them only harm rather than good.

It may be presumed for the time being that instruction in universities and colleges will for some time to come be given in English and that a knowledge of English will be necessary for international trade and other purposes. For this purpose the knowledge of English required is only a practical command of the language and steps are being taken to include such provision in the higher course. It will thus be seen that the object of the Wardha Scheme is neither to stifle higher Education nor to remove English from all courses entirely. Instruction in English has to be confined only to those who may really need it and is to be provided to serve really practical and useful ends. If, however, it is considered that training in English should commence earlier, the experiment recommended by the Central Advisory Board for the transfer of pupils to Anglo-Vernacular Schools at 11 *plus* should be regarded as a convenient device.

One other objection which has to be considered in connection with this aspect of the scheme before proceeding to the administrative, finan-

cial and other aspects is that the syllabuses are over-ambitious and that it may not be possible to reach the level of attainments of the matriculation standard in 7 years. The syllabuses published with the report are, as stated by the Committee, tentative and are intended only to serve as a guide to the teachers and others who have to work the scheme. They will have to be modified and readjusted in the light of experience gained in actual working. If experience shows that it is not possible to cover the entire ground, it is quite open to us to omit such portions as seem excessive and suggest readjustment. Before such experience is gained, it is not fair to pronounce a verdict on the syllabuses and thus prejudice the introduction of the scheme on that score. We should not forget that we have been making frequent changes even in regard to the existing system so as to meet new situation as they arise.

Two other objections raised in regard to the educational side of the scheme remain to be disposed of. It has been said that the educative value of play and organised games is not recognised and provided for. If by play is meant an escape from the inactivity and tyranny of the classroom, it has only to be said that where the latter does not exist there is no need for the former. All education as envisaged in the scheme is through play and activity and the child will at the end of the day find himself completely exercised in body, mind and soul so that a special form of training intended for the body is not necessary. Again, what is the provision made in the existing elementary schools in this regard? Absolutely nil. Hence, it is not that the scheme displaces any provision made in this regard. Lastly, the scheme does not preclude the introduction of healthy games in schools. There can be no difficulty for a number of cheap national games to be revived and introduced in our schools and the objection on this account is not serious.

As regards religion, the scheme does not really provide for it, if instruction in the tenets of different religions, be intended. The problem of making such provision is a matter of extreme difficulty in a country like ours where different creeds and sects within creeds exist. Further, it is doubtful if such oral or verbal instruction is of any real value. It often fails to influence the child to any great extent and modify his attitude and conduct. What is possible and necessary is practical religion, and that is amply provided for. In fact, the whole scheme breathes the air of universal and practical religion. If, however, certain parents or communities desire that formal instruction should be given in religion, they should as at present be given facilities for making such provision themselves. It will be however, agreed that the home is the proper place for giving instruction in religion.

The scheme offers sound and valuable suggestions regarding teacher-training, inspection and supervision and examinations. No

one can gainsay the fact that the selection of teachers for training and the course of training leave much to be desired at the present moment. No regard is paid to the fact whether the prospective teacher has the capacity and willingness to go and work in rural parts and take the position of leadership there. A very large number of the candidates selected are urban-minded and the few who come from villages soon become urban in habits and ways of life for the reason that the training institutions are located in urban areas. Candidates trained under these conditions have little inducement to go and live in villages. If they at all take up jobs in village schools, it is only because they have to live and in the majority of cases they live in towns far away from their place of employment and adjust the school hours and work to their convenience and not to the needs and convenience of the village folk. The suggestion that a sound technique should be first devised for making the selection is therefore timely and valuable. The suggestions under supervision and inspection are also valuable. Inspectors should recognise more and more that they are helpers and guides to teachers. Their duty should be to gather and collect valuable information from independent study and observation of work done in schools and bring it to the notice of teachers in the schools under their control. In addition to the compilation of figures and statistics and scrutiny of work they should become persons with ideas to give in connection with the expansion and improvement of education in their area. They should periodically be expected to show original and independent work calculated to further education. Inspection and supervision should also be thoroughly reorganised with these ends in view, and anyone who is appointed an Inspector in the lower or higher grades should have been a teacher for at least five years. There should also be opportunities for frequent exchange of persons from schools to inspection and *vice versa* so that close relations between theory and practice may be maintained.

The suggestion to do away with all external examinations for the basic schools is most sound and we may even say that it has come timely to us in this province. We are always examination ridden and we pay little attention to real education. The whole school course from the first standard to the sixth form is dominated by formal examinations and the evils of such a practice are too patent to need any mention here. The Central Advisory Board would go further than the Wardha Education Committee and do away with even the sample check and measurement suggested by the latter. The attainments of the pupils and their fitness for promotion should be decided entirely by the teachers of the school subject, of course, to the review and scrutiny of the inspecting officer.

This review of the Wardha Scheme of Education and its salient features must convince us that it is a good and useful scheme. We are

at a critical period in the history of our nation when we have to take a definite step in the direction of reconstruction of education. The work of reconstruction is not indeed a matter of a day or a year. It takes time to reorganise the existing schools and open new schools of the re-organised type. That it takes time to do these things makes it the more necessary to come to a quick decision regarding the fundamentals, to frame a definite plan for expansion and improvement and to push it on vigorously so that we may achieve the goal of free, compulsory and universal popular education of the right type in a reasonable time. The Wardha Committee estimated it at 20 years. It is gratifying that our Minister of Education is aiming at effecting the transformation in 10 years. Given the will and the determination it should not be impossible to achieve it. May He give him the strength and guidance necessary in the prosecution of his plans!

THE NEW POLICY IN ELEMENTARY EDUCATION*

Quite an unusual stir has been caused recently in the world of education by the publication within a period of six months of two press communiques on education and by the innumerable speeches delivered by the Director of Public Instruction all over the length and breadth of the presidency wherein he has laboured hard to explain the communiques themselves and the objectives of the department, and to impress thereby upon the public his unbounded sympathy for and interest in education in this province.

Before undertaking a critical examination of the communique and the policy enunciated therein, exception has to be taken to its publication when it was definitely known that a more popular Ministry was going to assume office shortly. In justice to that Ministry the document should have been submitted to the scrutiny of the new Government, and then allowed to be published by that Government as a statement of its policy and objective in education. This is not the first occasion when progress has been hampered like this. When it was known that the Government of India Act, 1919, had become law and that the reformed Government would come into office on the 1st April 1921, the pre-reformed Government hurried through legislation for elementary education by passing the Madras Elementary Education Act, 1920. That the Act was not framed with reference to the conditions that would be created by the Reforms that were shortly coming in, was the view of a large section of enlightened opinion, official as well as non-official. How far this out of date Act hampered the reformed Government in its attempts at expanding elementary education rapidly so that they might render a satisfactory account to the Indian Statutory Commission is too well-known. Soon after the Act was put into operation, grave defects were noticed in it and all attempts at amending it suitably to the requirements of the times proved abortive owing to the unfortunate clash of interests. The present unsatisfactory condition of education is in no small measure due to the imposition upon the reformed Government of an out-of-date Act for the framing of which they were not responsible. It is hoped that the communique now under examination will not similarly be allowed to obstruct the new Government from enunciating its own policy and objectives.

In this article the communique in so far it relates to elementary education alone will be examined, as that stage of education is under

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existing conditions the most important. In this connection, one has seriously to ask the question what the communique has to say for securing a rapid expansion of elementary education. Beyond overworking the already hard-worked words '*stagnation and wastage*' it contributes little to the solution of the problem. The problem of problems, in connection with mass education is whose should be the primary responsibility for its expansion and improvement and how and by whom it should be provided and controlled. One looks in vain in the long communique for any lead or suggestion in regard to this point. The question of questions has been whether Government should not assume immediate responsibility in the matter and take over the direct control and financing of elementary education. For various reasons previous Governments have not chosen to face this vital question squarely and depended solely upon private effort and local bodies and upon voluntary system for rapid enrolment and improvement. That it was no use to depend upon private effort for securing the pace that was necessary was clearly indicated in the Report on Public Instruction for 1902-03. "Education by private agencies on which this province so largely depends has almost reached its limits and that any great extension in future must involve corresponding expenditure from public funds, with probably some measure of compulsion." Experience has shown not only that private agencies cannot cope with the work that lies ahead but that they are actually withdrawing gradually from the field. Experience has also shown that the part that local bodies and municipal councils can play has to be reconsidered. In the first place, they have not the funds necessary for the purpose. Secondly, they have not risen equal to the occasion and evinced a sense of responsibility in administering schools and expanding education. With such experience before us one would have expected the Government and Education Department to come forward with a bold enunciation of their policy for the future financing and control of elementary education, but the communique is strangely silent in this regard, and yet it opens with the words, "The time is ripe for a pronouncement on their general policy in regard to the main branches and grades of education." Can a mere statement of the existing condition of education and examination of its defects by any means constitute policy? Can the appointment of Divisional Inspectors of Schools and additional subordinate inspecting agency be taken as the policy of Government in education? Can an unsparing indictment of the teachers in elementary schools and their work be a policy? Certainly not. Policy must refer to vital questions of the kind mentioned above and it is a pity that not even a casual reference is made to them in this lengthy communique. So long as this vital question is not faced squarely and solved boldly, it is futile to expect any very great improvement in elementary education in the province. Any reform which

ignores this vital question is bound to be a mere patchwork and end in failure as the previous attempts have been.

It is a pity that all stages of education should be mixed up in one communique and this will only lead to reference to a number of committees and ceaseless discussions and inordinate delay and the shelving finally of all questions on one ground or another as has happened before many a time with the innumerable reports cited in the communique itself. Re-organisation of education in the higher stages is important indeed but what is urged is that a consideration of that question should not in any manner be made to stand in the way of reform of elementary education. The problem of elementary education is intricate enough to occupy the full official lifetime of more than one Director and Government, and it is essential that it be taken up and tackled first before other stages are considered.

To come to the contents of the communique, pointed attention is drawn to the ineffective and fruitless nature of the expenditure on elementary education owing to the fact that the number of pupils who pass out of the fifth class has declined greatly since 1905-06 and the increase in the percentage of literacy has been consequently slow and actually declining. The conclusion is therefore drawn that '*wastage and stagnation*' have not only continued but increased. Be it observed in passing that these words which have been over-worked in recent years and which are like '*His Masters' Voice*' flung at the face of the public in season and out of season by the inspecting Officer, are no new phenomena discovered for the first time by the Hartog Committee. Pointed attention was drawn to it in the Report on Public Instruction for the quinquennium that ended with 1911-12. Vast changes of a far-reaching character were made in education in 1905-06 which were bound to affect the organisation and efficiency of elementary education in the presidency, and the figures of that year which have been taken for comparison cannot therefore serve as useful guides for comparison. In the first place, the results grant system which existed then made it worth while for every teacher to keep the old fourth (present fifth) standard and endeavour to take as many pupils as possible through the highest class. Consequently, almost every school had the old fourth class and a large number of pupils passed out of that class. The replacement of the results grant system by the capitation grant system made it profitable for the teachers to merely swell the strength of the school without any regard to the class in which the majority of pupils attended or the need to take a large number of pupils through the fourth class. The abolition of the primary examination and the substitution of the term '*Elementary*' with any number of standards from 1 to 8 for the old

terms Upper Primary with standards 1 to 5 and Lower Primary with standards 1 to 4 were not a little responsible for the tendency to maintain less than 5 standards in schools. These far-reaching changes which all took place in 1905-06 made themselves felt immediately on the distribution of pupils among the standards to the disadvantage of permanent literacy by changing the figures for standards 1 to 4 from 35, 24, 19, 16, to 43, 22, 16, 14. Another factor which has tended to intensify this phenomenon has not been taken notice of by the authors of the communique. Prior to 1905-06, or even prior to 1921, education meant only education of the classes: education of the masses was unknown and did not exist. Hence only educationally minded classes attended schools, and as most of them attended the primary schools with a view to preparing themselves for the High School Course, they not only stayed on till they completed the fifth standard course but even proceeded to the high school. This position was entirely altered when mass education came to be attempted with zeal and enthusiasm. It is common knowledge that the masses could not be easily induced to send their children to school and make them attend school regularly. It is also a fact that they could not keep their children at school immediately they became economically useful. These circumstances not only affected the progress of the pupils and led to their stagnation in the same class but also resulted in their premature withdrawal. The circumstances that arose later and that led to irregular and irresponsible work on the part of schools and teachers only accentuated the disease. The disease was not however the fault of the schools or teachers. It was already there and it existed there on account of the changes introduced. The authorities who were aware of the tendency did not unfortunately take steps to counteract it then and there. It could hit upon the right expedient of compulsion as the only cure for the disease but no action was taken: consequently the evil has become serious and assumed alarming proportions by now.

The ineffective and fruitless nature of the huge money spent on elementary education over which the communique bemoans is inferred from the fact that the percentage of pupils who pass out of the fifth standard has declined and that the rate of increase of literacy has also declined. The causes of this disquieting feature as discussed at length in the communique are—

(i) Many schools are incomplete in the sense they do not have the fifth standard which is assumed to be the normal of a lower elementary school.

(ii) A large number of schools are ineffective, uneconomical, or superfluous.

(iii) A very large number of schools are single teacher schools which are automatically presumed to be inefficient.

(iv) Aided schools still employ a large number of untrained teachers.

(v) Many schools work irregularly owing to the indifference or irresponsibility or both of the teachers.

(vi) Teachers do not keep themselves up to date by learning the changes that take place in educational theory and practice.

A casual reference is made to the unsatisfactory conditions of service of the teachers and a hope is held out that necessary rules for improving them will be framed soon. The District Educational Councils and District Boards come in for their share of blame.

The first question any one will ask is whether it is the fault of the schools that they do not have the full complement of 5 standards. It is obvious that the department countenanced the opening and running of schools with less than 5 standards: there is the fact that at no time it required a lower elementary school, much less every lower elementary school to have five standards. On the other hand the rules and practice till very recently were that a school with standard 5 was treated as a higher elementary school. It was for this reason that the old Madras Educational Rules contemplated separate recognition for every standard above the fourth. The belief that a complete lower elementary school need have only 4 standards gained ground. Even the Elementary Education Act did not make the position clear. It left the matter vague. Even the rules framed thereunder copied only the provisions in the old rules and contemplated separate recognition for only standards above the fourth. These rules continue to be so even to this day although much fuss has been made about the incompleteness of a large number of lower elementary schools. For these reasons the majority of schools came to have only 4 standards. If an appreciable number of schools now have less than 4 standards, the fault is again that of the department. Since 1930 the cry of concentration and consolidation has gone round with its central schools and feeder schools and a large number of schools came to be reduced to the status of junior or feeder schools. With what fairness then can one lay the charge of incompleteness at the doors of schools and teachers? It is only now that the schools are told that they should have 5 standards and it would be unfair to close them without giving them sufficient time to adjust themselves to the new requirements. An expansion of a school means money and time and reasonable time should be given to it to make the necessary provision. The difficulty is going to be the greater in the case of public schools under the local bodies whose finances are far from being satisfactory for providing the additional plant and staff.

Reference is next made to ineffective, uneconomical and superfluous schools. Inefficient schools exist because they have been so long countenanced by the department. Education will suffer by any hasty attempt to weed them out as other agencies to take the place of these schools are entirely lacking. They have to be told how they are ineffective or inefficient and what improvements they should effect to be continued on the recognised and aided list, and given some reasonable time to effect the improvements suggested. If even then they show no improvement, they should indeed be eliminated. It is a point for the consideration of the authorities whether the majority of teacher managers and managing committees will ever be in a position to come to the expected standard. What should be done under such circumstances should be decided just now. The question of superfluous schools in rural areas is not so easy to decide. The mere fact that there is more than one school in a village cannot make one or the other of the schools superfluous. In the majority of cases these superfluous schools are schools run in the cherries for the benefit of the depressed classes either by the Christian Missions or the Labour Department. These schools came into existence because facilities for the education of these classes were not provided in the general schools. The evil of class prejudice is indeed dying out faster than before but it cannot be gainsaid that it still persists in many rural areas. Of course, the rules say that schools which do not admit all classes without distinction will lose recognition and aid. In the majority of cases the schools do not say that they will not take in the pupils of the depressed classes but evade the rules by saying that they do not come. The number of such schools is much larger than what appears in the departmental returns and reports. The closure of the schools for these backward classes on the ground they are superfluous will inflict therefore an irreparable loss upon the classes that deserve special attention. Another factor which has to be taken into account in this connection is the availability of additional accommodation for amalgamating schools. In very few cases is such accommodation available and fewer managements are able to provide the extended accommodation. To close down schools for the reason they are superfluous before the authorities satisfy themselves on the points of additional accommodation and staff and accessibility will be short-sighted policy.

There then comes the case of single-teacher schools. It has been estimated that there are over 5,000 villages with a population of less than 200. Even as regards villages which have a larger population, it should be said that they are more often scattered into a number of hamlets each with a population of 200 or so. These small centres have not been distributed with any regard to the requirements of schools and education but with regard to other needs. In the nature of things if education has to reach the remotest villages and population centres,

schools have to be opened and maintained in such population centres. By their smallness they cannot contribute any large number of pupils to the schools and when the number of pupils is small the department will not allow grant for an additional teacher in the case of aided schools or countenance the appointment of an additional teacher in the case of public schools. These schools have therefore to be necessarily single-teacher schools and come under the category of isolated schools referred to in the communique. No warning or compulsion will make them two-teacher or more teacher schools. In the nature of things it is impossible. It is not, however, suggested that all the single-teacher schools are schools of this kind. There may be single-teacher schools in localities which can have more than one teacher but they do not have them for the simple reason that the number of pupils attending school is too small for a second teacher. The remedy in such cases is compulsion and compulsion only. The following observation found in the Report on Public Instruction for 1906-07 is pertinent here. "The ordinary village school is small, containing on an average about 32 pupils in four or five classes, and it is out of the question to expect it to maintain a teacher even for every two classes. The only remedy at present is to train the teacher to frame his time-table so that each class is profitably engaged." It is because the training schools do not train the pupil-teachers in plural class teaching which must exist very largely in rural schools that the single-teacher schools, and for the matter of that a large number of rural schools, are inefficient.

Reference is also made in the report to the inadequacy of staff in many schools. In the case of aided schools, the number of teachers to be employed depends largely on the number for which grants will be allowed. No manager will have the inducement to keep a teacher for each class when at the time of the assessment of grants he is told he has one or more too many for whom grants will not be allowed. Further, the question of adequacy in the sense that there should be a teacher for each class or thereabouts is unattainable in the case of most of the rural schools. The number of pupils of school-age is limited and the number of these who will attend school is still more limited. The staff to be employed even under the revised rules introduced last January depends upon the number on average rolls and on average attendance, and the number required for getting a teacher for each class is not possible in the case of many rural schools. Combination of classes and plural teaching are inevitable in such cases and the only remedy for removing inefficiency which may arise on this account is that proposed under single teacher schools, namely, training in plural class teaching and management.

Aided schools must plead guilty to the charge that they have kept on employing an increasing number of untrained teachers. But the fact

is that it has not so far been prohibited or penalised. Till yesterday inspecting officers have been recommending and the Councils have been according recognition and aid to schools started by or manned by untrained teachers. Private agencies perforce did so because it was easier and perhaps more profitable to employ untrained teachers than trained ones. So long as the employment of untrained teachers is not made a disqualification, it cannot be made the subject of a complaint against aided schools. It is gratifying that greater strictness in this regard is now observed and better results may be expected. But here again reference has to be made to the possible harm that might be done to education by this measure being suddenly introduced. The employment of untrained teachers is strictly prohibited in single teacher and two-teacher schools and such schools have to lose aid though not recognition. Most of these schools are schools run by teachers in their own villages, and in not a few cases they are also past the age of training. It was for this reason that they were under the orders of Government exempted by the Councils last year. To disqualify these also will only lead to the closure of an appreciable number of rural schools. The closure of these schools and others of the kind which is aimed at in the communique will not be a matter for regret provided that complete, effective and efficient schools are built up in their place. Is it possible at all? As already stated private managements will not come in readily to supply the want, and local bodies have not the money to do so. Who is going to step in then and build up complete, effective and efficient schools in such localities?

The next cause to be considered is the irregular working of many schools. The communique attributes it to lack of frequent visits and supervision and makes out a case for the strengthening of the inspectorate. If after a hundred and fifty years of enlightened administration inspecting officers of the department have to regard their work in the nature of 'policing', it betokens a very sad state of affairs. The duties of the inspecting officers are entirely different. The remark of Mr. Braithwaite made in the Report on Public Instruction for 1906-07 worthy of notice in this connection. Speaking of the reorganisation of the subordinate inspecting agency effected during the quinquennium, he says: "As regard Sub-Assistant Inspectors they are as a body gradually coming to view their profession as an organising one, rather than, as was formerly believed, a 'policing' one." And yet we are told after a period of 30 years that 'policing' is the most important part of the work of the Inspectors to which they should devote their main time and energy. Detailed instructions have been issued to them to visit as many schools as possible and a return of visits which is reviewed by the Divisional Inspector has been prescribed. It has also been ruled that

the inspector need stay in the school for 10 or 15 minutes only and see whether the teacher is at his post and the registers are kept properly. Visits are provided for the purpose of seeing the schools in their normal working condition and helping the teachers with advice and suggestions. To convert them to 'policing' may make the work of the inspecting officer disagreeable and vexatious and will hardly conduce to improvement in education. It will never be possible to employ sufficient number of officers to do this policing work efficiently. Let the service in elementary school be made worthwhile and secure and the need for policing will not be felt.

The irregular working of schools and teachers is due to several causes such as slackness on the part of the officers of the department and inefficiency on the part of local boards and Councils. The authorities are not unaware of the situation in local bodies. To blame the teachers or the inspecting officers now is hardly fair. The real cause of the disease should be found out and effective measures taken to eradicate it. There is need for considerable improvement not only in the administration of local board schools but also in the outlook and administration of the department itself. It is easy for one in a privileged position to take a fling at the poor teachers and decri their work and responsibility but when it is seen that the conditions under which they are placed are literally stifling and stinking, they are as a lot more worthy of pity and sympathy than condemnation. It is true that schools work irregularly but it is also true that the causes therefore lie largely outside schools and teachers. Let those who wish the teachers to reform themselves reform first of all the conditions, soul-deadening conditions, for which they are not a little responsible either actively or passively.

Before taking up the last cause, namely, that teachers do not keep themselves up-to-date attention has to be drawn to the observation made in the communique that the curriculum for elementary schools is unsuitable and that it should be revised by including such subjects as hygiene, civics, etc., under the compulsory group and by laying emphasis on the project method which is the best suited for rural elementary schools. It is a common tendency for people to attribute any failure in education to the unsuitability of the curriculum and revise it immediately. That the scheme of studies for elementary schools is even now sufficiently comprehensive and elastic is a thing admitted on all hands. This is what appears in the introduction to a handbook written by an officer of the department. "Some people put the total blame on the existing curriculum of studies for elementary schools, prescribed by the department, and they most emphatically advocate a thorough overhauling and revision of the scheme. I personally differ from them, and

honestly feel that the course as laid down by the department is more or less a comprehensive one, with sufficient elasticity for adaptation and modification to fit into any rural environment." There are many others who hold that view strongly and it is surprising that without any reference or consultation to people who can speak with authority on the subject the Director suddenly appointed one fine morning a committee composed of persons in and round Madras. The serious trouble with schools has never been that a curriculum suited to local conditions has not been followed. Every year the teachers prepare with the approval of the inspecting officers detailed classwar and monthwar syllabuses suited to their own schools. The trouble has not also been that the subjects included in the optional group are neglected. On the other hand all imaginable subjects under the sun are brought in and taught, or attempted to be taught. The trouble has been that too much is attempted with the result that the essentials are neglected. One has to completely alter his educational principles to agree to the direction in the communique that hygiene, and for the matter of that civics, should be made compulsory subjects. The impossibility of teaching systematic hygiene to immature minds should be obvious. Further, the study of hygiene does not in the least help in making the pupils, schools and school surroundings clean. What is practicable and necessary is practical hygiene which will inculcate in pupils the value of cleanliness and make it a habit with them. And yet we are seriously told in the communique that the whole fabric of elementary education is falling because hygiene is not included in the compulsory group. It is hoped that the revised syllabuses framed with such notions will not also be arbitrarily introduced without further scrutiny and examination by those who are at least as well-informed as the members of the Committee.

The idea of instituting refresher courses to enable teachers to keep themselves up to date is indeed commendable. But such courses should be organised on a definite plan and with a definite view and not haphazardly as is being done now in some places to catch the eye of the chief. The department should publish a monthly educational magazine in which the changes in educational ideas and ideals should be notified and articles bearing on schools and education should be published. One of the Many Deputies and his Assistants be placed in charge of this work and Education Officers should be required to contribute articles. The feeling is strong that several of the Officers are themselves years behind in Education. If the Officers are men of inspiration and ideas, and have been specially trained for the job as in America the teachers cannot fail to be influenced by them.

What has the communique to say in the matter of compulsory education? It justly condemns the policy adopted in the past of intro-

ducing compulsion without any preparation therefor and confesses that the schemes have in most cases been a failure. It also stresses the need for discrimination in introducing compulsion and applying it to localities and cases which need it most. It further emphasises the importance of taking girls into account in any future scheme. All these are indeed commendable and the public are gratified that they have been recognised at least now. But what is the positive contribution to compulsion made in the communique when for nearly half a century both the department and the public have insisted that compulsion is the only cure for liquidating mass illiteracy? Most disappointing. We are told, and seriously too, that "when however steps have been taken as indicated in this resolution to improve and build up the average elementary school, Government are prepared to adopt the policy of gradually extending compulsion in the presidency." The if's, when's and gradually's are very important. It is clear that compulsion as a means of liquidating mass illiteracy is brushed aside. Not only that. What has been whittled down already is attempted to be whittled down still further. The Act of 1920 contemplated universal compulsion for all children of school age. The amended Act of 1934 introduced a modified form by which it would be applied only to those who came to school. The present suggestion is that only children of the lowest age group should be brought under the purview of compulsion. Even accordingly to the computation of the Director there at present 1,425,000 out of total of 2,715,005 children at school who are past the age for compulsion under the rule laid down by him. That means that for five or more years over half the number of children of school-age will be exempted from the provisions of the Act for the reason they may not complete the fifth standard course before they attain the maximum age for compulsion. This presumes that the children who are brought to schools will not at all come to like schooling and education and stay long enough to complete their education but will leave the school immediately they complete the maximum age limit.

A separate paragraph is devoted to higher elementary education. As stated already, elementary schools did not have standards above the fifth prior to 1905-06. The changes introduced that year contemplated the existence of higher elementary schools with standards 1 to 8 with a definite aim which was different from that of the secondary schools. To maintain this difference it was for a long time the rule that those who sought admission in high schools without a transfer certificate from a secondary school should pay the fees for a year of the class below that into which admission was sought. There was little enthusiasm at first for higher elementary schools for some years and their number was very small. This is what appears in the Report on Public Instruction

for 1906-07. "There is as yet but little demand for higher elementary instruction in vernacular." When the ban on the admission of the pupils of elementary schools into secondary schools was removed, an impetus was given to the opening of more and more higher elementary schools. It became profitable for private agencies to open and maintain higher elementary schools, for they could levy almost the same rates of fees as secondary schools, they were not subjected to stringent rules and conditions in the matter of recognition, and they earned larger grants by employing secondary grade teachers and becoming eligible for the maximum increase of 50% in the grants payable to them. Local bodies too showed unusual enthusiasm in this matter because members interested saw that their children or relations could easily finish the middle stage of education without paying any fees. Of course these higher elementary schools which worked as mere limitation middle schools aimed at a lower standard and achieved less, but what of that when there were any number of hungry secondary schools which were ready and willing to accept the products of these higher elementary schools for the fee income that their admission brought them. Thus, as observed by Mr. S. T. Ramanuja Ayyangar in his article which appeared recently in the press, not only have these higher elementary schools competed unhealthily with the secondary schools but they have also pulled down considerably with their standard and efficiency much to the detriment of higher education. Of course all that is made up by liberal promotion in classes, and by moderation in the S.S.L.C. and University Examinations.

Apart from this defect which by no means small or trifling, there is the question whether the funds available for elementary education could be frittered away by maintaining these schools from public funds and paying grants to them from public funds. Of course provision for extended courses should be made but this should be after the minimum of lower elementary education has been made universal and extended to every child of school-age. Every rupee taken for higher elementary schools impoverishes the Elementary Education Fund to that extent and makes less and less money available for elementary education. It is because it is more profitable to maintain higher elementary schools than middle schools that many secondary schools have, as confessed in the communique sought and secured recognition as higher elementary schools. To carry lower elementary education to every village and child of school-age five times as much money as is now spent on elementary education is needed. Lower elementary education is the brithright of every child and is also the obligation of the State and when that has not yet been fully achieved, no pie should be spent from the Elementary Education Funds of local bodies or the funds placed at the

disposal of Councils for the maintenance of higher elementary schools. For the purpose of the Elementary Education Act it should be ruled that only standards 1 to 5 will be recognised for expenditure from funds belonging to elementary education and that if local bodies and private agencies desire to open and maintain extension classes, they should do so from their own funds literally supplemented by grants-in-aid.

It may be urged that this will cut away the one main source of supply for higher elementary training schools. To this it has to be stated in reply that the time is now ripe for raising the qualification for admission into higher elementary training schools by fixing it as the possession of a completed S.S.L.C. Vast numbers of such candidates are now seeking admission. Many of the objectionable practices in teacher manager schools can be traced to the operation of the provision that candidates intending to join a training school should have served in a school as a teacher for sometime. This has seriously handicapped aspiring teachers who cannot help becoming a party to the abuses of teacher managers. This provision serves no purpose and it should be deleted in the interest of education. This will be doubly beneficial to education. It will, by shortening the course of training to 9 months, spare the stipends for the extra 13 months now paid to persons possessing lower qualifications and increase the rate of supply of trained teachers per year, and also raise the level of efficiency of elementary schools. The suggestion to conserve all funds for lower elementary education alone was made even 10 years ago but this was not unfortunately acted upon.

REORGANISATION OF EDUCATION

Recommendations (official and non-official) compiled by the All-India Federation of Educational Associations.

SUMMARY OF RECOMMENDATIONS OF THE PUNJAB UNIVERSITY

(Enquiry Committee, 1932-33, concerning Primary and Secondary Education.)

1. The main objective of the primary course should be to make the masses literate and to give them that modicum of knowledge which all should possess. The primary course should therefore be extended to five years in order to ensure literacy within that stage.

The rural areas need for their progress a complete and efficient system of vernacular education, embracing the science related to rural life. The full vernacular course should therefore be extended from eight to nine years.

The length of the A. V. course should be curtailed from ten to nine years.

The leaving examination in both types of schools should be held at the end of class IX.

2. The subjects in the secondary course, ending at Class IX, should be so arranged that the course may be continuous and self-contained :

The vernacular medium should be used throughout the course :

The medium of examination should be the vernacular.

3. The teaching of the vernaculars as subjects of study should be extended and improved.

4. The teaching of English as a subject of study should be retained and improved in all anglo-vernacular schools.

5. Separate primary industrial departments should be discontinued and all children, whatever be their bent, should attend the ordinary primary schools.

Industrial and craft schools should be increased in number and improved in quality.

These schools should be adjusted in the general scheme of education in such a way that recruits shall have gained a sufficient measure of general knowledge to enable them to apply themselves wholly to their practical training in separate vocational institutions.

6. The Intermediate classes should be removed from the University course.

7. The present Intermediate classes of the colleges and Class X of the schools should be included in separate self-contained higher secondary institutions, the courses for which would thus extend over three years.

8. A Board of Higher Secondary Education should be constituted by legislation :

The main functions of the Board should be :—

- (i) to prescribe the courses of instruction for higher secondary schools ;
- (ii) to conduct the entrance and leaving examinations and to award diplomas and certificates to successful candidates ;
- (iii) to recognise institutions for the purpose of its final examination ;

(iv) to call for reports from the Department of Public Instruction on the condition of recognised higher secondary schools or of institutions applying for recognition ;

(v) to submit to the Government its views on any matter with which it is concerned.

RECOMMENDATIONS OF THE SAPRU COMMITTEE

On Unemployment in the United Provinces
(in so far as they relate to Education)

Primary Education.

(1) The aim of Primary Education should be not only to remove illiteracy but also to qualify boys to become better agriculturists and more useful members of village communities.

(2) Primary Education should be brought more into line with rural needs.

(3) Primary school age should be raised to 12 or 13 and every child should remain at school for at least six years.

(4) Compulsory primary education should be extended all over the province.

(5) The agency of broadcasting should be used for the spread of primary and adult education.

Secondary Education.

(1) The High School Examination should have two kinds of certificates : (i) certifying completion of the course of Secondary education and qualifying for admission to industrial, commercial, and agricultural schools, and (ii) qualifying for admission to Arts and Science Intermediate Colleges.

(2) The Intermediate course, if the High School course is curtailed by one year, should be extended to three years, and should be of four parallel types : (i) Industrial, (ii) Commercial, (iii) Agricultural, (iv) Arts and Science.

(3) Secondary schools should provide much more diversified courses of study, care being taken to give more practical, than theoretical, education to the boys.

(4) The Industrial courses in Secondary schools should aim at giving technical training, designed to develop skill of hand and eye and cultivate practical attitudes, so far as to pre-dispose them towards industrial life.

(5) Proper agencies should be created for advising boys as to their careers.

University Education.

(1) No arbitrary limit for the admission of students into the Universities should be prescribed.

(2) Greater strictness should be exercised in the matter of admission.

(3) Greater stress should be laid on scientific and vocational education than on literary education.

(4) Universities should encourage research work of practical use to industries.

(5) There should be some system of co-ordination between different Universities so as to secure uniformity of standards and prevent unhealthy competition.

RECOMMENDATION OF THE GOVERNMENT OF INDIA CENTRAL ADVISORY BOARD FOR EDUCATION (DEC. 1935)

A radical readjustment of the present system of education in schools should be made in such a way as not only to prepare pupils for professional and university courses but also to enable them, at the completion of the appropriate stages, to be diverted to occupations or to separate vocational institutions.

These stages should be :

(a) The Primary stage, which should aim at providing at least the minimum general education and training, and which will ensure permanent literacy.

(b) The lower secondary stage, which should provide a self-contained course in general education and which should constitute a suitable foundation either for higher education or for socialised practical courses. In rural areas a course at this stage should be provided which would aim at the development of practical aptitudes and be made compulsory.

(c) The higher secondary stage, in which would be included institutions with varying lengths of courses—(i) preparing students for admission to universities in arts and sciences, (ii) for training teachers in rural areas, (iii) for agricultural training, (iv) for clerical training, and (v) for training in selected technical subjects, which should be chosen in consultation with employers.

Where separate institutions are not possible for diversified courses some of them might be incorporated in higher secondary subjects and would end in a leaving certificate. Certificates granted to pupils completing other specialised courses should receive Government recognition. At the end of the lower secondary school course there should be the first public examination. Candidates desirous of joining subordinate clerical services of Government and local bodies should pass such qualifying examinations as might be prescribed by the proper authority and should not be more than 19 years of age at the date of their examination.

The Board is of the opinion that expert advice would be of value in organising a scheme of reconstruction as outlined here. Each province should organise employment bureau for the purpose of advising students and of eliciting the support and guidance of employers interested in the problem.

THE WARDHA EDUCATION SCHEME

Origin. The Indian National Congress at its sessions at Haripura last year expressed the opinion that for the primary and secondary stages a basic education should be imparted in accordance with the following principles :

1. Free and compulsory education should be provided for seven years on a nation-wide scale.
2. The medium of instruction must be the mother tongue.
3. Throughout this period education should centre round some form of manual and productive work, and all other activities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child.

The Wardha Education Scheme is based on these principles. It is so called, because it is the result of discussions at the All-India National Education Conference held at Wardha (Central Provinces) under the presidency of Mahatma Gandhi in October, 1937.

The Seven Years' Course of Basic Education drawn up under the scheme includes the following subjects :

(1) The Basic Craft, such as Spinning & Weaving, Carpentry, Agriculture, Fruit and Vegetable Gardening, and Leather work; (2) The Mother Tongue; (3) Mathematics; (4) Social studies including Geography, History, and Civics; (5) General Science; (6) Drawing; (7) Music; and (8) Hindustani.

The Central Advisory Board of Education, Delhi, appointed a Committee to examine the scheme and, in the light of this Committee's report, recently came to the following conclusions :—

The aim of the Wardha Education Scheme is not, as is represented by some of its critics, the production of craftsman able to practise some crafts mechanically, but rather the exploitation for educative purposes of the resources implicit in craft work. "The craft of productive work chosen should be rich in educative possibilities. It should find natural points of correlation with important human activities and interests."

The scheme (a) emphasises education through activity and is not primarily concerned with production of saleable material; (b) does not make spinning and weaving the only basic craft, but admits of the inclusion of any craft of equal or higher educative possibilities; (c) does not imply the ruling out of facilities for religious (denominational) education, where any community desires it; and (d) does not state or imply that the salary of the teachers must be directly met from the sale of material made in the school.

The scheme is primarily for rural areas. It should be introduced first in rural areas and should not be extended to urban areas without necessary modifications though the principle of education through activity is as true for urban as for rural schools.

The age range for compulsion should be 6 to 14 years, but children can be admitted to the "basic" school at the age of 5. Diversion of students from the "basic" school to other kinds of school should be allowed after the 5th class or about the age of 11 plus.

The medium of instruction should be the mother-tongue of the pupils.

A common language for India is desirable. This should be Hindustani with both the Urdu and Hindi scripts. Option should be given to children to choose the script and provision should be made for teaching them in that script. Every teacher should know both scripts, viz., Urdu and Hindi.

The Wardha Scheme of basic education is in full agreement with the recommendations made in the Wood-Abbot Report so far as the principle of learning by doing is concerned. This activity should be of many kinds in the lower classes and later should lead to a basic craft and produce from which should be saleable and the proceeds applied to the upkeep of the school.

Certain elements of cultural subjects which cannot be correlated with the basic craft, must be taught independently.

The training of teachers should be reorganized and their status raised. No teacher should receive less than Rs. 20 per mensem. Efforts should be made to recruit more women teachers and to persuade girls of good education to take up teaching.

Basic schools should be started only when suitable trained teachers are available.

The curriculum will need revision in the light of experience.

English should not be introduced as an optional subject in basic schools.

The State should provide facilities as at present for every community to give religious training, when so desired but not at the cost of the State.

No external examinations need be held. At the end of the basic school course a leaving certificate based on an internal examination should be given.

Pupils wishing to join other schools at the end of the fifth class (age 11 plus) should also be granted a leaving certificate. Promotion from class to class will be determined by the school, though the results of the internal examinations should be subject to the supervisors' inspection.

REFORM OF SECONDARY EDUCATION IN ENGLAND

The Report of the Consultative Committee of the Board of Education, England, on Secondary Education which was published at the end of the last month is a remarkable document likely to revolutionise secondary education in England. It includes in its purview all types of post-primary education for pupils of 11. It states: "It is becoming more and more evident that a single liberal education for all is impracticable and that varying forms of both vocational and quasi-vocational education have to be evolved in order to meet the needs of boys and girls differing widely in intellectual and emotional capacity. The concept of a general education which underlies the present Regulations for Secondary schools" is divorced from the idea of technical or quasi-technical education, though in reality much of the education described as 'liberal' or 'general' is itself vocational education for the 'liberal' professions. It has introduced an unreal and unnecessary cleavage between secondary education and technical education.

To remedy this state of things, the Committee recommend the creation of a new type of 'secondary school' called 'Technical High School' for pupils from 11 to 16 equal in status and importance with Grammar Schools and Modern, Senior, or Central Schools. All these three types of post-primary schools should be governed by one code of Regulations and should have parity of treatment in regard to size of classes, buildings and equipment, fees, teachers' salaries, and leaving age. Parity between all types of secondary school must be established, if schools providing secondary education of different types are to be made equally acceptable to parents and opportunities for entering the type of school which can best develop their particular abilities are to be made equally available to the children.

The curricula for these schools should be considered in terms of activity and experience rather than of knowledge to be acquired and facts to be stored, and should be brought into closer contact than at present with the practical affairs of life. They should be common up to the age of 13, when transfer from one type of school to another should be made on the basis, not of a general examination; but of a review of the distribution of children in the Secondary stage, i.e., on the basis of returns to be submitted by heads of schools in respect of those pupils who, in their opinion, might be better placed in other types of secondary school.

Grammar schools should continue to provide suitable education for pupils who are likely to proceed to a University, and should also frame post-Certificate courses, appropriate for pupils not going to the University, containing elements definitely related to their future careers.

Suitable Junior Technical Schools should be converted into Technical High Schools enjoying full equality of status with Grammar Schools and providing a five-year course to 16. After the first two years of general education, broadly the same as in Grammar Schools and Modern or Senior Schools, i.e., after the age of 13, Technical High Schools should provide a curriculum with science and its appli-

REORGANISATION OF EDUCATION

cations as the core and inspiration, including such subjects as English, History, Geography, Mathematics, Science, Engineering, Drawing, Practical Crafts in the Workshops, Physical Training, and the Aesthetic subjects.

Classes should be limited in size to 30 pupils and should never have more than 35.

Fees should be abolished, as soon as national finances make it possible. Meanwhile, 100 per cent special places should be permitted.

There should be no homework for pupils under 11 and it should be less for lower than for higher forms. Week-end homework should not exceed that of a night in the week.

A tutorial system should be widely tried in all schools.

A 'Careers Master' should be included in their staff.

The corporate life of the school should be organised by the pupils, even though it can more easily be done by the staff.

The School Certificate Examination should follow the curriculum. It should not dominate it. At present, it adversely affects the curriculum, methods of teaching, and the mental outlook and physical health of the pupils. It should not aim at or prepare for matriculation, and its syllabus should be reduced in content. "Set books" should no longer be prescribed for it.

Greater use should be made of school records in awarding the school certificate, provided this can be done without lowering the status of the examination in the eyes of the employers.

Technical High Schools should award a new type of Leaving Certificate based on internal examinations but subject to external assessment by the Officers of the Board of Education, and equal in rank with the School Certificate as fulfilling the first condition for matriculation.

The minimum leaving age for the pupils of all Secondary or post-primary schools should be 16.

ELEMENTARY EDUCATION AND LOCAL BODIES

Extracts from G.O. No. 5172, L.A., 23rd December, 1938.

A. MUNICIPALITIES

Twenty-seven councils enforced compulsory education under the provisions of the Madras Elementary Education Act, 1920, and 50 councils levied education tax during the year.

Adequacy.—The percentages of boys and girls of school-age for whom elementary education was not provided, are given in Annexures A-1 and A-2. The number of children school-age, is, as usual, estimated at four-fifths of the male population of the age group 5-10 plus one-fifth of age group 10-15 in the case of boys, and the entire female population of age group 5-10 in the case of girls. On the above basis, the actual number of boys under instruction in five municipalities was found to be in excess of the estimated number of boys of school age. The percentage of boys and girls of school-age who did not attend any school to the total number of boys and girls of school-age were 22 and 47.5 compared with 20.5 and 47.7 in the previous year. The percentage of boys unprovided for was the highest in Tenali (61 per cent), over 50 per cent in the Karaikudi, Adoni and Gudivada Municipalities over 30 per cent in 24 other municipalities. Vaniyambadi, Karaikudi and Devakottai were the most backward in providing elementary education for girls. The percentage of girls of school-age unprovided for was over 70 in 9 municipalities and over 60 in 16 other municipalities. There is considerable room for improvement in the provision of elementary education for girls.

Efficiency.—57 per cent of boys and 65.5 per cent of girls in all municipal elementary schools taken together were in the two lowest forms, compared with 58.6 per cent and 66.5 per cent, respectively in 1936-37. The percentage of the strength in these two classes to the total number in all the five classes, exceeded 80 in respect of boys in one municipality, and in respect of girls in two municipalities. There were 33 untrained teachers in municipal service compared with 42 in 1936-37.

Accommodation.—There was no appreciable accommodation in the provision of Elementary Schools. 727 or 59 per cent of the total number of schools were accommodated in rented buildings.

ANNEXURE A-1.

Elementary Education—Adequacy—Boys --1937-38

Name of Municipality.	Percentage of Estimated number of boys school-age unprovided for to estimated number of boys of school-age in municipal area.
Cuddappah	..
Udipi	..
Tuticorin	..
Vizianagaram	..
Chicacole	..

Name of Municipality.	Percentage of estimated number of girls of school-age unprovided for to estimated number of girls of school-age in municipal area.
Mayavaram	2
Tellichery	2
Karur	3
Vaniyambadi	4
Calicut	4
Cochin	4
Hindupur	5
Ellore	5
Dindigul	5
Mannargudi	5
Mangalore	5
Virdhunagar	6
Masulipatam	7
Erode	8
Madura	8
Cannanore	8
Negapatam	8
Vellore	9
Ootacamund	9
Kumbakonam	10
Anantapur	11
Palacole	11
Chingleput	13
Sivakasi	13
Tanjore	13
Udumalpet	14
Kurnool	14
Ongole	16
Nandyal	16
Chidambaram	17
Tirupur	17
Cuddalore	18
Rajamundry	19
Conjeevaram	20
Saidapet	20
Srivilliputhur	20
Nellore	21
Palamcottah	21
Coimbatore	22
Tiruvarur	22
Tinnevely	22
Chittoor	23
Tirupattur	24
Cocanada	26
Anakapalle	27
Coonoor	28

Name of Municipality.	Percentage of estimated number of girls of school-age unprovided for to estimated number of girls of school-age in municipal area.
Dharapuram	29
Hospet	29
Villupuram	31
Periakulam	31
Palghat	31
Tiruvannamalai	31
Salem	32
Palani	33
Tadpatri	35
Gudiyattam	36
Tirupati	36
Peddapuram	36
Guntur	36
Vizagapatam	36
Bodinayakanur	38
Bimilipatam	39
Srirangam	39
Kodaikanal	40
Devakottai	40
Walajapet	41
Pollachi	41
Narasaraopet	42
Proddatur	43
Bellary	44
Chirala	44
Trichinopoly	44
Adoni	52
Gudivada	52
Karaikudi	54
Tenali	61
Bezwada	26
All Municipalities	22.0

Annexure A-2—Elementary Education—Adequacy—Girls—1937-38

Chittoor	..
Udipi	2
Erode	5
Cochin	7
Mangalore	12
Tellichery	14
Rajahmundry	18
Kumbakonam	19
Tuticorin	22
Hindupur	24

Name of Municipality.	Percentage of estimated number of girls of school-age unprovided for to estimated number of girls of school-age in municipal area.
Ongole	26
Ootacamund	26
Chingleput	27
Mayavaram	28
Chicacole	29
Villupuram	31
Erode	32
Virudhunagar	32
Tanjore	32
Coonoor	33
Narasaraopet	34
Cuddappah	34
Nellore	37
Vellore	38
Tirupur	38
Masulipatam	39
Madura	40
Nagapatam	40
Tirunelveli	40
Peddapuram	41
Calicut	41
Cannanore	41
Coimbatore	42
Vizayanagaram	43
Palamcottah	44
Anantapur	45
Cocanada	50
Guntur	50
Kurnool	51
Palghat	52
Saidapet	52
Nandyal	53
Chidambaran	53
Palacole	53
Tenali	54
Karur	54
Mannargudi	54
Palni	54
Chirala	55
Conjeevaram	57
Sivakasi	57
Vizagapatam	57
Tadpatri	58
Pollachi	58
Udumalpet	58
Srirangam	59
Bellary	62

Name of Municipality.	Percentage of estimated number of girls of school-age unprovided for to estimated number of girls of school-age in municipal area.
Hospet	62
Cuddalore	63
Tiruvannamalai	63
Trichinopoly	63
Bhimlipatam	63
Tirupati	64
Prodattur	64
Dindigul	67
Gudiatam	67
Kodaikanal	69
Srivilliputhur	69
Salem	69
Gudivada	70
Tiruvuru	70
Tirupattur	70
Bodinayakanur	71
Periyakulam	72
Anakapalle	72
Walajapet	72
Adoni	72
Dharapuram	82
Vaniyambadi	82
Devakottai	85
Karaikudi	94
Bezwada	90
All Municipalities	47.5

The total expenditure on elementary education fell from Rs. 21.99 lakhs to 21.42 lakhs.

Expenditure.	Income.
Ele- Edn. Account 21.42 lakhs	1. Education tax or other service receipts 6.88 lakhs
Capital Account 2.05 lakhs	2. Endorsement & contribution 1.15 lakhs
	3. Government Grants 10.18 lakhs
	4. Contribution for general re-serve 7.23 lakhs

B. LOCAL BOARDS.

Extracts from the Report on the Working of the local boards in this presidency for the year 1936-37.

Education tax was levied during the year in all districts. The income from this tax rose from Rs. 15.42 lakhs to Rs. 16.01 lakhs. The scheme of compulsory educa-

tion continued to be in force in the Saidapet taluk under the Chingleput District Board and in the selected areas of four other district boards.

Adequacy.—Particulars of the adequacy of elementary education in the areas under the local boards are shown in Annexure C. The number of children of school-age has been estimated as usual by taking in the case of boys four-fifths of the male population of the age-group 5-10 and one-fifth of such population of the age-group 10-15 and in the case of girls the whole female population of the age-group 5-10. As thus estimated 54 per cent of the boys and 82 per cent of the girls of school-age in the local board areas of the whole presidency did not attend any school, compared with 56 and 82 per cent, respectively, in 1935-36. The percentage of boys unprovided for was more than seventy in Vizagapatam, Coimbatore, Salem, Erode and Dharmapuri local fund districts while the percentage in the case of girls exceeded 80 in all local fund districts except Malabar, Bezwada, Kistna, Rajahmundry, Ellore, Narasapur, Ongole, Cocanada, Guntur, Kanara South, Kurnool, Tinnevely North and Nellore North.

Efficiency.—The percentages of children reading in classes I and II to the total number of classes I to V in the area of each district board are shown in Annexure F. The percentages ranged from 50 to 66 in the cases of boys and from 66 to 82 in the case of girls. The respective figures for the whole Presidency were 61 in the case of boys and 74 in the case of girls compared with 62 and 74 in the previous year.

Accommodation.—Provision of local fund buildings for the board elementary schools continued to be inadequate, 11,879 or 70 per cent of the total number of schools having been accommodated in rented buildings.

The cost of elementary education per pupil ranged from Rupees 8-14-0 in Chittoor to Rs. 14-2-0 in the Nilgiris, the average cost being Rs. 10-5-7 against Rs. 10-8-9 in 1933-36.

Expenditure.

Elementary Education.

Ordinary	.. 104.17 lakhs
Capital	.. 1.00 "
Total	.. 105.17 "

Income.

Education Tax and other receipts	.. 17.79 lakhs
	.. .06
Endowments and contributions	.. 72.35
	.. 15.25
	.. .37
Government Grants	.. .11
Contribution from General Account	.. .15
12	

Percentage of the
number of boys un-
provided for to the
total number of boys
of school-age.

Name of District Board.

Nilgiris, The	.. 16
Malabar	.. 23
Tinnevelly South	.. 23
Tinnevelly North	.. 26
Kanara South	.. 38
Bezwada	.. 40
Tanjore East	.. 49
Ramnad South	.. 41
Kistna	.. 43
Bobbili	.. 43
Cuddapah	.. 44
Ellore	.. 44
Narasapur	.. 44
Kurnool	.. 47
Nellore North	.. 51
Anantapur	.. 52
Chingleput	.. 52
Trichinopoly North	.. 54
Chicacole	.. 54
Cocanada	.. 55
Rajahmundry	.. 55
Ramnad North	.. 55
Cuddalore	.. 56
Guntur	.. 57
Vellore	.. 58
Villupuram	.. 59
Madura	.. 59
Ongole	.. 60
Tiruvannamalai	.. 61
Tanjore West	.. 61
Trichinopoly South	.. 67
Nellore South	.. 68
Bellary	.. 69
Chittoor	.. 69
Vizagapatam	.. 71
Coimbatore	.. 73
Salem	.. 73
Erode	.. 75
Dharmapuri	.. 80

Total Average .. 54

Percentage of the
number of girls un-
provided for to the
total number of girls
of school-age.

Name of District Board.

Malabar	.. 52
Bezwada	.. 59
Kistna	.. 59
Rajahmundry	.. 60
Ellore	.. 60
Narasapur	.. 61
Ongole	.. 63
Cocanada	.. 63
Guntur	.. 66
Kanara South	.. 72
Kurnool	.. 77
Tinnevelly North	.. 77
Nellore North	.. 78
Tanjore East	.. 82
Ramnad South	.. 82
Bobbili	.. 83
Nilgiris, The	.. 84
Tanjore West	.. 84
Chingleput	.. 85
Nellore South	.. 85
Chicacole	.. 86
Anantapur	.. 87
Cuddappah	.. 87
Ramnad North	.. 87
Tinnevelly South	.. 87
Bellary	.. 88
Erode	.. 88
Chittoor	.. 89
Coimbatore	.. 89
Cuddalore	.. 89
Villupuram	.. 90
Madura	.. 91
Tiruvannamalai	.. 92
Vizagapatam	.. 92
Trichinopoly North	.. 94
Salem	.. 94
Trichinopoly South	.. 95
Dharmapuri	.. 96
Vellore	.. 97

Total Average .. 82

FROM PRESIDENT TO MEMBERS

DEAR COMRADES.

You would find from the Proceedings of the Executive Board of the S.I.T. Union published elsewhere that it was not possible for us to choose a duly qualified and willing worker as Journal Secretary, and hence the existing arrangements are to continue for some time more.

That means that I am not relieved for the time being of my responsibilities in running the journal. I am perfectly willing to shoulder this extra responsibility, so far as the literary portion of the work is concerned. But the journal work demands the very onerous task of finding money to meet its expenses.

While I am thankful to the existing subscribers and to the new ones that are coming partly, perhaps, in response to the circular of the Director of Public Instruction, I feel that Schools have not given us the help that we are entitled to. Out of over seven hundred Schools for Boys and Girls and Training Schools for Masters and Mistresses barely half the number get our journal. There is, therefore, great scope for intensive subscription campaign, in support of the journal.

Would it be too much if I appeal for a small increase in the number of subscribers in each district from five to ten according to the number of schools in the district? If we get about hundred more paying subscribers our difficulties will be solved. Guilds may, therefore, get us new subscribers or make a lump donation of any amount from Rs. 10 to Rs. 25 that they can conveniently spare.

I am also addressing the authorities of the District Guilds to co-operate with us in the matter of getting readable subjectmatter for the journal. I expect the fullest co-operation from all our members both with regard to the contents of the journal and the requisite sinews of war for running it efficiently.

Yours Fraternally,

(Sd.) S. K. YEGNANARAYANA IYER.

ON EDUCATIONAL ACHIEVEMENTS

By

R. SURYANARAYANA RAO, B.A.,

Member, The Servants of India Society, Madras.

Whatever might have been the case in the past, with the introduction of Provincial autonomy the speeches of Members of Government possess now a sanctity attached to pontifical sayings and as such they are awaited with keen interest especially by those whose interests are vitally concerned. The Provincial Educational Conference provided a forum for the Hon. the Minister for Education to outline the policy of Government in educational matters and the educationists who had gathered in large numbers waited with bated breath to hear him expound the policy of Government. Apart from a little storm in the tea cup unnecessarily raised by some inadvertent remarks unhappily uttered and which, thanks to all concerned, will remain expunged from the published proceedings, the occasion was an important one as the Hon. Mr. Varkey availed himself of it to recount the achievements of the Ministry and share with the public the hopes and aspirations of the Government in regard to various matters which are still in the melting pot. To those who believe in grandiloquent utterances the matter of fact speech of Mr. Varkey may have caused utter disappointment. But to those interested in education the speech did at any rate help to understand the *raison d'être* for the various ukases issued by Government regarding which there is a considerable amount of dissatisfaction.

The Hon. Mr. Varkey mentioned the seven achievements already to the credit of the Congress Government and foreshadowed seven more measures under varying stages of consideration. The seven achievements mostly relate to elementary education and they are in his opinion calculated to improve the system of elementary education and the progress of elementary schools as well as the betterment of the condition of aided elementary school teachers. While no one denies to Government the laudable motives which have prompted them in promulgating these reforms, it should also be recognised that there is room for honest difference of opinion as to the fact if they are achievements at all and whether they are likely to achieve the objects in view. An examination of all the past achievements and the future measures is worth while, but owing to limitations of space and because there are other august bodies competent to deal with them, I shall content myself by referring only to a few reforms.

The Hon. Minister referred to the place of Indian languages in the scheme of education. While no one may put in a demurrer to the proposed change, the public would have been grateful to him if he had taken them into his confidence to say how he proposes to deal with the problem in multi-lingual areas and where the demand for the adoption of all the prevalent languages is insistent or the substitution of English is strongly advocated. During his tour in South Kanara he was so convinced of the justice of the case of those preferring English, that he is reported to have expressed himself in favour of permanent exemption to schools in that district. Then the Hon. Minister made an incorrect statement that in the revised syllabus for elementary schools it is proposed to make the mother-tongue the first language of study, making English the second language. Those acquainted with the system of elementary education know that the mother-tongue has always been the first language of study and even other subjects are taught in the mother-tongue. What is perhaps proposed is to impose such hard conditions for the teaching of English that practically English will cease to be even the second language of study. If at all the credit may be given to Government for putting added emphasis on the mother-tongue. It would have been better if the Hon'ble Mr. Varkey had clearly explained these facts as his statement without proper explanation would create wrong ideas in the minds of the public.

The introduction of a service register for teachers was characterised by the Hon. Minister as an important and bold step. How the prescription of a register would tend to improve the lot of the teachers or their relationship with the Managers or it is in any way an improvement on the present system of agreement used in secondary schools I am at a loss to understand. The promulgation and enforcement of service rules such as those governing teachers employed under government or at least the Local Bodies would have been a step in the right direction. Consistent with such rules the Government must also revise rules relating to grant-in-aid to enable the Managements to grant and the teachers to enjoy the privileges such as privilege or medical leave, receipt of regular monthly salaries etc. While there is a proper appreciation on the part of Government in respect of disabilities of teachers employed in aided schools, I take leave to say in all humility the Government hesitate to take radical measures for fear of the financial burden which they may impose on the Provincial Exchequer.

The Hon. Mr. Varkey took considerable pains to defend the Government Orders dealing with the Teachers' Associations etc. In doing so he deprecated strongly the tendency on the part of the aggrieved teachers rushing to the press criticising the action of Government with-

out prior representation to proper authorities. One cannot help expressing dissent from the view of the Hon. Minister. In matters of general policy affecting their status the teachers are as much entitled to express their views as any member of the public. Perhaps there would be no necessity for public criticism if the Government publish their proposals and invite criticism before promulgating them as orders as they do in the case of amendments to the Madras Educational Rules or the Grant-in-Aid Code or as under the Statute rules framed under the Madras Elementary Education Act. Everyone will then have an opportunity of making representations on the proposals. May I ask if the matters dealt with in the G. Os. affecting vitally as they do the interests of teachers are not of sufficient importance to necessitate previous publication, if not previous consultation? These G. Os. seek to create three kinds of organisations and among these the membership in the Elementary School Teachers' Association is compulsory. As the G. O. No. 418 only seeks to recognise such association already working, there need be no complaint except for the fact they are precluded from taking part even in social activities. What can be deemed a social activity or even a political activity is left undefined. In view of the role the village teacher has to play in rural reconstruction, it is doubtful if such restriction is healthy and even if restrictions are considered desirable whether a clear definition of the activities would not have been helpful. As the G.O. stands, however much it may be interpreted otherwise, a teacher may be guilty of violation of rules if he indulged in talks explaining current events to the villagers or took part in propagating social reforms. It would have been far better to avoid ambiguity and to make clear the intentions of Government if the language used in Articles 99 to 101 of the Madras Educational Rules had been adopted even if fresh rules relating to the subject were considered necessary at all.

G.O. No. 416 lays down rules for the recognition of Teachers' Unions. But it is not understood why it is proposed to recognise separate unions for teachers working under different agencies and for different areas. After all the teaching profession is one and their interests are common. While it is the desire of everyone interested in the spread of elementary education, that the conditions governing service of teachers should be the same irrespective of the agencies under which they are employed, no one would desire to see the teaching profession divided into compartments and that too one section of the profession. One is reminded of the unfortunate predilections noticed in forming separate trade Unions in different establishments instead of forming them on the occupational basis. The separatist tendency of this kind ought not to be encouraged. Then again in para 3 it is distinctly laid down that teachers in recognised elementary schools are prohibited from becoming

members of Teachers' Unions or other teachers' organisations not constituted in accordance with the orders herein contained. While it may be argued, that there is no definite prohibition for these teachers' unions getting affiliated to the District Teachers' Guild, the fact that the constitution of the affiliated bodies is dictated to by Government and in the shaping of which the Dt. Teachers' Guild has no voice is a fact which cannot escape notice. Moreover the wording employed gives room for different interpretations. Another point for consideration is whether a Teachers' Union and a Teachers' Association as two distinct bodies is necessary at all. Could not one body serve all the purposes? Why should the Deputy Inspector of Schools be the ex-officio President of the Teacher's Association? Without forming part of it, will he not be in a better position to influence the teachers?

Then again the organisations of Teacher-Managers and the Managers are accorded recognition subject to certain conditions under G.O. No. 417. Virtually it means the creation and recognition of the Employers' Federation thereby implying the Teachers' Unions are the Trade Unions of teachers. Knowing what repercussions such separate organisation of the employers and the employees are having in the industrial relations, the introduction of this cleavage in the teaching profession also is unfortunate. I dare say even the Managers are not in most cases running schools actuated by profit motive. The schools are largely conducted on service motive. To dub the Managers as employers of labour is to say the least unjust and improper.

The Hon. Mr. Varkey dealt with the Taluk Education Committees and on the eve of the dissolution of the District Educational Councils he also issued a lengthy statement. With the knowledge one possesses of the working of such bodies, it will not be taken amiss if it is stated we entertain grave doubts as to the capacity of these bodies to contribute to the spread of elementary education. District is the unit of administration and how it is proposed to co-ordinate the activities of these Committees, and how monies will be distributed and other cognate matters need further elucidation and on the proper settlement of these questions their work will largely depend. While one wishes well for the new experiment, it must be said that the constitution and the functions of these committees are not such as to evoke enthusiasm. If the old District Educational Councils who have much work to their credit have, in the opinion of Government, failed in their purpose, one may be pardoned if he is not sanguine of the achievements of the Taluk Committees.

Whether everyone agrees or not there is a considerable amount of opinion in favour at least of certain aspects of the Wardha Scheme. If as the Hon. Mr. Varkey opined the new syllabus for elementary schools

is a great improvement over the present one and embodies the spirit as well as some of the important features of the Wardha Scheme, he could have as well boldly said why the Government prefer to adopt this new syllabus to the Wardha Scheme and how the Government propose to equip the existing teachers to work the new syllabus. Instead of starting a separate Training School for preparing teachers under the Wardha Scheme, would it not be better and consistent with the accepted policy of Government if a Training School is temporarily started merely to provide Refresher Courses to the teachers so that within a short period every teacher will be trained to work the new syllabus? If this is not done and if at the end of some time it is found the new syllabus had not worked properly, let it be clearly understood the Government would then be erring grievously in working a scheme of studies without adequate preparation on the part of teachers. Whatever may be the scheme, its success or failure depends on the persons appointed to work it.

These are some of the thoughts provoked by the Hon. Mr. Varkey's speech at the Educational Conference which I have set down. The public must feel thankful to the Hon. Mr. Varkey for the amount of care and attention he is bestowing on elementary education. Elementary education to spread far and wide bringing within its orbit, both children and adults, is a gigantic task, and only men with a vision can tackle it successfully. The public look forward with hope and cheer to its realisation during Mr. Varkey's stewardship.

THE SOUTH INDIA TEACHERS' UNION

OFFICE-BEARERS FOR THE YEAR 1939-40

1. *President*.—Prof. S. K. Yegnanarayana Iyer, M.A., "Kumari", Mowbray's Road, Mylapore, Madras.
2. *Secretary*.—Sri M. S. Sabhesan, M.A., Professor of Botany, Christian College, Tambaram, Madras.
3. *Joint Secretary*.—Sri S. T. Ramanuja Iyengar, B.A., L.T., E. R. High School, Teppakulam, Trichinopoly.
4. *Treasurer*.—Sri V. Bhuvaramurthi Rao, M.A., P. S. High School, Mylapore, Madras.
5. *Journal Secretary*.—Vacant.
6. *S. I. T. U. Protection Fund Secretary*.—Sri V. Srinivasan, B.A., L.T., Asst. Hindu High School, Triplicane, Madras.

Working Committee.—1-6. Ex-Officio Members. 7. Sri S. Ramachandra Iyer, Professor of Mathematics, St. Alloysius College, Mangalore. 8. Sri K. S. Chengalroya Iyer, Assistant, Board High School, Krishnagiri, Salem Dt. 9. Sri N. Kalyanarama Iyer, B.A., L.T., Sir P. S. S. High School, Tirukattupalli, Tanjore Dt. 10. Mr. G. J. John Devadossan, M.A., St. John's College, Palamkottah, Tinnevely Dt. 11. Sri H. Sundara Rao, M.A., Theosophical College, Madanapalle, Chittoor Dt.

Executive Board.—1-6. Ex-Officio Members.

*7. *Vizagapatam*.—Sri. A. Suryanarayanamurthi Pantulu, M.A., L.T., Headmaster, Municipal High School, Anakapalli.

*8. *Godavari East*.—Sri Satchidanandam, M.A., Lecturer, P. R. College, Cocanada.

9. *Godavari West*.—Mr. M. Samuel, B.A., L.T., Headmaster, U.L.C.M., High School, Bhimavaram.

*10. *Kistna*.—Sri. P. V. Gangaraju, B.A., L.T., Assistant, S. R. High School, Challapalli.

11. *Guntur*.—Sri M. S. Narasimhayya Chetti, B.A., L.T., Headmaster, Union High School, Sattanapalli, Guntur.

12. *Kurnool*.—Sri G. Shiva Rao, Headmaster, Municipal High School, Kurnool.

*13. *Rev. E. D. Martin*, Headmaster, Wardlaw High School, Bellary.

14. *Anantapur*.—Sri S. Vaideeswara Iyer, B.A., L.T., Headmaster, Municipal High School, Tadpatri.

*15. *Cuddapah*.—Mr. C. Ellisha, B.A., L.T., Headmaster and Correspondent, L. M. Training School, Cuddapah.

*16. *Nellore*.—Sri M. Seshacharlu, Headmaster and Correspondent, R. K. Middle School, Allur, Nellore Dt.

17. *Madras*.—Sri. S. Natarajan, B.A., L.T., Asst., St. Gabriels' High School, Broadway, Madras.

*Member's co-opted.

18. *Chingleput*.—Sri V. V. Doraiswamy Iyer, B.A., L.T., Pachappa's High School, Conjeevaram.

19. *North Arcot*.—Sri M. S. Subramania Sastri, M.A., L.T., Board High School, Arcot, North Arcot.

20. *Chittoor*.—Sri H. Sundara Rao, M.A., Theosophical College, Madanapalle.

21. *South Arcot*.—Sri V. Jayarama Iyer, Asst. Municipal High School, Villupuram.

22. *Tanjore*.—Sri N. Kalyanarama Iyer, B.A., L.T., Sir P. S. S. High School, Tirukattupalli.

23. *Trichinopoly*.—Mr. A. T. Antoniswami, St. Joseph's College, Teppakulam, Trichinopoly.

24. *Madura*.—Mr. G. P. James, Headmaster, Pasumalai High School, Pasumalai.

25. *Ramnad*.—Sri N. S. Venkatarama Iyer, Headmaster, S. M. High School, Karaikudi.

26. *Tinnevely*.—Mr. G. J. John Devadossan, M.A., St. John College, Palamcottah.

27. *Coimbatore*.—Sri S. K. Subbaraman, B.A., L.T., Asst. Municipal High School, R. S. Puram, Coimbatore.

28. *Salem*.—Sri K. S. Chengalroya Iyer, Asst. Board High School, Krishnagiri.

29. *Malabar*.—Sri T. R. Subramania Iyer, M.A., L.T., Board High School, Kottayam, Malabar.

30. *South Kanara*.—Sri S. Ramachandra Iyer, Professor of Mathematics, St. Alloysius College, Mangalore.

PROCEEDINGS OF THE MEETING OF THE EXECUTIVE BOARD OF THE S.I.T. UNION HELD ON SUNDAY, THE 9TH JULY, 1939:—

Members present:—

Sri. S. K. Yegnanarayana Iyer, President; Sri. V. Bhuvaramurthi Rao, Treasurer; Sri. N. Kalyanarama Iyer, Tanjore; Sri. G. J. John Devadossan, Tinnevely; Sri. S. K. Subbarama Iyer, Coimbatore; Sri. H. Sundara Rao, Chittoor; Sri. S. Natarajan, Madras; Sri. S. Ramachandra Iyer, South Kanara; Sri. K. S. Chengalroya Iyer, Salem; and Sri. S. T. Ramanuja Iyengar, Trichy (Joint Secretary).

1. Minutes of the previous meeting were read and adopted with the addition of the resolution omitted but passed by the General Body i.e., one relating to Mr. V. Srinivasan's resolution about amendment of the Union Rules admitting Elementary Teachers to the S.I.T. Union on payment of two annas per annum.

2. The following members were co-opted to the Executive Board:—

Sri. Suryanarayana Murthi, Vizag; Sri. Satchidanandam, East Godavari; Sri. Ellisha, Cuddapah; Sri. Gangaraju, Krishna; Sri. E. D. Martin, Bellary; and Sri. Seshacharlu, Nellore.

3. Formation of the Working Committee:—Read the Rules of the Union and proposed to nominate all members excluding ex-officio—and ballot was proceeded with to elect five members. The following five members were declared elected to the Working Committee by ballot.

Sri. S. Ramachandra Iyer, South Kanara; Sri. K. S. Chengalroya Iyer, Salem; Sri. N. Kalyanarama Iyer, Tanjore; Sri. G. J. John Devadossan, Tinnevely; and Sri. H. Sundara Rao, Chittoor.

4. Education Week:—On a motion by Sri. K. S. Chengalroya Iyer, seconded by Sri. N. Kalyanarama Iyer, it was resolved to authorise the Working Committee to celebrate the Education Week during the year.

5. The Treasurer presented the accounts for three months ending with 30th June '39 and then presented the budget for the year 1939-40.

The income and expenditure budgeted for the year 1939-40 of the S.I.T. Union, the South Indian Teacher and Balar Kalvi are Re. 1,100 and Rs. 1,080; Rs. 2,550 and Rs. 2,940; and Rs. 1,075 and Rs. 1,075 respectively.

The Union budget was approved.

The President made a statement about the two journals and the Union.

Loan:—Resolved to request the S.I.T.U. Protection Fund for a loan of Rs. 1,800 (out of which the existing loan of Rs. 800 be repaid) repayable in 12 years, at as low a rate of interest as possible.

That the budget be passed with the proviso that the expenditure be economised.

(Sd.) S. K. YEGNANARAYANA IYER,
President and Chairman of the Meeting.

PROCEEDINGS OF THE MEETING OF THE WORKING COMMITTEE OF THE S.I.T. UNION HELD ON SUNDAY, THE 9TH JULY 1939:

Members present:—

Sri. S. K. Yegnanarayana Iyer (Chairman),
„ S. Ramachandra Iyer,
„ S. T. Ramanuja Iyengar,
„ H. Sundara Rao,
„ V. Bhuvaramurthi Rao,
„ K. S. Chengalroya Iyer,
„ N. Kalyanarama Iyer, and
„ G. J. John Devadossan.

1. Resolved that no Journal Secretary be appointed at present, and that the existing arrangement be continued.

Sri. S. K. Yegnanarayana Iyer left the meeting and Sri. N. Kalyanarama Iyer was voted to the Chair.

2. Read letter from one L. Vaidyanatha Iyer.—Resolved that the proposal be not accepted.

3. Considered current Office routine scheme and it was accepted.

4. Resolved that the Working Committee do authorise the Secretary to submit the Union Scheme re: Service Conditions Bill to the Government.

5. Resolved that Mr. V. Srinivasan, Ex-officio Member of the Working Committee be requested to do concurrent audit work of the S. I. T. Union.

(Sd.) S. K. YEGNANARAYANA IYER,
President and Chairman of the Meeting.

LIST OF BOOKS RECEIVED FROM THE DEPARTMENT OF EDUCATION,

UNITED STATES for the Month of July 1939:

1. Bibliography of Research Studies in Education.
2. Vocational Education (The Advisory Committee on Education).
3. Vocational Education and Guidance of Negroes.
4. Professional Library Education. (Introducing the Library).
5. Homemaking Education Programme for Adults.
6. Education and the Civil Service in the New York City.
7. Educational Activities of the Works Progress Administration.
8. The Extent of Equalization Secured Through State School Funds.
9. Administration of Vocational Rehabilitation.
10. Government publications of use to Teachers of Geography and Science.
11. Know your School Leaflet No. 47.
12. " " " No. 48.
13. " " " No. 49.
14. " " " No. 50.
15. Agricultural Education Programmes.
16. Training for the Police Service.
17. Principles and Methods of Distributing Federal Aid for Education.
18. Salary and Education of Rural School Personnel.

LIST OF BOOKS RECEIVED FOR REVIEW

For the month of July 1939.

No.	Name of Book	Publisher
118.	Poetry and Appreciation. A. F. Scott	Macmillan & Co., London.
119.	Sixty Letters and Reading Games	" "
120.	Education for Complete Living. K. S. Cunningham	Melbourne University Press.
121.	My Story. Autobiography of a Hindu Widow	Hindu Widows' Home Association, Poona.
122.	Looking Back	" "
123-124.	New Era English Readers Primer I & II	B. G. Paul & Co., Madras.
125-127.	New Era English Readers Books I, II, & III	" "
128.	Concise History of Britain Tamil (1066-1485)	Longmans, Green & Co., Madras
129.	do. Telugu	" "
130.	First Aid in English	" "
131.	Common Mistakes in English	" "
132-135.	A. M. Robb's Way to English Books I to IV	" "
136.	Pilot Books "I will repay"	" "
137-38.	London One Play Books I & 2	" "
139.	School Course in Physics (Tamil)	" "
140.	do. (Telugu)	" "
141-143.	Longman's Study Readers Books I, II, & III	" "
144-146.	Everyday Conversation Readers Primer I, II and III	K. & J. Cooper, Bombay
147.	Book-keeping (in Telugu)	The Oriental Publishing Co., Masulipatam.

EDITORIAL

THE NEW G. O.

It was the lot of the teaching profession to get a gift last year in the form of a G.O. on discipline in Schools and Colleges. On the eve of the new academic year the Hon'ble Minister for Education has been pleased to make another gift to the teaching profession. Our readers will easily find out that we are referring to the new G.O. on the participation in elections by teachers in Aided Schools and Colleges. The new G.O. refers to the existing prohibition of teachers in schools under public management from participating in elections and points out the desirability of having a uniform code of conduct for teachers in all public institutions. The G. O. makes mention of taking part in election campaigns, but the notification issued in pursuance of the G. O. goes one step further. To give our readers an idea of the manner in which the question has been dealt with, we quote the notification in full.

"In the Grant-in-Aid Code, the following rule shall be inserted as rule 15, viz:—

15. A member of the teaching staff or other establishment employed as a whole-time or part-time servant, whether salaried or not, in a school or college which receives aid from Government shall not stand as a candidate, or interfere, or use his influence in any way or do anything in aid or in obstruction of any candidate, in an election to a legislative body constituted under the Government of India Act or under the Government of India Act, 1935, or to a local authority, nor shall he take part in, or subscribe in aid of, any electioneering party organisation:

Provided that if he is qualified to vote at such an election he may exercise his right to vote but shall as far as possible, avoid giving any indication of the manner in which he proposes to exercise, or has exercised, that right.

The manager of a school may be required by the Director of Public Instruction to dispense with the services of any member of the teaching staff or other establishment employed in the school, who contravenes the provisions of this rule. Failure of the manager to comply with such requisition shall render his school liable to forfeiture of Government Grant."

A similar notification is issued in respect of European Schools.

This notification has taken the public and the teaching profession by surprise. The circumstances which have necessitated the adoption of such a drastic step are not mentioned. There is no attempt made by the Government to explain whether a state of serious unrest now prevails among the teaching profession. The G.O. is undoubtedly a serious curtailment of the privilege which teachers in Aided Schools have been enjoying for a long time. We have received letters from teachers expressing in strong terms their disapproval of the step adopted by the Government. We understand that the Union has called upon the Secretaries of all affiliated Guilds to communicate to the Union their opinion. The change that is proposed to be effected and the manner in which the notification has been issued make it necessary for the Union to indicate in very clear terms its protest against the measure adopted. It is hoped that the Union as well as the public would make the Government realise the mistake it has committed and the necessity for the reconsideration of the G.O.

The Union has been urging upon the attention of the Government the necessity for treating the teachers in Aided Schools and Colleges in the same manner as the teachers in schools under public management with regard to salaries, conditions of service and so on. The Government has never chosen to pay any heed to such representation. We appreciate the desire on the part of the Government to have a uniform code for teachers in all public institutions. But we are afraid it has begun at the wrong end. While teachers have been expecting bread they are offered stone.

In a matter of this kind it would have been proper and desirable if the Government had taken the Union, representing the teaching profession of this presidency, into its confidence. Even though the Union will be unwilling to agree to the curtailment of the privilege still it may be in a position to appreciate the circumstances which necessitated a change of this kind. As matters stand at present, there is a good deal of misapprehension and there is a legitimate complaint that the Government has not given any consideration to the feelings and rights of the teaching profession. If the privilege had been withdrawn on the ground that very few teachers in privately managed institutions have availed themselves of this privilege, the Union may have no cause for offence. If the change be found necessary because of a serious unrest in the teaching profession, the Union may be willing to reconcile itself to a drastic step of this kind as a temporary measure. While the G.O. refers merely to the need for uniform code of conduct, the speech made by the Hon'ble Minister for Education at Nellore contains unfortunately sentiments to which the Union must take strong objection. He is reported to have spoken as follows :

"The Minister criticised teachers in private service engaging themselves in election campaigns and getting busy with matters outside the scope of their profession. At the outset he wanted to make it clear the Local Bodies could easily get on without these teachers. If Local Bodies wanted, nothing prevented them under the present G.O. to appoint teachers on special committees."

He is reported to have also stressed upon the anomaly in allowing teachers in privately managed schools to stand for election while their brethren in institutions under public management are prohibited. Further his reference to party politics and to the possible conscientious objections from parents shows an ignorance of what is going on around him. We are very much surprised that he should ever think of calling upon teachers not to get busy with matters outside the scope of their profession. We consider it very improper for the Minister for Education to state that Local Bodies could get on without 'these' teachers. Even the Minister for Education should know his limits and there is a danger in making sweeping statements. This advice is unsolicited and it would have been better if the Hon. Minister had really cared to explain the circumstances. The Union has, therefore, a shrewd suspicion that this privilege is withdrawn on the erroneous presumption that there is no place for the teacher in Local Bodies and Legislatures, and that work in such spheres is outside his scope. There are two questions to be separately considered in this connection : one is the privilege of standing for election, and the other is participation in election comprising canvassing for others, giving subscriptions to the party and so on. The Union would not complain if the Government should adopt measures to prohibit teachers from acting as canvassing agents or from supporting parties during elections. The case is quite different when a teacher is prohibited from standing for election. Arguments may no doubt be advanced pointing out the desirability of this prohibition so as to prevent party politics from entering schools and spoiling school efficiency. The Hon'ble Minister for Education who had himself referred to this point cannot be unaware of the situation in Schools and Colleges whether under public management or under private management. The influence of party or communal politics is very much in evidence in school appointments and in school administration and has come to stay. The situation is not likely to get worse if the old privilege should be allowed to continue. After all, very few will have the grit and resources needed for contesting elections and such teachers will certainly have something very valuable to contribute to the cause of the public. If any check be at all considered necessary in public interest it would be sufficient to call upon such teacher-candidates to obtain the previous

consent of the management. We are very sorry to note that the notification encroaches upon the right and privilege of the management of a school. If it be the intention of the Government to have some control over the management as well, it would be sufficient to call upon the management to lay down certain conditions in regard to the granting of permission and to make a report to the Government of any such permission given to teachers in schools to stand for elections.

It is very unfortunate that this G.O. should be issued at the present moment. It may be that the Government may have in its possession information which may render this step necessary. But, so far as we are aware we find that the heart of the teaching profession in South India is quite sound. If really there be undue pre-occupation with matters outside the scope of the teaching profession as is alleged, the proper and reasonable course for the Government would have been to give the South India Teachers' Union an opportunity to bring the pressure of professional opinion to bear upon such teachers. We have no doubt that teachers in South India know very well their duties towards the children entrusted to them and it can be safely said that they will never think of getting into Local Bodies or Legislature to the detriment of school life. We appeal to teachers and teachers' associations to consider dispassionately the implications of the G.O. and make it possible for the Union to express the view of the profession clearly and truly. We hope that a considered and proper representation from the Union will induce the Government to look at the problem from the point of view of the profession and to reconsider and revise the terms of the notification.

INDIAN RED CROSS SOCIETY CELEBRATIONS

We are glad to announce that the Indian Red Cross Society will be celebrating the 75th Anniversary of the signing of the Red Cross Convention from the 20th to the 27th of August 1939.

Though the Red Cross suggests the bigger world of service to Humanity with which our Schools do not have much to do directly yet the Junior branch of it is in very intimate touch with children and their activities and is a co-worker with our Schools in enabling us to make our boys and girls effective citizens of the future. In many Schools the Junior Red Cross activities are carried on and among the extra curricular activities they occupy a very prominent place.

Schools that have not started the Junior Red Cross section will do well to avail themselves of this opportunity to start that useful institution, and give to boys and girls a much needed opportunity to express their innate idealism in social service. Literature on the subject can be got from the Organising Secretary, Indian Red Cross Society, Monteith Road, Egmore, Madras.

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OUR IMMEDIATE PROGRAMME FOR REMOVING ADULT ILLITERACY

By

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Need for adult education

In view of the new phases of life through which India is passing, the need for Adult Education is urgent. There is a great danger in incomplete education. Education should not be a tool whereby a certain class is benefitted and with which the rest of the community has no concern. For in this, there is the danger of creating an unnatural gulf between the educated classes and the rest of their fellow-citizens. It is not to the interest of India that there should be a wide gulf between the educated and the uneducated. It creates an intellectual arrogance on the part of the upper classes and dislike on the part of the ignorant and undisciplined populace. This is the way to discontent and unrest. This is really what had happened in Russia and France. These two countries tell the story of the blunder of creating a certain class of intellectuals face to face with a large mass of ignorant and superstitious people. Again, Adult Education should claim a large share of our attention in view of the new era of political expansion opening up before India in these days. A persistent continuance of illiteracy among the masses is incompatible with political advancement. Many of the adults are voters and need education to understand the value of franchise and to exercise it in a direction which will contribute to national progress. They need education to help the Government in its various administrative activities. An ignorant and undisciplined populace may very often stand in the way of a peaceful administration of the land. Again, it is to the interest of an effective educational system that the parents who control and direct the life of their children, should be educated. The parents need to be educated for they must be in sympathy with the new things their children learn in the

school. The parents need to be educated for it is only then they would be helping to a large extent towards creating an atmosphere in favour of schooling. It is not to the well-being of society that the younger generation should have more schooling than their parents. In a word, Adult Education will be one of the best means of combating illiteracy in India. When the adults receive education they will be great educative forces. An effective educational system can only be created by increasing genuine belief in education among adults. I do not know if the profound significance of the remark, "educate your parents before you begin to educate their children," is realised. All our efforts at the promotion and direction of Elementary education will not bear immediate fruit unless we have behind the movement the support of an intelligent and educated adult community. Herein lies the real need of Adult Education. If the adult community is prejudiced and ignorant it will give its children its own prejudices and ignorance. Hence, we come to the point that the child gets the colour of his education not at school but at home and in the community-contacts, no matter how many facts a child may take on at school. The life of the community flows about him, foul or pure; he swims in it, drinks it, goes to sleep in it, and wakes to the new day to find it still about him. He belongs to it; it nourishes him, or starves him, or poisons him; it gives him the substance of his life. The community gives most of its children their mental attitudes about work; about money-making; about gambling; about law and respect for laws; about respect for persons, etc. The community fills the minds of its children with the lasting contents of those minds. The community gives the children its opinions about religion and worship, and reverence and beauty. Hence, it is the community that determines the education of its children. We must have an intelligent community before we can have intelligent free schools. We must have education of adults before we can get far with the education of children.

Again, in internal relations, the illiteracy and ignorance of the mass of the people have been chiefly responsible for the low esteem in which India is held by many. Besides this, Education and economic interests go together. An educated man should be able to earn more than one who has not passed any examination. It follows, therefore, that by educating our members we are giving them facilities to improve their economic position. Social reform could not be carried on without Adult Education. But the main reason for Adult Education is that a large majority of the people are illiterates. Unless Education penetrates the masses of the country, there can be no social and political progress. All the economical and social problems break on the bedrock of mass ignorance. To sum up, we may, therefore, say "that Education is not a process limited to the development of the immature mind, but something that ought to continue for all classes of people until the facilities fail and learning is no

longer possible. Equally strong is the conviction that such continuance of education throughout life is as essential for the welfare of the community as it is for the full development of the individual. The insurance of it is national duty."

Where does Education begin? With the infant, the child, the youth or the mature adult? All educational reformers from Rousseau to Montessori and the Americans have replied, "why, Education begins with childhood or with infancy." But Denmark's 19th century educational thinkers did not think so. Denmark's reformers concluded that Denmark's new schools should be, not for children, but for young adults.

Class of people whom we should educate

When we think of this combat against illiteracy, we have three classes of people in view. We have a class of people who are illiterate adults and who have never had schooling at all. We have another class of people who, after leaving the elementary school, have since relapsed into illiteracy. We have still another class who have entered life and who want to continue the education which the elementary school has begun.

Our present campaign is a campaign to liquidate illiteracy and is for the benefit of illiterate adults who do not know how to read or write. Today, we propose to embark upon a campaign against illiteracy among the class of people who have never seen schooling at all. These are the class of people who deserve our immediate attention. We do not subscribe to the view maintained by some people that these illiterate adults have passed the stage of learning. As the old adage has it, one is never too old to learn.

NEW APPROACHES TO ERADICATE ADULT ILLITERACY

1. *A School for adults in a High School on a Co-operative basis.*—A school for illiterate adults may be formed in one of the Board/Municipal High Schools in a District as a purely temporary measure. The school may be run by Day School-Masters on a co-operative basis. This means extra-addition to the High School staff by a Secondary Grade teacher, and a provision that he shall not teach in the morning, afternoon and evening of the same day. A teacher employed in the adult school may be free in the morning or afternoon. His work should be viewed as a whole. In framing the condition of his appointment, this double duty should be taken into account. His duty should be so arranged as to enable him to come to the work of the Adult School with a fresh mind and a previous preparation for it. He may carry on the work of the school assisted by a few good student volunteers and one or two voluntary staff.

The Secondary School building and apparatus including lantern may be used for the purpose of teaching.

The District Board will have to meet the expenditure on this extra-teacher for the Adult School out of its District Board funds. Two petrol-max lights and a contingent money of Rs. 5 towards the purchase of slates, pencils etc., may be required by way of recurring expenditure.

The scheme is worth a trial in one of the Board Municipal High Schools in a District. No separate staff is required to liquidate illiteracy among adults in the neighbourhood of the High School. The existing resources may be utilised for this drive against illiteracy. The work done by the other voluntary staff in connection with the conduct of the Adult School will be given due consideration among other factors in deciding promotions and confirmations. A social service certificate may be awarded to every student-volunteer who helps the Adult School in his spare time in the spread of literacy.

The main aim of my scheme is liquidation of illiteracy, not mass education. I am sure a great wave of enthusiasm for mass education will follow in the wake of mass literacy. With this end in view, it must be possible for us, according to the scheme, to convert 30 illiterate adults into literates within a space of 3 months. It is expected that in a year the Adult School could convert 120 illiterate adults into literate adults. This will be a great thing.

I, therefore, suggest that, as a measure of experiment, a small centre to teach illiterate adults may be formed in one of the Board Municipal High Schools in a District.

2. *A school for adults in a Training School as a part of the students' training.*—A school for adults may be started in a Training School. The spread of adult education through the agency of adult education classes attached to Government Training Schools has proved a great success in this Presidency. In my opinion, no training school can be regarded as complete in its equipment without an Adult Education class attached to it and managed by the pupils and staff of the school. The teaching will be done by the students under training. The supervision of the work of teaching will be done by the Headmaster of the Training School. The great advantage about this scheme is that it inspires the students with the kindling power of social ideal. It also gives them additional facilities in teaching practice, which they sadly lack now. I have had some experience of this work in the Adult Education class attached to the Teachers' College, Saidapet. Another experiment was started by me in the Government Training School at Coimbatore in the year 1926 and it worked well. It may be in place to point out that a Night School for illiterate adults was started in the Government Training School, Ramnad last year. The student teachers of the Training School do voluntary work. One of the assistants is incharge of the school and he shares his work with others by turns. The school is now 35 strong and has an average attendance of

26. Bhajanias, Kalakshepams and lantern shows characterise the work of the school. The school is very popular and has taken a deep root in the affections of the class of barbers, scavengers, cobblers and Harijan coolies for whom it is largely intended.

3. *Spread of Adult Education through the agency of newspapers in elementary schools.*—In this scheme, Ramnad District has set an example worthy of being followed by other districts in the Presidency. I am attempting to spread adult education by making the District Board subscribe to 100 copies of a Tamil Daily newspaper and making teachers read them and spread the knowledge to people in their villages. The Circular which is given below outlines the scheme worked out in Ramnad District.

"Millions of men and women in this country do not know how to read or write. They are ignorant of what is going on around them. An important part of the business of a teacher is to remove darkness from the eyes of men and women. An essential preliminary to the mass education is to create in adults a thirst for information. It is, therefore, suggested that vernacular news papers may be supplied to a few select schools staffed by enthusiastic teachers. During the peaceful hours of the evening, when the school work is over and after the pupils have gone home and when the villagers have finished their toils and troubles of the day, the teachers should endeavour to assemble the village folk at the school premises and read out to them the chief contents of the days' paper. This occasion may be availed of to teach them thrift (thrift society may be started), principles of hygiene or some handicrafts such as tailoring and rattan work and make their life a little happier than what it is. They may do their best to bring cheer into villages where isolation prevails.

2. Here is a great opportunity for village school-masters to serve village-folk. If each school is made a centre for the diffusion of information of knowledge, the status of the teacher would improve and he becomes the learned man of the village."

BATTLE AGAINST ILLITERACY

4. *Services of students to be utilised*—"Each one teach one."—It must not be forgotten that in the "battle against illiteracy" as my Chief calls it, the services of students can be utilised. There are thousands of adults in Tamil Nad who are eager to learn to read. How can students best help them? We can appeal to students in High Schools and Training Schools to take up the cause of adult literacy. There may be a volunteer organisation in each High School and Training School and each volunteer may be requested to make at least one illiterate adult literate, the principle being "each one teach one" and he should produce evidence of having converted one illiterate adult literate. In this endeavour, it is

felt that an approach should be made to an adult who is eager to learn to read and write. It is no exaggeration when I point out here that my New Year Adult literacy broad-cast which is reproduced below has produced good results. A number of young men have come forward to shoulder the burden of the removal of illiteracy. As has been remarked by the Headmaster of the Rajah's High School, Sivaganga 'as many as 35 boys in the school caught the spirit of your New Year Message and have acted up to it by imparting education to as many around them and have helped a little to eradicate the blight of illiteracy in our District. Here is a sample report from one of the boys of the High School.' 'I went to Singinipatti—a village near Sivaganga. There I taught a man named Periyampillai to read and write. He is eighteen years' old. Now he can read and write well.'

My New Year Message on this question may be read with profit.

"CAMPAIGN AGAINST ILLITERACY IN VILLAGES"

Services of students to be utilised.—I wish to tell you how you can help the spread of literacy in your villages. Our biggest problems relate to elementary education. Over 90 per cent of the people in India are illiterate and the future of our country depends upon this vast mass of ignorant populace who do not know how to read or write. You may know that these are the hardest worked people in the world. You may also know that women in this country have to work side by side with men to earn their livelihood. Despite their hard work, these millions of ignorant men and women live in semi-starvation.

May I ask the outgoing students of your school if you have any message for these unfortunate masses around you? Should you not teach them the difference between ignorance and knowledge? The villagers are imprisoned and should you not visit them? They are crying for help and should you not stretch forth your hands? Do you not think that your knowledge is also for making other people's lives pleasant? Do you not think that your mind should be filled with the spirit of mission to bring cheer into these unhappy homes where desolation prevails? The English poet says:

Too often in this world of ours
Hearts ache through life alone,
For human hearts are like the flowers—
They open in the sun,
One word of tenderness can thrill
A heart in sore distress,
And loving ministry can fill
The world with human happiness.

I shall give you in Tamil a couplet which corresponds to the ideal set forth in the stanza quoted above:

“அன்பும் கையாடும் அறிவினது இரண்டென்பது
அறிவுதான் அன்பை சாவுகிறது.”

This, when rendered into English, will be as follows: The ignorant say “Love and God are two different things”—But the wise man says, “God is Love and Love is God.”

Here is an opportunity to serve the village-folk. Enrol yourself as a true volunteer in the big Statham Campaign against illiteracy in villages and give your villages the service of your mind, heart and work. Take a vow from to-day that you will make at least one illiterate man or woman literate. No literate person ever allows a child of his to enter the world illiterate. A fundamental principle in teaching is that no one can truly learn unless he also teaches. You will be learning yourself if you teach others. If you join in this big drive to remove darkness from the eyes of both men and women in villages, you will be contributing your quota towards literacy. Each can do but little but if each would do that little, all would be done.

May the year 1938 be the beginning of a New Era in this big campaign against illiteracy launched by R. M. Statham Esq., Director of Public Instruction, Madras, when each one of you will teach one so that that this land of multitudes of illiterates may speedily be transformed into a land of light and learning! If you do this, you will be a big success in life. There will be congratulations for you. You will grow up a race of people more pleasing to God and real value to humanity.

“May the Almighty bless you!”

5. *Need for the co-operation of women.*—I am one of those people who do believe that no movement can succeed unless men and women work together and women play a prominent role in it. We can make a powerful appeal to public-spirited educated ladies to co-operate with us in this work by going about among women with the Gospel of literacy. There can be no greater social service than some of the women going in batches to a village on fixed days and teaching women to be literates. This is one of the very useful activities to which women can contribute their best towards Adult Literacy among women.

6. *Work of Adult Education under Adult Education Committees in Municipal Areas.*—Besides these agencies of Adult Education, a large number of peripatetic adult education centres may be organised in Municipal areas to meet the educational needs of illiterate adults in those areas.

Essential conditions to systematic planning

An indispensable preliminary to our work is the selection of a centre where the experiment has most chance of success.

1. There must be a demand for enlightenment among the adults in the area.
2. There must be potential workers (not workers for fame and name) for the cause of education. Nothing will defeat the cause more quickly than false show.
3. There should be a good school manned by a good staff.
4. The area must be provided with a reading room and a library.
5. An important part of our work should be to prepare a correct census of illiterate adults in the area. A careful survey of the locality is indispensable.
6. A small adult literacy committee consisting of prominent men and women and teachers may be formed to teach illiterate adults in the area on a voluntary basis. One of the teachers imbued with the missionary spirit may be appointed as the Secretary of the Committee. With the assistance of the Committee, the course of studies may be framed according to the needs of the locality. The elementary school building and equipment might be used for the purpose. The Committee must supply free books, slates and pencils to the adults.

Object of this Campaign.

The main objective of this campaign is to give the adults ability to read and write in their mother tongue. Mass education will follow in the wake of literacy. The Committee must set before itself the ideal of converting these adults into literate adults in three month's time. As soon as the adults of an area have been given a reasonable opportunity of becoming literates, the Adult Education-Committee may direct its activities to another area, where there is a demand for such an institution and where there is a chance of success. Our whole work will end in failure if the newly converted literate adults do not keep up what they have learnt. Form a reading Circle in your locality. The idea will be to keep alive the newly acquired literacy and to give the adults confidence in their ability to read. The method will be to encourage the adults to read together and separately and discuss the pamphlets giving instructions in their rights and duties. These pamphlets must be specially prepared for adults and should be as strikingly readable as possible comprising of topics in which the adult is interested. The adult must use his literacy towards acquiring knowledge and using it profitably and pleasantly. For this, a library is also essential. To put briefly, my scheme aims at the following :—

(a) Elementary education will never make rapid advance unless adult education goes along with it.

(b) The adult school needs fresh ways of teaching and a departure from the routine of the day school. It must be divorced from the syllabus framed for boys. The pupils are older and need a course of instruction different in subject-matter and in treatment from that which is suitable for younger children. Anything that we teach must be done in an attractive way. Visual instruction as exemplified in Bajanas and lantern lectures should be special features of every adult school. In other language, visual instruction should characterise adult education.

(c) The classes may be held thrice a week—Monday, Wednesday and Friday. There will be regular teaching on Monday and Wednesday but Friday will be reserved for extra-activities like Bajana and Kalakshepam.

(d) Lecture-method assisted by a magic lantern is an admirable means of stimulating interest in all subjects closely associated with the life of the adults. There should be a Bureau of lectures attached to the adult schools. The provision of a magic lantern is a matter of great importance.

(e) The idea of reading a pamphlet with the adult pupils is a good one. After explaining the leaflet, a sort of discussion class may be formed to stimulate thinking.

(f) The need for the formation of a suitable library attached to every adult class is one of supreme importance. An adult school with a library attached to it will solve the two aspects of the problem of adult education—the removal of illiteracy and the desire for knowledge.

(g) Admission of boy-pupils to an adult school is educationally unsound.

(h) The success of adult education depends on the weight of public opinion. The best brains in the locality must be influenced to join the movement.

(i) The adults must believe in themselves and in their capacity for progress.

(j) Without a careful planning of the scheme, the movement will not grow.

(k) Some inducements may be considered at the initial stage of adult learning.

(1) Books, slates and pencils may also be supplied free.

(2) A few monthly scholarships of small value to deserving pupils may be awarded.

(3) A system of prizes for regularity in attendance and in home work may be instituted.

(4) Each pupil admitted free to an adult school may be required to bring a form signed by some person, by preference the employer, who guarantees that the scholar will make satisfactory number of attendances. This system will have a good effect of giving the employer or failing him, the parent, an interest in the student's work.

(5) Literacy certificates may be awarded to adults who have reached an approved standard. The local Deputy Inspector of Schools may be entrusted with the task of examining the adults and giving them certificates.

(6) An Employment Bureau may be designed for the service of the adults. An effort at co-operation may be worked out between the employers of labour and the local authority.

(7) The teachers may, during their leisure hours, visit the pupils in their homes. We must keep in touch with them even out of school. An absentee should be promptly enquired after. These visits of a friendly semi-official character produce a good influence upon attendance.

(8) I have found by experience at Saidapet that Bajanas, Kalakshepams and lantern lectures have always commanded larger audiences.

(9) But the best form of inducement is to make the teaching worth coming for.

(10) The teacher in charge of the adult class must be imbued with a missionary spirit. I have no faith in people whose qualification is less than the Secondary Grade, being put in charge of adult school. The solution of the problem lies in the hands of secondary grade teachers.

The spread of adult literacy is beset with great difficulties. It is futile to expect any Provincial Government to tackle the problem of Adult Education, for they must concentrate their attention first on the education of the children. Our Government policy, therefore, has been in the main to spend what money is available on extending and improving primary education with the hope that when our Primary schools are turning out a sufficiently large number of permanently literate pupils, illiteracy among the people will gradually disappear. The problem of the removal of illiteracy amongst adults is, therefore, mainly the problem of voluntary organisation which will be encouraged and supported by Government. What is really required is a band of young, faithful, labourers who are inspired with the true missionary zeal for the cause of the millions of men and women who do not know how to read or write and who will go about amongst them with the Gospel of literacy. We must therefore welcome the work of every organisation which endeavours to remove illiteracy amongst adults. I have, therefore, in this article,

indicated the various voluntary agencies which can tackle the problem of liquidation of mass illiteracy with the least expenditure of money. All workers will be honorary. Petty expenses can be met by well-to-do local residents. The syllabus outlined is simple, aiming at citizenship. What the adults need is a knowledge of reading and writing of their mother-tongue, simple rules of arithmetic, simple rules of home and village sanitation, a knowledge of the new methods of cultivation, an understanding of their responsibilities and duties as voters and of the civic duties that devolve upon them as citizens.

In one word, my scheme is cheap, calculated to produce maximum results at a minimum of cost and in the shortest time possible. I see in this scheme immense possibilities for developing a happy countryside. Do you also consider my proposals practicable, useful and worth doing? If so, may I urge upon you to give my proposals a fair trial in one District, before we can extend them to other Districts in the Presidency?

Outline of a plan of work in the proposed peripatetic Adult Education class to be run by the Adult Literacy Committee.

Strength of class : Twenty to thirty illiterate adult men/women only.

Length of class : Three months.

Voluntary staff : A Secondary Grade teacher to be in charge of the class. He is assisted by two or three enthusiastic and respectable social workers of the locality. A two-attendance committee to be formed out of the members of the Adult Literacy Committee.

Aims of the Attendance Committee :

(a) To secure enrolment.

(b) To regularise attendance.

(c) To prepare a correct list of illiterate adults in the area in the following form :—

Heading : Adult Census Register.

1. Name of ward.

2. Door Number.

3. Name of Adult.

4. Occupation.

5. Age.

6. Eagerness to learn.

7. Hours suitable.

All the members of the committee will be connected with the Adult class in some capacity or other.

Syllabus: The school must divorce itself from the syllabus framed for boys.

First month: Reading cards: Recognising of letters and writing them. Completion of the first set of twelve reading cards. Reading ability—a Primer.

Second month: Cover reading twenty-five reading cards. Reading ability—A Reader.

Third month: Reading of three story books. The adults are allowed to read the "Swadesamitran" and to take interest in the illustrated journals. Simple arithmetic of a kind which can be used in marketing should be taught. Instruction in my "Villagers' Commandments" should also form part of the course. Chorus singing, silent prayers and tala-singing should be arranged. Home-work may be arranged, whenever possible.

The classes will be held thrice a week—Monday, Wednesday and Friday. Monday and Wednesday are days when the adults learn to read and write and do a simple arithmetic. Friday is a Club-Day which may take the form of a Visual Instruction Day.

The standard of literacy will be reading and writing of simple statements and elementary arithmetic. Then form reading circles from out of the best students at these classes to make the adults keep up what they have learnt.

ADULT EDUCATION AND CONGRESS POLICY

By

SRI. S. SATYAMURTHI, B.A., B.L., M.L.A. (CENTRAL).

I am very glad to contribute a paper to the Madras Education conference on "Adult education and congress policy." I do not want to be misunderstood as speaking on behalf of any congress government or even of the Madras congress government. I write in this article to give expression to my views on what the congress governments have done, are doing and will do in the promotion of adult education. In other countries, the phrase means practically the continuance of the education to people who have already become literate and who have kept up their literacy, but in India the problem is entirely different. Less than ten per cent are really literate. Of this ten per cent really one per cent can be said to have real capacity to read and write and even of them very few have the inclination to study. Therefore adult education in this country is not education of the literate but very largely the education of the illiterate.

Now, there are two ways of dealing with adult education. We can ignore the present generation and introduce a scheme of universal compulsory primary elementary education and within the next thirty years produce a new generation of literate men and women whom we can attack by means of ordinary methods of travelling library, circulating village libraries, newspapers, magazines and journals especially in Indian languages. That is a direction in which work will have to be done from now onwards. But it is impossible for India and certainly it is impossible for the congress governments to wait for 30 years. They must take on hand the tackling of the problem of adult education of those whom I have called above illiterates.

Thanks to modern science and invention, there are methods open to us of co-ordinating adult education even for the illiterate. I have profound faith in the efficacy of broadcasting as a means of adult education. Of course we must avoid the mistake of using broadcasting deliberately as a didactic instrument for the spread of adult education in so many ways. That will frighten people or at least make them indifferent. On the other hand the big problem before adult education by means of broadcasting is how to capture and retain the interests of the average villager. Once that problem is tackled successfully then adult education will follow as a matter of course. Those who are interested in the problem of adult education must get into touch with those who

understand the technique and the possibilities of broadcasting and evolve village programmes for adults in villages by installing community receiving sets. Men and women with understanding and sympathy must tour the village areas concerned and must find out the matters which interest and amuse the village folk. Once we find out what they are, stories, dramas, folk songs and other information of value which they like such as agricultural prices and so on, then we can use broadcasting as a instrument gently and quietly as a means of further education.

Once this problem of capturing and retaining the interests of the village listeners is solved even to a certain extent, the rest of the work becomes comparatively easy, but only comparatively easy. We have got to get trained men and women who can talk for five or ten minutes at a time and convey information about, for example the history and geography of India, the history and geography of the world, the facts of elementary science, contemporary political events in the country and outside in a manner which without tiring or putting undue strain on the intelligence or the power of assimilation of the average listener will give him this information in gentle and assimilable doses. By this means one potent way of spreading adult education will be open to us.

Next by means of popular texts there is ample scope to give information and education to our people. It is up to the provincial governments to insist on all talkies giving a few minutes at least to educational films. This is done in other countries. Short talks should be manufactured in our country giving salient facts concerning our country and the world outside and in the languages which people understand and this should form the stock not only of talkies exhibited in towns but also in the talkies touring round villages. This is another and equally potent means of spreading adult education.

Besides these we ought to have not travelling libraries but travelling librarians, that is to say men and women, who have read books, who have assimilated the knowledge and who have the capacity to communicate that knowledge to others in easy and understandable language. Travelling libraries are no good to our people because they cannot read; travelling librarians can by word of mouth communicate knowledge which is essential and easily assimilable and this will serve a great purpose and if they can be interspersed with good humorous stories and also popular songs they would be welcome in every village.

I have suggested in the above para a few lines on the spread of adult education in our country especially by quick and successful means. I trust these methods will be considered by the Madras Educational Conference and by the provincial governments and be adopted and that we shall solve within the next five or ten years at the most the problem of adult education in our province on sound and satisfactory lines.

ADULT EDUCATION

By

SRI K. N. PASUPATHI, B.A., L.T.,

(Kurnool)

A most urgent national need in our country to-day is the rapid spread of adult education. A practical workable programme for stamping out illiteracy in the adult population must be evolved by the combined efforts of the various agencies interested in this noble, humanitarian work. Government, non-official leaders, educationists and teachers' associations—all can and must give a helping hand in the drive against illiteracy. It should be the sacred, social duty of every educated man and woman to offer this help to their illiterate brethren and sisters and spread light and knowledge to every nook and corner of our motherland.

The problem of adult education is indeed a vast and difficult one to tackle in a sub-continent like ours where three-fourths of the population are illiterate. To make them useful members of Society and enable them to discharge their duties as citizens, education is of supreme importance. In organising a drive against illiteracy, we can profit by the fruitful experience of countries like Soviet Russia, which had to face about two decades ago, a situation more or less like that in India to-day. For the liquidation of illiteracy, adult schools of various kinds were then started; a net-work of centres in the country-side was established. And private agencies played a great part in spreading adult education in Russia.

In India to-day, the example of Russia can well be followed. Universities, Teachers' Guilds, non-officials, Public, Taluk Education Boards, village panchayats—all can contribute to the spread of adult literacy, and Government can direct a well-planned policy of adult education and give whatever financial and other kinds of help needed to successfully carry out well thought-out schemes. Night-schools, libraries, the Radio, talkie pictures, adult education newspapers all these can be made use of as much as possible to spread knowledge among the grown-up illiterate population.

At present, no organised or well-planned efforts are being made. The number of existing adult schools in India is very small, and owing to appalling poverty, it is difficult to induce the illiterate people to join them. They must be made to earn their living and at the same time receive instruction in adult schools. Adult education centres must be

opened in every district, taluk and village. They must function under the direction of a central organisation. Books and newspapers specially written for adults in a simple and attractive manner, and providing them with up-to-date knowledge, must be produced in plenty. All who are interested in the problem of spreading knowledge among our illiterate countrymen and country-women must work in collaboration to ensure success. And in this noble endeavour of spreading literacy among the masses of our population, the inspiration and help must come from the educated public as a whole who must consider it their duty to take an intelligent interest in the problem of the liquidation of illiteracy. They must unstintingly support the movement in all manner of ways that lie in their power without looking solely to the Government for help.

The Education Department too has a grave responsibility to shoulder in the matter of spreading adult literacy. Besides formulating a definite policy and a practical programme of adult education, it may open short courses for the training of teachers for adult schools who will be experts in the art of giving instruction to adults. Such courses may be taken by students of colleges, teachers of high and middle schools and those among the public who have the leisure and the inclination for social service. And poor teachers and students who take up the work of teaching in adult schools may be given some honorarium by the Government and thus encouraged in their efforts to carry the torch of learning to the vast millions of illiterates and semi-literates of our motherland.

ADULT EDUCATION

By

SRI K. SETU RAO, B.A., L.T.,

Senior Dy. Inspector of Schools, Kurnool.

The Adult of today is the citizen, is the father, and in fine, the chief organ of the society. When he lapses into illiteracy or when he remains untutored the progress of the country would be at a standstill. Hence this gets to be a vital problem.

Adult schools are intended in the first place for those adolescent children, who by force of circumstances have been compelled to leave the school before the completion of their education and secondly, but not less in importance, for those unfortunate grown ups who have remained illiterate for want of facilities to undergo school course, who are day labourers, and are eager to learn.

These two aspects are peculiar to India in particular.

In other countries the problem of Adult Education is concentrated upon the retention and expansion of knowledge already acquired, by men and women during their school days. Honorary agencies have taken up this sacred and responsible task. In India it is otherwise. The problem of getting all children into school and keeping them long enough to make them permanently literate is our chief aim. Hence all expenditure is concentrated in extending and improving Elementary Education with the hope that illiteracy amongst the masses might be gradually dissolved. The message of His Excellency the Governor of Madras to the recent Educational Conference held at Madras to the effect that the easiest and quickest way to remove adult illiteracy is to concentrate on the younger generation through the means of our Elementary Schools system needs the attention of one and all concerned in education. It is now up to the Honorary Agencies to supplement the plan so ably proposed by His Excellency.

The Kinds of Education to be Imparted.

1. Such education as leads to freedom of action and thought, as leads to living by self help, and initiates the adults into activities and rouses them from the deep slumber of ignorance is worth while attempting.

2. Such education should aim at the full development of character, inculcate in him habits of social service, should teach him civic rights and duties, enliven him to India's greatness, by means of stories, pictures,

songs, architecture etc., and slowly introduce him to the beauties of juvenile literature.

3. The syllabus for such schools must be based on local needs and conditions. But no water tight compartment syllabus will serve our purpose. Emphasis should be laid on the mother tongue. The 3 R's may be for the beginners only and that too for not more than half an hour a day. Reading of stories from the three great epics, the Ramayana, the Mahabharata and the Bhagavata, reading extracts from the dailies, magazines, novels, preferably by the teacher, till the pupils can depend upon self help, may be encouraged and may supplement their knowledge.

4. Recitation of selected verses from popular poets in accompaniment to music, will go a long way to enliven them to the richness and beauty in poetry. Pieces from Vemanna, Bhakta chintamani, Sumathi, Narasimha, Krishna and Dasarathi Sathakams, especially in the Telugu language, not only foster a feeling of love to poetry, but will also enliven them to the guiding principles of life and hence need be part of the curriculum.

5. Lectures on co-operation, health, sociology and the like by experts and departmental officers need be emphasised.

6. It would be worthwhile to organise Bhajana parties once a week preferably on Saturdays. All the adults must be made to be participants thereof and should thereby realise the influence of religion over character. Every day at the commencement and at the close of the school, prayers and assembly talks may be organised for about 15 minutes.

7. Magic lantern lectures have to be organised as the abstractions of the printed page are made concrete to the adult. Topics on hygiene, sanitation, agriculture, industries and realien of other nations have innumerable advantages to impart to the adult.

8. Village libraries must be encouraged, as in Baroda, Bombay, and Central provinces. Journals and Magazines should be circulated. A central bureau of information should be started to issue short tracts on stories, health, citizenship, cultivation, Cattle raising, Village industries and co-operation and religion. This would enable them to acquire a taste for and an ability to acquire knowledge of the world.

9. The advantages of social service and the necessity of every man being useful to others needs special attention "Each for all, and all for each" says the golden maxim. Social service at marriage functions, public functions and the like are indispensable for rural reconstruction and hence they may be in the curriculum.

What adult schools should be like.

This brings us to the conclusion that adult schools should be community recreation centres.

They should be run purely by Voluntary and honorary workers. Shirkers won't do.

The school house.

The club if there be one such in the village will serve our purpose. Failing this, the village day school house might be utilised. If the village has a temple, it might be used. The above mentioned places are advised as part time open air classes are necessary.

The duration of the school.

The curriculum of studies would be inconceivable if the duration of school work is not fixed. The school may at best work for two hours without involving any strain on the already heavy worked labourer. It would be sufficient if it is restricted to one and half hours a day.

The class system.

Is it necessary? would be the first question. The division of adults into classes involves difficulty and is rather far away from the spirit of education aimed at. The idea in starting adult schools is to make them centres for social life or in fine evening clubs where the labourer secures intellectual recreation. The teacher's duty is, that of a 'friend, philosopher and guide.' A six weeks course is enough to enable them to pick up the alphabet and read the primer with ease.

ADULT EDUCATION

A Plea for S. I. T. U. Leadership in literacy drive

By

SRI. V. JAYARAMAN, B.A., L.T.,

Villupuram.

The idea of collecting a symposium of views on educational problems in connection with the Conference is a happy one. This was, I remember, thought of as early as 1928 when a similar one, for the first time was prepared, the subject then being Secondary Education Reorganisation. But the pity of it is, it was not kept up in the following years. So, its revival now is to be welcomed, and I gladly respond to a call for my views.

The two subjects set down for the purpose this year are Elementary Education and Adult Education. Elementary Education has ever since the announcement of the Wardha Scheme, become more an administrative problem than otherwise. But on the question of Adult Education, no definite universal scheme has yet been evolved in our country. However, we find its immediate importance has been recognised by several Provincial Governments and various efforts are being made for the removal of illiteracy in the land. So, it is beside the point for us to deal with the need for Adult Education.

What claims our attention now, is the aspect of the problem, regarding the ways and means for the spread of education among the illiterate grown-ups in our country. Here, it would be well to recall what is being done elsewhere in India. One Province is trying to lay down the ghost of illiteracy inducing every literate adult to undertake to teach one illiterate or help in the task with a money contribution. Another province has roused up public spirit in this direction of patriotic service, with its slogan, "EACH ONE TEACH ONE". Apart from the activities of the Government, Universities, and Student Groups as well have been interesting themselves in this task. Our educational backwardness has evoked the sympathy of Englishmen too and a society exists in London for this purpose and it sends funds to adult education work here.

In our Province too, the question has begun to engage the attention of the Government and the public. Only the Government preoccupied with such ameliorative schemes as Prohibition, Indebtedness, Health and Sanitation have not found time to bestow serious thought upon this ques-

tion. They have not been able to devise any plan of work except perhaps for our Prime Minister's suggestion to post in villages pictures of objects with their names written in bold types. The public recently met at an adult education conference in Madras and discussions were held.

Now, with the interest created in this work by what is being done in other provinces and what is being discussed in our Presidency, it would be well if an organised body set out to do battle with the demon of illiteracy and render our villages happy and bright with the light of knowledge. To me, it appears, to no one is this task more germane than to the Teachers' Union. By nature, the task is theirs. The members have leisure for this purpose, training for the task and it is for them in the nature of class room extension work. Now, therefore, it behoves the S.I.T.U. to initiate a literacy drive under its auspices.

The S.I.T.U. at its conference can constitute a section of the Executive Board or the Working Committee as the Adult Education section and the Joint Secretary of the Union may be its convener. The section's task should be to visit various organisational centres and induce them to take up the task. So far, the Trichy and Chittoor Guilds have associated themselves with this activity. Their example stands out as a pointer. Other guilds must soon follow suit. But it is not enough if Guild headquarters alone take up this task. The affiliated associations must do this service in their places. Their activities may begin with their urban areas but should soon spread out into villages. They have persons to command for service in this campaign. And they can also find necessary funds out of their own exertions and organisations. Every town area has a co-operative society. Its Common Good Fund can be impressed into this service. Besides, each association can raise funds, if need be, with exhibitions and dramatic performances. Funds are referred to here because when once a problem is sought to be tackled, it must be comprehensively done. Lectures on general knowledge, institution of night schools, running of reading rooms with libraries attached, are the triple modes of approach to the solution and they all have to be adopted together if illiteracy is to be removed altogether.

Education and educators stand to gain a good deal from this kind of service. First, parents being educated, educational institutions are sure to receive and retain more and more pupils. Indirectly, the problem of wastage and stagnation can thus be helped to be solved. Secondly the new policy in education requiring the teachers to inspire the pupils with the spirit of service will be successfully effectuated with the example of the teachers rendering public service themselves. Thirdly, this will tend to raise public esteem for the teaching profession. Teachers in the role of disinterested national service are bound to receive

regard and respect at the hands of the society. Besides, this service brings the teachers into contact with the public and it is calculated to promote a better understanding on the part of the public of teachers and their work. Above all, the grace divine will be theirs, as they instruct disinterestedly. "Charity," Johnson says, "is a universal duty. He that cannot relieve the poor can instruct the ignorant and he that cannot attend the sick may reclaim the vicious". Ignorance and vice go together and their removal constitutes a real act of charity deserving the blessing of God. Let, therefore, this year's conference be signalised by a solemn undertaking on the part of teachers to devote their spare hours in this noble task of revitalising our land with the fertilising power of knowledge.

ADULT EDUCATION

By

SRI. A. SESHAGIRI RAO, M.A., L.T.,

P. R. Collegiate School, Cocanada.

In this article it is proposed to deal with the education of those adults who are illiterate on account of their poverty—labourers who are compelled to work for their bread even from their child hood. For these, only night Schools opened in their locality are suitable. They are mostly past 16 or 18. If all are illiterate, there is not much trouble—the "mass education" principles can be followed. But if we adopt the "child education" methods they will not find it interesting. To interest them in education we do well to teach them their own names and the names of their co-students; then they should be taught words with the alphabet acquired in those names. Learning to write their own names seems to make them feel that they have already become literate. But we must give them a warning that they should never put their signatures on a blank paper or on any document till they have learned to read and write well.

The greatest difficulty in their learning the vernacular is found in their wrong syllabification and mispronunciation. Unless these are corrected then and there progress will be very slow. They should be made to observe the mouth and the tongue of the teacher when they pronounce the sounds.

Where students of different standards are taken into the school, they should be graded into different classes at the time of the admission. One teacher should engage only one class.

We can draw an unlimited supply of teachers from the College students—especially during the vacations.

Temples, and Bhajan mandirs can be conveniently used for these schools. Day schools also may be used during nights.

General education classes can be had once or twice a week. The health department and the Red Cross Society and big educational institutions can be drawn upon for giving magic lantern lectures or for showing educational films on health and sanitation. They are all very helpful to us.

Finances are not the most important factors, as most people imagine. We started our school with two rupees; even now we never ask outsiders; the worker teachers are subscribing among themselves, and our income is only four rupees or so a month. We have been getting on with a paraffin light, and very shortly the municipality may supply us with one or two electric lights.

SOME METHODS OF CONDUCTING ILLITERATE ADULTS

By

REV. A. ARUL THANGAYYA.

Christian Literature Society for India.

It is encouraging to find that the Provincial Educational Conference has decided to discuss the problem of adult education. The South India Teachers' Union is the most competent body for recommending any new educational scheme to the Government for adoption in this presidency. Education in the presidency, whether of the young or of the adults, should be planned, guided and controlled by educationists.

In spite of the spread of elementary education the Census Report for the period 1921-30 shows an increase in the number of illiterates. The position may be even worse at the next Census, for while the population tends to increase rapidly there has been no corresponding increase in the number of elementary schools since 1930. Further experience has shown that even when schools are available, children of illiterate parents are usually irregular in attendance, and are often removed before they have mastered the arts of reading and writing. Poverty has much to do with this. Even the few annas a month a child can earn means much to the family budget of the average village family. But an even greater difficulty is the feeling that elementary education is not worth while. Higher grades of education may enable the boy to get a well paid job and move in a higher social circle; but what is the use of learning to read and write if at the end of the school course a boy goes back to his father's humble profession?

The main difficulties of a great advance in literacy thus fall under two main heads; (1) financial, both the inadequate funds for education at the disposal of Government and the starvation level of the average village family; (2) apathy of the parents. Since there is little hope of financial improvement in the near future we must be content with whatever offers; the shade of a tree or the verandah of a house when we cannot get a school building; improvised equipment; the services of the voluntary workers. If we can not get what we would, we must do with what we can get. The apathy of the people must be overcome by people who are illiterate and can open their eyes to the wider and fuller life that ability to read and write opens up. It has to be shown that knowledge is power even if a man remains in his traditional village calling all his days.

The case for a widespread campaign of adult education is not confined to the actual number of men and women who learn to read and write. Any father or mother even if they themselves never get beyond stage of reading a few easy words, will feel the stirring of an ambition to master reading and writing, if not for themselves yet for their children. By the newer methods that are now being adopted in literacy campaigns it is being proved that adults of average intelligence with a will to learn, can do so. But even more important is the stimulus that these campaigns will give to the whole educational movement throughout the country. We have much of the apathy of the illiterate parents; but was there ever a parent yet, even if he or she had never got beyond the alphabet stage, who would be content with illiterate children?

In dealing with the illiterate adult, we must remember that we must remember that we are dealing with a mature mind. The adult knows many things and now he has to learn to read the language which he speaks. He has an extensive range of vocabulary than a child. Therefore the methods we use for children will not be successful in the case of adults. We have to adopt various methods to attract them. They are usually attracted by songs, stories and news. Before we become their teachers we should become their friends.

In the case of adults the teacher will find it easier to teach one person at a time than to teach a class of adults. The mental capacity of a number of illiterates forming a class will vary a great deal and it will not be possible to teach them in a group. It is better to teach them ONE BY ONE spending about 5 minutes for each person.

The teacher need not talk much and need not be teaching the whole time. If the adult is being taught the whole time he loses confidence in himself. He should be made to feel that he is progressing and learning to read himself. Therefore the teacher should merely act as a guide. The illiterate is not able to believe that he can learn. Our business is to make him believe that he can learn, without any effort.

The illiterate should be taught to read at least within 3 months. He may not have the patience to continue for a longer time. He cannot be compelled to learn. Therefore our method should be interesting and he should be learning without much effort. He should never relapse into illiteracy. We should use a method by which we can achieve these results.

The Letter Method.—The time honoured letter method by which most of us learnt to read cannot satisfy us to-day. It is an uninteresting method and it taxes the memory. Letters are not recognised and used in words and sentences. The adult will soon forget the letters.

The word Method.—In most of the modern readers written for children we find the word method. Words are recognised as a whole and then the letters in the word are taught. Those letters are used in several words. Mr. S. G. DANIEL's FIRST BOOK for children is the best specimen for this method. Mr. Daniel's book has been very extensively used and his method has been successful. He has also produced an adult reading chart prepared more or less on the same lines as his first reader. The word method may be adopted for teaching adults also, but the teacher should put easy reading books into the hands of the new literate as soon as he finishes the Chart. Otherwise the new literate may relapse into illiteracy after some time, because he is not given enough reading practice by the word method.

Mrs. A. Devasahayam has published a reading chart on different lines following a different arrangement of letters. The Tamil letters are grouped into several families. This grouping is a great help for learning to write the letters. Mrs. Devasahayam concentrates on letters and proceeds from letters to words. The pupils can learn to read and write rapidly by this method.

Dr. F. C. Laubach's Method.—Dr. Laubach advocates the Key-word method. A word is given for a lesson and the pupil is taught to recognise the word and the letters which form the word. Then many words formed by the letters found in the key-word are given. The pupil who recognises the key-word will be able to read all the words in the lesson without the teacher's help. The first word is a key to the whole lesson. This key-word method is nearly the same as Mr. S. G. Daniel's word method. But Dr. Laubach has a novel idea in the matter of procedure in teaching. The teacher should first teach a bright adult and that adult should teach some one else soon after the first lesson. He becomes a teacher as soon as he learns the first lesson. The teacher should lead new literates to teach illiterates. Dr. Laubach says that this method has been a great success in the Philippines.

In the course of the last 3 or 4 years some reading charts have been prepared. We have in Tamil Mr. Daniel's Chart, Mrs. Devasahayam's chart, the Vellore Chart and the C.L.S. Adult Reading Chart. The Christian Literature Society has published three different charts in Telugu.

The C.L.S. Adult Reading Chart.—In the C.L.S. Chart (Tamil) the key-word method is followed. But a great number of sentences and some stories are given in the chart. So we can find something of the sentence method also in the reader. But this sentence method is not the same as the sentence method followed in teaching English. In this chart sentences are formed with known letters. In most of the lessons the illite-

rate has to recognise two symbols only. But he will be able to read a full page without any difficulty. The pupil is given enough of reading practice and by the time he finishes the reader he will be in a position to read the news papers.

There are people who indulge in finding fault with our alphabet. I also feel that our alphabet can be reformed and simplified to some extent. But you know the present state of the country as regards literacy is not due to the difficulty of learning our alphabet but it is due to other things.

In the Tamil language there are 12 vowels, 18 consonants, 1 aspirated letter and 216 compound letters. The compound letters are formed by means of the secondary forms of the vowels. Therefore the illiterate should recognise the 12 vowels, the 18 consonants, the 1 aspirated letter and the 21 secondary forms (such as $\tau, \tau', \tau'', \tau''', \tau''''$ etc.) which convert the consonants into compound letters. There ought to be only 12 secondary forms but some compound letters are not formed in accordance with the general rule. When the illiterate is in a position to recognise all these symbols which are 52 in number, he will be able to read.

In the C.L.S. Chart the 18 consonants are introduced with α vowel sound only. So in the first 10 lessons the adult learns the 18 consonants and the 18 α compound letters ($\alpha, \alpha', \alpha'', \alpha''', \alpha''''$ etc., and $\alpha, \alpha', \alpha'', \alpha''', \alpha''''$ etc.). A thorough knowledge of these letters will form a sound basis for learning the other compound letters.

There is a picture for every lesson and the key-board is given below the picture. The pupil can read the key-word with the help of the picture. Then words formed by means of letters found in the key-word are given. At the bottom of each lesson the new letters learnt in the lesson are given separately. We have sentences from Lesson 6.

In lesson 11 the vowel α is introduced and it is the only new letter in that lesson. From lesson 11 onwards a vowel and its combinations are given side by side in the same lesson. Therefore the illiterate has to learn a vowel and the secondary form of that vowel in a lesson. Enough of reading matter is given to cultivate reading habit. We have some stories also. Under ordinary circumstance it should be possible to finish the reader within two months.

In teaching adults we may use any one of these charts which are now ready or we can prepare new charts. But we should never forget that we are teaching adults and not children. Any method by which the illiterate adult can learn to read rapidly and easily may be accepted and used. Our only ambition is that our beloved mother-land should become cent per cent literate within a short time.

THE TRICHY GUILD'S ADULT SCHOOL EXPERIMENT

By

VIRWAN S. GANAPATHY IYER, B.A.,

Master in charge of the Guild's Adult School.

The method adopted to teach a child ought not at all to be employed in the case of adults. In the case of children, we must bear this fact in mind that they have very few impressions and they must learn both words and letters. Their vocabulary is very limited. When we begin to teach a child we cannot expect it to possess more than 150 words. But in the case of adults they have a wider range of experience and their vocabulary is richer than that of a child. They move in the world and meet all sorts of persons and carry on their duties, meet with difficulties and overcome them. So it is but natural that they have a knowledge of the intricacies of the language. In teaching them, we have not to teach them words as in the case of a child, but we have to teach them to represent their language in writing. Therefore the method adopted with reference to a child will be a strain on them, and we can straightaway start with letters in the case of adults.

Peculiarities of Tamil.

In Tamil, we have to teach 3 distinct groups of letters, vowels, consonants, and their combinations. In case of vowels there are no fluctuations in sound and every symbol represents the sound attributed to it wherever it occurs. But in the case of consonants, Tamil is a very peculiar language which totally differs from other Indian languages. A consonant like α when it is an initial of a word and when it is duplicated is pronounced hard (Surd). But when it is preceded by a nasal, it is softened as in $\alpha\alpha'$, α is aspirated when it is in the middle as in $\alpha\alpha'\alpha$. Therefore there is no use in asking them to write consonants and then teach them words by combining these letters. We have to teach them the word itself taking particular attention to ensure its perfect pronunciation. When once they are sure of pronunciation, then only we must proceed to write it down drawing the attention of the pupil to the sound conveyed by the symbols. Here we must not spell the word; for the pupil will be bewildered by the difference between *nakam* as he will spell it and *naham* as he will have to pronounce it. To teach combinations of vowels and consonants we shall have to surmount difficulties. No uniform rule is adopted as between $\alpha\alpha', \alpha\alpha'', \alpha\alpha'''$ and $\alpha\alpha', \alpha\alpha'', \alpha\alpha'''$. For

A NOTE ON SOME EXPERIENCE IN ADULT EDUCATION WORK

By

SRI S. LAKSUMINARAYANAN, B.A., L.T.,

Salem.

In recent years there seems to be a great awakening among the public for the liquidation of illiteracy in the land and towards that end efforts are being made here and there, sometimes sustained and very often sporadic. But all these efforts have been mostly non-official with very little co-ordination and no planning. The defects inherent in such efforts are too numerous to mention, but the motives are very noble. As such, criticisms made with a view to build up rather than to destroy have to be welcomed. The writer of this note desires to place his remarks before the public based on the experiences gained in working two adult education centres one at Arisipaliam (Salem city area) among the weavers and the other at Kichipalayam among Harijan workers.

The adults were found only too eager to learn, but facilities such as light, accommodation, reading and writing materials charts and such appliances were to be obtained with great difficulty. There is lack of spontaneous and enthusiastic co-operation from local bodies and other departments, so necessary in utilising such voluntary services for the improvement of the nation. Sometimes the absence of proper recognition on the part of those who are expected to assist in such work throws cold water on the enthusiasm of the workers, who unless they be superior mortals with the spirit of the "Undying Fire" of H. G. Wells, could not withstand the creeping in of the damped spirit.

The next difficulty was the collection of children of school-going age, 5-12, in the adult classes which led to adults feeling some awkwardness in learning with the children and slowly dropping off from the classes. Much persuasion was found necessary in inducing the adults to continue their attendance. If proper state facilities were provided for the education of children, the education of the adult will not suffer on this account.

Lack of adequate teaching materials and difficulty in finding the wherewithal for such things contributed another obstacle in this labour of love. The adult mind grasps things quickly and doubts and difficulties beset them oftener; also, the knowledge imparted to the adult groups has to be related to the life and work of the learner. All these things means some practical appliances, charts, magic lantern slides and such

aids to make their learning useful and instructive. No amount of non-official attempt could succeed so well without a properly planned and well laid out state policy and active co-operation and assistance from the Government.

The worker in the field of adult education is again faced with another difficulty viz., the absence of any scheme or syllabus indicative of the content and scope of instruction necessary in such classes. Of course, the curriculum must vary from place to place according to the nature of the environment of the adult; but certain parts in hygiene, sociology, local administration, history and geography, and Arithmetic could be made with definiteness. Of course the work of the adult education teachers could be made definite and continuous thereby.

Several other details which would make this note lengthy have not been gone into. The defects pointed out may be common in all places in South India and as such constructive suggestions and help to make this noble work nobler, have to be received with the attention it deserves.

ADULT EDUCATION IN OTHER LANDS

Reduction of Illiteraten.

Campaigns to reduce illiteracy among adults and adolescent youth were not necessary and of course were not undertaken in Norway, Sweden, Denmark, Germany, Netherlands, Belgium, England and Scotland, France, Switzerland, Luxembourg, Austria, and Hungary. Illiteracy had long been of proportions small enough in those countries to require only that it be kept down and in some cases reduced by careful enforcement of the compulsory education laws.

The other European countries were not in that position. The illiteracy rate was high in Italy in 1923 when the Gentile reforms included a campaign to eradicate it. There has been no cessation in that drive and by 1935 the government felt that the "social malady" illiteracy was definitely overcome.

The first 5-year plan in the Soviet Union included a project for teaching 18,200,000 illiterates. Official reports placed literacy at 58.4 percent when the work began, and at 90 percent in 1932. The following is a recent statement on the situation:—

Many of the smaller nationalities in the country in prewar times had no written languages. What few schools existed were conducted in the Russian language. The government has aided the minor nationalities to develop their national culture. Philologists have worked out alphabets for a number of those nationalities which previously had none. In the Russian Republic 40 new alphabets have been introduced. By the end of 1932 out of 182 nationalities 134 had their own national written language. Latinization of the national alphabets has also been widely introduced; by the end of 1932 over 70 nationalities had adopted the Latin alphabet.

This has played a large role in eradicating illiteracy. For example, among the Turkomans in 1925, prior to Latinization, there were only 2 percent literates; in 1932 there were 61 percent. Corresponding figures for Nubekistan and Tadzhikistan are: 2 and 72 percent and 15 and 52 percent. Similar progress has been made among the Cossacks, Tartars, Kalmyks, Buryats and other minor nationalities. The more cultured peoples have achieved close to 100 percent literacy and have not only elementary but secondary and higher educational institutions in their own languages. Elementary schools are conducted in 70 different languages in the Union of Soviet Republics.

It is expected that adult illiteracy will be virtually eliminated within a short time. While the number of persons attending "anti-illiteracy" courses is scheduled to show a continual decline, the number attending courses for semi-literates is expected to increase from 6,471,000 in 1932 to 9,000,000 in 1937.

Growth of literacy.

1. Literacy, population between 8 and 50 years	1928	1930	1932
(Percent)	58.4	67.3	90.0
Urban	78.5	83.9	97.0
Rural	48.3	62.1	88.0

2. Attendance at literacy courses (thousands):—

Courses for semiliterates	6,970.2	6,471.0	
Courses for illiterates	1,315.0	6,981.8	7,170.0

The Irish Free State, Albania, Czechoslovakia, Poland, Portugal, Rumania, and Spain made special efforts to reduce illiteracy among their peoples.

Adult Education

In the past 16 years probably no other phase of human training has been stimulated more, has spread more widely, and taken on more different aspects than adult education. The World War, while in progress, gave it a startling impetus by showing how rapidly adults can be trained to do things to which they are unaccustomed; at its close millions of men both sound and maimed were turned back to civilian life and large numbers of them had to be refitted for civilian pursuits. Psychology came forward to prove by experiment that adults can learn as easily and rapidly as young people. The intense trade and industrial activity from 1926 to 1930 required the employment of many who had to be trained while in service. The depression brought unemployment for millions and some provision had to be made to occupy their idle time; "Education for leisure" became a slogan. The radio and the cinema opened wonderful possibilities in the way of mass instruction and many attempts successful and unsuccessful were made to use them. The new central governments of the nations created or recreated after the World War felt that they had to weld together the diverse elements in their populations and used various forms of adult education to do it. Dictator governments had of necessity to reach their citizens in all walks of life and they too set up various programmes for instructing adults in the aims and policies of the government and the schemes of living that would make them effective. Obligatory part-time schooling following the period of obligatory full-time instructions was adopted in several countries.

Libraries and museums extended their services and caught and held the interest of more people. Workers' organisations undertook to train their members. Associations such as the Young Men's and Young Women's Christian Associations made stronger efforts to offer planned courses and instruction to adults. The extent to which adults were invited and encouraged to join in educational group undertakings was remarkable. The significant features of the movement were that it grew from and appealed to people of the lower income brackets, and their main interest was and is in the cultural and social science studies.

Much of this adult education was initiated and carried on by private effort though public institutions aided and encouraged it. A large amount received grants from public funds. In three countries—the Soviet Union, Italy, and Germany—adult education was taken over by the national government and is directed by it.

The English system is typical of those in which it is recognized as an essential part of the education system, is aided from public funds, and is left free of partisan political influence.

England.—Adult education is an old, well-organized, and nationally aided activity in England. From the establishment of the first strictly adult school in 1798 through the later growth of mechanics' institutes and people's colleges, the formation in 1903 of the Workers' Educational Association, and the university extension and tutorial class movements, to the code for evening continuation schools in 1893 when assistance from public funds was first provided, it has been a serious business somewhat more closely connected with the regular school system than in many other countries.

The Board of Education issued a body of regulations for it in 1924, widened the scope of those rules in 1931, reduced the grant in 1932 to be in effect for the following 2 years, resumed expansion for the year 1934-35, and later removed all restrictions on the natural growth of courses and classes and completely restored the 10 percent reduction in teachers' salaries. The Board reports that on July 31, 1935, there were 763 tutorial classes (preparatory, 3-year, and advanced) with an attendance of 13,889; 1,359 1-year, terminal, and short terminal course with 27,468 attending; 370 university extension and short extension course with 7,857; 13 vacation courses, 1,453; and 5 residential colleges with 120 students. The government looks with favour on any institution that raises the standard of citizenship and of general culture and, while it supervises the activities of those organizations to which it gives grants for adult education, it does not interfere with their political or partisan points of view.

Belgium.—Schools for adults are optional in Belgium: the communes may or may not establish them as they see fit. If the local public authorities do set up adult schools, the central government grants a subsidy. Schools of general education for adults come within the ministry of public instruction: the ministries of agriculture and of labor also aid adult schools in their respective fields. Independent organizations may also provide schools and courses for adults, and in Belgium these organizations are usually either closely allied with or distinctly antagonistic to the church. In any case the schools, whether public or independent, are given funds from the national treasury without regard to their religious connections or political affiliations.

A higher council of popular education (Council supérieur de l'éducation populaire) was created by law of April 30, 1929. It is a consultative body attached to the ministry of public instruction to suggest to the government any measures it may consider favourable to popular education and to assure a better use of leisure by workers. The spending of any national funds appropriated for popular education is largely determined on the advice of the council.

Other countries.—The governments of the Scandinavian countries, of Holland, Czechoslovakia, Poland, and Austria subsidize adult education but without attempting to give it a political bias, and during the decade made no special moves in that direction. Austria may be an exception due to the political events in February and July of 1934.

Italy.—The governments of Italy, the Union of Soviet Republics, and Germany took close control of the educational activities of adults, even closer probably than they did of other forms of education. By royal decrees of May 1, 1925, and November 11, 1926, Opera Nazionale Dopolavoro was organized in Italy "to promote the sane and profitable employment of the leisure hours of workers by means of institutions designed to further the development of their physical, intellectual, and moral capacities." Control of Dopolavoro is in an extraordinary commission under the supervision of the ministry of corporations. The organization extends throughout Italy and works in a wide range of fields. Sports and excursions are encouraged for their educational value and to train athletes, mountaineers, and skiers for use in future wars. Artistic education includes folklore, the theater and traveling theaters, the radio, bands and schools of music, and the cinema. Many courses in technical instruction and in agriculture are offered. Colonies and camps on the seashore and in the mountains are arranged. Savings books and facilities for purchasing food and goods at reduced prices are provided. Even schemes of insurance and house purchase are worked out for members.

From 1,061 locals with a membership of 280,584 in 1926, the organization grew to 17,809 clubs with 1,775,570 members in 1932. Dopolavoro is continuing to grow not only in membership but in the various forms of activities it undertakes.

Union of Soviet Republics.—Besides the movement to reduce illiteracy the Soviet Union continued and increased its efforts to develop literacy in the broader sense through more newspapers, libraries, clubs, reading rooms, motion pictures and theaters, the radio, museums, and wider publication of books. The political education branch of the education system, set up shortly after the revolution to train party workers continued to function throughout the decade on the three levels of schools of political grammar for the rank and file, Soviet party schools for agitator-propagandists, and communist universities for party leaders. Attendance at them has been compulsory for members of the party since 1924.

Germany.—Adult education in Germany from 1926 to 1935 required no campaigns against illiteracy, no extensive founding of new schools, no special increase in the number of newspapers published, and no greater widening of cultural agencies. The Germans are and long have been a literate people with well-developed educational and cultural institutions. A survey of German adult education in 1929 showed that it was carried on by religious and political groups like the Catholics, Protestants, Socialists, and Nationalists; institutions, such as labor colleges, based on economic conditions; central institutions which included people's high schools somewhat similar to those in Denmark, people's high-school homes, and adult evening schools; and a large number of public libraries. All this work was generally favoured by the national and state governments and was to some extent subsidized by them.

With the establishment of the Nazi regime, adult education in nearly every form was taken over by the national government and directed toward Nazi ideals and purposes. The Deutsche Arbeitsfront was created in 1933 to take care of the recreation of all workers. It is the German counter-part of the Italian Dopolavoro.

Spain.—An unusual form of adult education was begun in Spain by virtue of a decree of May 29, 1931. The Ministry of Public Instruction and Fine Arts undertook a threefold program of popular instruction especially for rural areas through traveling pedagogical missions made up of trained men and women who go from community to community trying to carry even to the most remote sections of Spain some of the advantages enjoyed in the urban centers. The general culture phase of the program consists of the establishment of libraries, organization of public lectures, conferences, motion pictures, musical performances, and displays of great works of art. On the pedagogical side are visits to rural and urban schools followed by weeks or fortnights of conferences and short courses for teachers in the neighborhood; practical lessons given in the schools; excursions with teachers and children; examination of the natural and social environment, and its possible application in educating the children. The third phase is citizenship instruction given through public meeting in which the principles of democracy are explained, the structure of the government is outlined, and the citizens' rights and duties are taught.

CHINA.

Reduction of illiteracy and adult education.—The League of Nations' Mission of Educational Experts reported:

Adult education is one of the most satisfactory features of education in China. There are two special aspects of adult education in China which differentiate it at

first sight from the work of corresponding organizations in Europe and America. In the first place, it bulks much larger in the educational system as a whole, and its budget is proportionally far bigger than in other countries. In the second place, it stands in China for something very different, both in its character and its essential aims, from adult education in Europe and America.... In a country where the percentage of illiterates is somewhere about eighty, the teaching of reading and writing is bound to be the main object of adult education, not merely in order to put an end to illiteracy, but also to induce adults to have their children better educated, and to win them over to the cause of the extension of education. Adult education is also here, as a rule, the principal form of social education.... Educational activities for adults fall under three main heads, viz:

1. The education of adults who have had no opportunity of acquiring the rudiments: this includes the campaign against illiteracy, popular schools, social centres for the education of the masses, etc.

2. Subsidiary organizations for adult education and advanced study (libraries, museums, etc.).

3. Social education in general, viz., aesthetic education, improvement of social manners and popular pastimes, popular physical education, general culture, etc.

All these activities are directed by a department of the Ministry of Education.

The mass education movement.—Most famous of all the adult education efforts in China and indeed among the most famous in any country, is the mass education movement launched in 1920 by Y. C. James Yen. In its earlier years it involved selecting about 1,000 of the most commonly used characters from the "pai hua," the language commonly spoken by the mass of the Chinese, preparing texts from them, and working out a system of teaching by which literacy in them could be attained by an average illiterate working only 1 hour a day for 4 months.

The plan has proved practical and workable. Good progress was made in the large cities and in 1929 the point of emphasis was shifted from extensive promotion of literacy to intensive study of rural life and needs, and the Ting Hsien experiment was established to work on three types of education—school, home, and social—and a four fold plan of reconstruction in culture, economics, health, and socio-politics. An account of the experiment is available in English.

Reduction of illiteracy.—Early in 1933 an active campaign against illiteracy was launched by an order directing the Minister of Public Instruction to open in primary schools all over the country classes in reading, writing, and arithmetic for illiterate adults between 18 and 40 years of age. The instruction was made compulsory for illiterate policemen and subalterns in public offices. Later in the year reports showed that 752 night classes had been established.

TURKEY

The revolution that has been taking place in Turkey in the past 17 years has been thorough and drastic. From a despotism presided over by an absolute hereditary monarch, the government changed to a republic with a national assembly and an elected president. The seat of government was moved from Istanbul, which had been the capital of one or another empire for 16 centuries, to Ankara, an inland town. The civil government was separated from the church. The franchise was opened to all Turkish men and women at the age of 23 and women were declared eligible for election to public offices. Even the alphabet was discarded and a more suitable one adopted.

Education kept pace with the revolution. The law of uniform education of March 3, 1924, closed the theological seminaries (Madrassah), numbering some 490 and attended by 12,000 pupils, and paved the way for secularization of education and a modern school system. Private schools are under careful public supervision and have a place much less important than formerly in Turkish education affairs. The abolition of the Arabic alphabet by law of November 1, 1928, and the substitution of the Latin alphabet greatly simplified the teaching of reading and writing and made it more nearly possible to bring the 16 millions of Turkish people to a state of literacy in a reasonable time. Illiteracy was estimated at 85 per cent in 1931-32. With the change in alphabet a commission was set up by Ministry of Education to simplify and purify the language, compile a dictionary for it, and settle its scientific and technical phraseology. From January 1, 1929, all Government departments and business houses were compelled to use the new alphabet and no other could be employed in any book or newspaper. Western figures and the metric system of weights and measures were adopted from June 1, 1929.

Obligatory instruction.—The basic law of the new educational organization dates from March 22, 1926. Under its terms the control of education is strongly centralized in the national government acting mainly through the Ministry of Public Instruction. The Minister holds the right of inspection even over the colleges and departments of the University. By Article 87 of the constitution, primary education was made obligatory for all Turks and free of tuition charges in the public schools. The obligation begins when the child is 7 years of age and last for 5 years. It has not been enforced throughout all the republic because of a lack of school buildings, an urgent problem to which the authorities have given much attention. The cost of a village school building is a direct charge against the villagers. Some of the richer vilayets (provinces into which Turkey is divided for purposes of administration) have been able to erect a school in every village. In poorer and more sparsely settled areas joint schools are placed sometimes with boarding accommodations and in other cases with transportation to and from school. Acting on the advice of European specialists, the Ministry has a model building at Ankara and distributes to the vilayets plans of buildings suited to each area, particular attention being paid to the type of building material available in the locality.

The 5-year primary school program adopted is essentially of the activity type based on centers of interest, and some difficulty is met in carrying it through because of the extreme change from previous programs and the lack of trained teachers to undertake the more difficult form of teaching.

The Minister of National Education of Colombia writes:

In an agricultural country such as ours, the immense majority of the children go from the school to the fields, from the alphabet to the plough, from the slate to the pickaxe. He has succeeded after four years in reading large letters, in writing some phrases, in reciting in a nasal and hurried voice some history (that he will never repeat, and in counting with the aid of his fingers some numbers not above three digits.

With such instruction, it is inhuman to send the child to the country, to his economic activity, to his solitary struggle with life.

It is indispensable to complete the rudiments of instruction by placing him in a school where he is taught practical things, where there are solved for him a short list of problems which present difficulties in the calm and productive exercise of his rural or artisan vocation. A school where he learns how to make a table, a tabouret and a bed, things that he has never seen in his cabin; where he is render-

ed capable of building the storage places needed for the products of his land, the shoes to protect his feet, the clothing to cover him and give him social dignity; where he is given ideas of the forge and ways of repairing his old or broken iron wares; where, finally, he is taught some principles, very general and very simple, of agrarian and industrial economy.

That word picture of what is necessary in large rural areas of Latin America is very expressive. Colombia is trying to meet the situation in part through what it calls complementary schools. It now has 242 of them.

A world Conference on Adult Education was held at Cambridge, England, August 22 to 29, 1929. It was planned and carried out by the World Association for Adult Education, an organization then in its tenth year of life, and was attended by over 400 adult educationists from 46 countries. The general sessions considered the principles and problems of adult education; extensive and intensive adult education; adult education and the industrial worker; the relation of humanistic to technical instruction; and the problems of world co-operation—the function of the World Association.

In the closing address of this Conference, the speaker commented on the World War as follows:

For 4 years the world stopped thinking, except about war, and the children who were in the world at that time were instantaneously converted into old men,

and went on to say

The presence in any generation of a third or a half of the whole body of that generation at an age and in a condition when they can be described as having the generosity and the aspiration of youth, is a redemption of any civilization. That we have had to live, in this period of philosophically and intellectually increasing lack of certainty, in a world full of old men and old women, waiting youth, has made the last ten years a very puzzling if not a very menacing thing to the human race.

A great philosopher and friend of mine once defined education as being the prolongation and cultivation of the curiosity of childhood. That seems to me to be a very profound definition, and it suggests that this Adult Education Association seems to me to be not only the herald of a cultural renaissance, but to be taking this somewhat tired world of ours by the hand and leading it back into the more hopeful attitude of being children once again.

(From the Biennial Survey of Education in countries other than the U. S. A
By the Department of the Interior, Washington, U. S. A.)

FROM PRESIDENT TO MEMBERS

Dear Comrades,

During my tours in the province I have come across in certain towns Teachers' Associations consisting not merely of teachers in particular institutions but of all institutions in that locality. I should like to see that sort of Teachers' Associations become more numerous. Every district head-quarters will have at least not less than a hundred teachers in the place and they would do well to form a local association which might work independent of the several associations in different schools.

This gives an opportunity for teachers of various grades and working under different managements to come together and to fraternise as they should.

In big centres like Madura and Trichinopoly such institutions can hope to have its membership running into many hundreds. There are many centres of learning like Kumbakonam and Palghat that are not head-quarters of the district and in these places also such associations can be formed with a very large membership.

I was delighted to note that in a small place like Villupuram there is an Association like this and they have done something more useful, i.e., forming a Co-operative Society for the benefit of all the members of the local Teachers' Association. This is a very important step forward and I wish that other localities with similar teachers' associations will do well to imitate this good example. As this is a subject fraught with great possibilities, I shall write more about it in my next.

Yours Fraternally,

(Sd.) S. K. YEGNANARAYANA IYER.

FROM OUR ASSOCIATIONS

THE SOUTH ARCOT DISTRICT TEACHERS' GUILD

The following is the speech of the Rt. Hon'ble V. S. Srinivasa Sasuriar, Patron of the South Arcot District Teachers' Guild, at an extraordinary meeting of the Guild held at 5-30 p.m. on Thursday the 27th July 1939, in the Senate Hall of the Annamalai University.

To understand the subject of this evening's discourse in its proper light, it will be helpful if we peep for a moment into the early history of education in our country. One of the corner-stones upon which this great edifice has been constructed is the grant-in-aid system. This was first promulgated in 1854 in the famous Despatch of Sir Charles Wood, which has now come to be called the Magna Carta of Indian Education. It laid down for the first time the lines upon which grants were to be given to those that laboured in the field of education. Those principles have upon the whole justified themselves. It is not difficult to see upon what grounds this system has been so highly recommended and consistently practised. In the first place, it is a great financial saving to Government that instead of maintaining public institutions wholly from their own funds they should be able to attain their object by merely aiding private effort in the field. In the second place, it is the only means in this poor country of obtaining a wide spread of education of all kinds. In the third place, it ensures a certain variety of educational work and prevents the whole of our education being cast in one iron mould, the Government mould, which is not always the best. Then you also have the possibility, wherever managers should like it, of introducing a system of religious education to the pupils. Government has to be strictly neutral in this respect, and in all schools under public management education is purely secular. Aided education, however, need not be under that disability. The last consideration that I will mention in favour of the grant-in-aid system is that it affords the people a certain amount of training in practical citizenship. They learn to combine their resources, and this is the foundation of common citizenship. In fact, the passage of the Despatch in which this last aspect is stressed has become famous. I will read it to you.

"It (the system of grants-in-aid) possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation."

These principles were not always loyally or uniformly worked out by the Governments in India. In 1881 an educational commission was appointed mainly for the purpose of determining how far the principles of this Despatch were kept in view by the various Governmental agencies in the country. Sir William Wilson Hunter was the Chairman of the Commission and his report is considered to be one of the most weighty documents in the history of our education. I shall read to you three or four passages from the report, in which, after finding that the Governments of India had failed, comparatively speaking, in their duty, important recommendations were made. The first point that they took up was that the Governments in the country should consider it their primary business to aid and develop aided education as far as possible.

"We accordingly recommend that, while existing State institutions of the higher order should be maintained in complete efficiency wherever they are neces-

sary, the improvement and extension of privately-managed institutions be the principal care of the Department."

In another passage they proceed to say:

"The rules should therefore be such as to make it clear that to *evoke, guide and strengthen private effort is the object to which the main attention of the Department should always be given.*"

Then they recommend that the managers of these aided institutions should be consulted periodically by the Government officials in all important matters, a counsel which it cannot be said they have always respected.

"That with a view to secure the co-operation of Government and non-Government institutions, the managers of the latter be consulted on all matters of general educational interest."

As a means of carrying out this great object they suggested that the Department should hold conferences periodically, first of their own officers, and occasionally of their own officials and managers of aided schools together. Here is the passage in which they mention it:

"We therefore recommend that conferences (1) of officers of the Education Department, (2) of such officers with managers of aided and unaided schools, be held from time to time for the discussion of questions affecting education, the Director of Public Instruction being in each case *ex officio* President of the Conference."

Now by these various conferences it was hoped that there would be a complete understanding and constant co-operation between Government on the one hand and the managers of aided education on the other. This happy consummation, however, was not always attained. The two parties pulled different ways. The Government, bureaucratically-minded as it was in those early days, refused to admit managers to the footing of complete co-operation and confidence which the framers of the Despatch of 1854 and the Hunter Commission envisaged. Conflicts constantly arose and Government dropped the habit of calling these conferences.

On the 31st of October 1860, the educational world was startled by the publication in the Gazette of a considerable body of modification of all kinds made both in the educational rules and the grant-in-aid code. The managers had been kept in complete ignorance and they were taken unawares. Now amongst the changes proposed there was one which took away from teachers the opportunity that they had theretofore enjoyed of taking part in political movements in the country. Not only were teachers forbidden, but the managers of aided schools also came under the ban. It was most extraordinary on the part of Government, but in those days they took their own view of their powers and the people's duties. At once there was an agitation of unprecedented magnitude. In this agitation which was spread throughout the Presidency and in which all people took part, members of the general public as well as the teachers and the managers who had been disabled, the Madras Teachers' Guild took the lead. The Guild was then fresh and was afforded a big opportunity of proving its youthful vigour. Well, as a result of this agitation the Government were shaken a little in their position. And when we applied to be received in deputation the application was readily granted. Sir Arthur Havelock was the Governor, and we were an influential deputation. I was the youngest member of it and I happen to be the sole survivor. The principal member of the deputation was Dr. Miller; our spokesman was Rev. Kellett and we also had amongst

us, Rev. Pittendrigh, Rev. Macphail, Rev. Cooling, Mr. Lakshminarasu Naidu, Mr. K. B. Ramanathan and myself. We were received courteously and listened to patiently. Mr. Kellett led; he made powerful representation, in the course of which he used the word 'Un-English' which struck me at that time as indicative of the indignation that had been roused in all quarters. But what was our surprise when the venerable Dr. Miller stood up and in words charged with feeling pointed out how far the Government and its Education Department had departed from the wholesome principles laid down by the 1854 Despatch and by the Education Commission. One of the words he used was 'remonstrance', which reminds us of the Grand Remonstrance in English History. I shall read a passage from his speech: "It is an attempt to put an end entirely to the freedom of action which the Education Commission declared to be essential condition for the success of aided education. Some of us have given our lives and much time and strength with no reward from the public or Government to the development of the best interests of the people of this country. We have hitherto thought that we are regarded by Government as friends and perhaps as men who are to be regarded with some respect. We sometimes thought that our efforts will be valued, but the whole tendency of recent changes culminating in these which we have just referred to is to reduce us to the position of mere underlings to be trampled under foot. That will be the result, we think, if such rules as these are to be enforced without our opinions being even asked."

Now the result was that Government shook in their position and instructed the Director of Public Instruction at once to hold a conference. Accordingly an influential conference was held and the whole body of these changes came in for thorough review. I must now tell you of the offending rule. I do not think it necessary to comment upon it. See how comprehensive and unqualified it is with regard to the disabilities it imposed on teachers and managers. "Managers should sign a declaration that neither they nor their teachers would take part either directly or indirectly in political movements or agitation, and that they would not attend political meetings without the previous consent of the Director." Another rule was "No member of the staff or establishment of an institution under public management shall be permitted to take part either directly or indirectly in political movements or agitation or to attend a political meeting where the fact of his presence would be likely to be misconstrued or to impair his usefulness as a public servant." The second clause is meant to apply to Government teachers and to teachers in Municipal and Board Schools. You see the two together mean a complete political disfranchisement of both managers and teachers, and you can understand the amount of agitation that was provoked.

As a result of the discussions at the Conference the rules were greatly modified. The fangs were drawn from them as it were, and, as they were subsequently republished, they appeared comparatively innocuous. They held the ground for a great many years. There were slight changes now and then, and in their last form I find they were divided into rules for Colleges and rules for Schools. They were highly elaborated. The substance, however, is to be found in these two rules: "No Manager or member of the staff or establishment shall be permitted to take part in political agitation directed against the authority of Government, or inculcate opinions tending to excite feelings of political disloyalty or disaffection; and the pupils should not be permitted to attend political meetings or engage in any form of political agitation."

"In the event of such misconduct being practised in and encouraged or permitted by the masters or managing authorities, the Director may, after due warning,

withdraw recognition from the offending school or withdraw the grant-in-aid or withhold the privilege of competing for Government scholarships or of receiving Government scholars."

I suppose the words sound familiar in your ears, you must know the conditions of your service. When the Congress Government came into power they apparently judged these rules too drastic. In May 1923, i.e., a little over a year ago, our Government published a set of rules to supersede these. To the credit of the Congress Government these new rules greatly simplified matters. They also struck off the fetters in respect of political activity from managers and teachers and enlarged the status of students. Students were, under the old regulations, forbidden altogether to participate in any kind of political activity. I will only read two of these. I am sorry there is no time to read them all. We must be grateful to our Government for the improvement, and I shall be the first to give them a sufficient meed of praise.

The first rule is: "No school or college shall be barred against any one convicted of any offence whatsoever." That is to enable young students who, being misled by people who ought to know better, go into scrapes and may be convicted of sedition or other offence. Objection 1 is not desirable that such young people should be prevented from reforming their lives. It was to help them that this rule was framed. The second rule is: "Students of Schools and Colleges should abstain from active participation in party or communal politics." Apparently Congress considered it desirable that when politics were of an anti-imperial kind students should have liberty to participate. But whatever that was, this enlarges the liberties of students considerably instead of barring them altogether from all political activities. There is no rule about Managers and none whatever about teachers taking part in politics, so that, according to these rules, the restrictions upon the liberties of Managers and teachers are removed.

Unfortunately in June of this year 1923 certain rules were introduced into the grant-in-aid code, to which I am unable to give the same praise as to the rules of 1923. I almost think that the Congress Government repented of their original generosity to the teaching profession. Anyhow they now reintroduce into the educational law of the country a certain disaffection from the point of view of the future welfare and dignity of the profession. Shall I read the rule? "A member of the teaching staff or other establishment employed as a whole-time or part-time servant, whether salaried or not, in a school or college which receives aid from Government, shall not stand as a candidate or interfere, or use his influence in any way or do anything in aid or in obstruction of any candidate in an election to a legislative body constituted under the Government of India Act or under the Government of India Act 1925, or the local authority; nor shall he take part in, or subscribe in aid of, any electioneering party organisation." That is the first clause. The second clause runs thus: "Provided that if he is qualified to vote at such an election he may exercise his right to vote, but shall as far as possible avoid giving any indication of the manner in which he proposes to exercise, or has exercised, that right." Next, "The Manager of a school may be required by the Director of Public Instruction to dispense with the services of any member of the teaching staff or other establishment employed in the school who contravenes with the provisions of this rule; failure of the Manager to comply with such requisition shall render the school liable to forfeiture of Government grant."

Let us for a minute consider these rules. In the first place we are not told how we have sinned to be so heavily punished. If unlike the bureaucratic Government

the Congress had established the practice of consulting the teachers or the managers before they were dealt with, they would then have discovered that the teachers were a non-offending class as a whole. I wonder whether you have seen any people of this class standing as candidates at big elections. They are generally speaking, without the necessary courage, the necessary self-confidence and the necessary money. This is a privilege which we have appreciated and enjoyed but have not used. How can it be said of those who have not used the privilege at all that they have abused it and why should it be withdrawn unless we have grossly and persistently abused it in spite of warnings? There are all sorts of rumours in the air, but we are not justified in believing them. One, however, is very persistent and widespread. It is to the effect that the teachers in a certain District on the West Coast as a rule have been affected with extreme socialistic doctrines and that they have sometimes held out a threat even to strike. If a body of teachers in one place have deviated a little from the line of propriety, it is certainly not necessary to take away this privilege from the whole profession without a word being said. This Congress Government protest they have no secrets, no plotting and everything is open. Every Minister is seen all over the country, taking the people into consultation and saying 'Come and say what you want'. If this is so how are teachers alone to be stabbed in the back? They seem to disregard the dignity of the teaching profession and forget the high task it performs in the cause of social welfare. It is up to us to make the Government understand how keenly we feel it. We should not, I think, submit to this quietly.

It was said that teachers in aided schools, being dependent to some extent upon public money, are to be treated in the same way as teachers in Government service, in Municipal and Board service, because all alike receive public money. If the Government feel that there ought to be a parity amongst all teachers and that the teaching profession is one whole in whatever type of school they may do their work, none of us will object to Government and Board teachers also getting this privilege. Why should this equality be established by taking away our rights? Level up, why level down? At any rate, I don't object to Board teachers getting this privilege, Municipal and Board teachers being placed upon the same footing in respect of right to candidature. As to the teachers in Government service, well, I have no animus against them. There is perhaps a wider consideration, and it may be impolitic on the part of the Government to choose one set of employees and give them a power which is denied to another set of employees. Amongst Government servants there must be equality, and that is a higher principle. But I am quite willing that between Board teachers and us in aided institutions there should be complete equality.

Then it is asked 'Why should teachers go and interfere in these public matters?' Have they not enough to do in their schools and with their pupils? Well, that is a particularly undemocratic view to take. We are all citizens of our country. Not only are we citizens but we are expected to raise the citizens of the future. Those who raise citizens must themselves be citizens. I think it is particularly unfortunate that any man in a responsible position should advance this argument. Why should this be particularly said of the teachers' profession? Why should not the profession of law be similarly disabled? Why should not all medical practitioners be disabled? To handicap the teaching profession would be to ignore on the one side its dignity and on the other side the requirements of democracy, which cannot afford to shut out an honourable and enlightened profession from the broad paths of politics.

Again, it is asked? "Why should teachers come at all into these legislative bodies and into the Municipal Councils? It is true you had this privilege once when education was not widespread and there were not enough workers to take up public work. Now we have a plethora of competent citizens for all the tasks of democracy. If this is so, it is due to our labours. Is it fair to shut us out of the world which we have ourselves helped coming into being?"

But there is another argument which from the point of view of the teacher offers a little difficulty. You who are teachers in these aided schools will probably feel that there is a considerable force in this argument and I will grant that there is a good deal; but I cannot allow that it should override all other considerations and be treated as if it were conclusive in the settlement of this matter. It has been pointed out to me that the South India Teachers' Union has among its aim the obtaining of pensions from Government, of a large increase in salaries, of better leave provisions and so on, in other words, it seeks large ameliorations in the conditions of the profession. Representations to this effect have been made to Government before and it is felt that if at the same time we cling to this privilege of candidature to vote, it might be thought that our claims were mutually self-destructive and we were really weakening the force of our demand. I am in entire sympathy with the teaching profession. Their present condition is to be deplored. They should get better salaries, better leave conditions and they should be in fairly comfortable circumstances at the end of their service. But we in Madras are famous in the whole of India for having developed the grant-in-aid system to perfection. It is in this province that Government has the least direct share in the furtherance of education. It is in this Province that collegiate and secondary and primary education are dependent largely, in fact very largely, on the existence of private but aided effort. If we are to go back upon this and seek to provincialise ourselves, it follows that Government cannot maintain the extensive field in education which it now occupied. Government will be obliged to contract in a very great measure the educational operations going on in the Presidency. We must be content to go without a great number of colleges and schools and private institutions. How are we, who clamour loudly for the extension of compulsory education and for the further extension of the facilities of secondary education, for the reduction of school fees and college fees, the throwing open to the poor of these institutions by means of more scholarships, justified in demanding these things from Government and also demanding that the whole service of education should be provincialised? I think we ought to be clear about our position. Much as I sympathise with the disabilities and hardships of the teaching profession, much as I should like that in many directions these conditions were improved, I am not in favour of steps which would amount to a provincialisation of these services. It is the greatest disservice we could do to a poor country which is putting itself in the way of democratic development.

Next I should like to say a word about secret voting. Why should our teachers be specially told that the voting must be done secretly? I suppose in all our textbooks upon democracy the secret ballot is held up as one of the principal aims. But are teachers the greatest offenders in violating this rule of secret voting? If all other voters declare their votes and have no scruple in doing so, what does the public gain by the teachers being specially selected to secure this desideratum under pains and penalties? Is it that the teacher by declaring his vote will turn the fortunes of candidates at the polls? We know how men of the highest education belonging to University electorates give their voting papers to the candidates either unmarked or partially marked: we know how well and widely established a practice

this is; yet how can we countenance a measure which tells the poor teacher 'It is on you that the responsibility of establishing the secrecy of the vote must rest'.

Then we are told that the Director of Public Instruction may call upon a Manager to identify a teacher. I almost tremble to think how it will work out. The Director knows few teachers in person; his numerous Inspecting Officers will therefore be the means of conveying news to him of how at elections when by the way the Congress has numerous candidates along with other political parties in the country, certain teachers in this school or in that school used their influence or took part in the electioneering. I, I, a new terror added to the life of the teacher. But we are told we are not to inquire into the motives behind this rule. The motive may be good, but nothing has been said in public about the object of these rules and how they will be worked. Some people say that it is for the protection of the teachers themselves that these rules have been framed. Because they have this right of candidature, of nomination, and as teachers, newspapers managers who themselves take part in these elections use the teachers as their agents and instruments, and the secrecy of the vote in their case is for the purpose of protecting them from the vengeance of candidates for whom they may not have voted. Are we to take this plea and say that all the men who have taken up papers, we have taken our places in a profession, we know the rules of public life and we vote and we take part in electioneering and we stand as candidates like men erect, knowing our rights and privileges and the way to protect ourselves. If some simple people among us, a few weak persons have been taken, are victimised it does not follow that the whole lot of us should be deprived of the rights that we are enjoying. Nor do I see how this will be a protection. Unscrupulous masters will always find employees to be at their back and call.

Now I think I have traversed the arguments that are usually employed to justify these restrictive provisions. There is, however, one consideration that I must deal with. It has been pointed out that if Government are unfortunately not persuaded to change these rules, teachers might ask that they should be formed into a separate constituency with a certain number of seats in the Legislature, Municipal and other bodies. That is a teachers' constituency should be created for the purposes of these elections. Now gentlemen, it looks attractive on a superficial view, but I think it is thoroughly unsound and at the same time undemocratic. Are we to imitate Hyderabad? We ought not to have occupational constituencies; our electoral system is already vitiated by the introduction of constituencies to represent several interests like landholders, merchants, etc. Let us not have a teachers' constituency. We do not want to be isolated from the main body of public citizens as though we had interests of our own which we could only protect by forming a trade union. If we are able to form ourselves into a separate constituency, why should not lawyers and medical people and the engineering people ask for constituencies of their own? I think we teachers must not fall into a narrow groove. We must keep on the highway of citizenship.

If our Government went back and recaptured for a moment the spirit of May 1928 when they introduced these other rules, we might see the disappearance of these rules from the Code of education.

But what is the profession doing? It is sometime since these rules were published in the Gazette and the papers. It is astonishing that few voices have been heard. The Trichy Teachers' Guild has just passed a resolution. If the profession do not show that they want these rules to be abolished or drastically modified, no Government will voluntarily do it.

I have tried, gentlemen, to cover the ground in my own way. I am no longer a member of the teaching profession. I am not affected by these rules. Nevertheless, I have great respect and great affection for the teaching profession, to which I once belonged. Whatever tends to increase its welfare has my most sincere sympathy; whatever threatens to contract the honour and usefulness of this body, whatever threatens to put upon it the mark of inferior citizenship, whatever seems to stain its character in any way, I deeply resent. That is why I have taken the liberty of speaking to you as I have done.

As an answer to the question, "What is the Profession Doing?" put by the Right Hon'ble V. S. Srinivasa Sastriar, Vice-Chancellor, Annamalai University and Patron, South Arcot Dt. Teachers' Guild, in the course of his speech at Annamalai Nagar on Thursday (27-7-39) condemning the recent Order of the Government preventing teachers in Aided Institutions from either standing as candidates to Local Bodies and the Legislatures or being as Agent to candidates, Prof. S. K. Yegnanarayana Iyer, President, South India Teachers' Union, addressed a gathering of teachers in the Municipal High School on 31-7-39 under the auspices of the Teachers' Association. Mr. T. R. Venkatarama Iyer, Headmaster, Government Training School, presided.

Mr. Yegnanarayana Iyer, in the course of his speech, stated:

"I am merely answering the question which the Right Hon'ble V. S. S. Sastriar raised in his address and the question is 'What is the Profession Doing?' As one connected with the provincial organisation of the profession, I feel it my duty to tell our elders what the profession is now doing on this particular matter. I do not enter into a controversy with him nor am I going to criticise his statements and opinions. But as a younger number of the family who is in charge of the estate at the present time I am bound to tell him how we are managing the estate. It is more in that spirit than with any other object that I am going to answer the question, which Mr. Sastriar puts referring to the G.O., preventing private teachers from standing as candidates for Municipalities, Local Boards or Legislatures. The G.O. has not aroused that amount of criticisms from the persons concerned as perhaps Mr. Sastriar thought it should and that is why he puts the question.

I shall first state what has been done by the S. I. T. Union, and also discuss the matter from other points of view. In attempting to answer the question "What is the 'Profession Doing?'" let me start with a historical background. I want to bring to your notice the special fact which perhaps a person like Mr. Sastriar, now out of touch with the teachers' movement is likely to overlook, namely, that the profession means to-day very much more than what it meant in 1899. He refers to a similar incident which occurred in 1899 and that a strong agitation was set up with the result that they were able to get the order modified. If we refer to the personnel of the deputation then, you will find that it consisted exclusively of teachers of private institutions. The fact is that the vocal portion of the profession then only meant those employed in private institutions, and the professional organisations of teachers consisted mostly of the teachers in private institutions. But to-day you will find the S. I. T. U. stands for something more than private institutions. We are very much better organised than the teachers' associations were in those days. There was only the Madras Teachers' Guild then. The S. I. T. Union which is about 31 years old to-day is composed of not merely teachers of private institutions but of Government servants though few and a very large number of Board

and Municipal teachers. This is a matter on which I want to lay some stress because it is a recent development. It is only during the last 20 years that District Boards have been following a policy of expansion in the matter of Secondary Education. In Salem, for example, in 1917 there were only two High Schools in the whole district, but, from 1919 onwards when, in District Boards popular representatives came into power, they began a systematic policy of expansion of Secondary Education and to-day we have in Salem nine or ten High Schools, mostly Board Schools. Similar expansion of Secondary Education consisting mostly of Board High Schools can be found elsewhere also. Almost all of them are connected with the Guilds and the S. I. T. U. stands not only for private teachers but also for Board teachers.

Further our answer is the S. I. T. U. is unfortunately not running a daily paper to tell the world immediately after the publication of a G. O. what the editor or the Executive Committee in charge of the policy of the Union thinks about it. We have only a monthly paper and in the July issue which will be published soon you will find that the Union has taken strong exception to the G.O. and has condemned it.

Secondly, in these days the vocal portion of the teachers and the teaching profession was concentrated in the city of Madras. The Madras Teachers' Guild was the only organisation. If Dr. Miller sent a notice a decent number could easily gather at short notice and make their own views felt. The S. I. T. Union is a provincial organisation and in an important matter like this we do not want to take the responsibility of airing our own views. We have, therefore, circularised our constituent Guilds requesting them to give their views on the matter. This is the only way in which a federal organisation can work. It is only after ascertaining the views of its constituent members that the S. I. T. U. can form its opinion. The Minister has often told us that we should give a representative view. This is no doubt very dull and dry routine and there is nothing spectacular in it; but that is the only way we can voice forth the considered opinion of the profession on any matter.

I should like in this connection to take a broader view of the matter and see whether there may not be some justification on the part of the Government in issuing this circular. I am not a Congress man nor do I want to take part in politics. I do not speak as a defender of the Government but merely as a student of contemporary affairs. You will find in the explanatory portion of the G. O., that elections are now done on party lines and therefore the Government chose to put this ban on private teachers. Even in Municipal elections you will find that they are fought on party lines. If you are a member of a leading party, whether you have influence, worth or not, you are put in there and very often you win. Elections are now fought on absolutely party lines. If such a cultured and intelligent person as the Right Hon'ble Sastriar were to seek election as against a party candidate, he will in all probability be defeated. Mr. T. R. Venkatarama Sastriar, an eminent lawyer and a perfect gentleman, could not get elected in his native district of Tanjore, not because he did not possess intrinsic worth but because he did not belong to the Congress Party. It is a fact of contemporary politics whether election be for the Legislative Council or even for smaller bodies, it is fought on party lines. It is, therefore, highly desirable that teachers do not get into controversial politics. It may be that the Congress Party now in power is very good but another may come into power and use the teachers as its agents for its own purposes. It is only to avoid all this that teachers are prevented from taking part in party politics, at all. This is only my own view of the matter.

I have to refer to one other matter mentioned by Mr. Sastriar in his lecture. For the past 15 years we have been agitating for provincialism of teachers. Mr. Sastriar condemns it as absolutely undesirable. This is because of his own view of provincialisation wherein he perhaps thinks that the teachers of Board and private schools would get the salary of teachers in Government Schools. Mr. Sastriar thinks, therefore, that the cost would be prohibitive as a result of which several institutions will have to be closed down. We have always maintained that provincialisation meant that the ultimate responsibility for the pay and security of tenure for teachers must rest with the Government. Just as in the case of teachers under Government employment the Government have undertaken the responsibility regarding their pay and service conditions, just as in the case of teachers under Boards and Municipalities a qualified guarantee is given by Government, we want that Government should give a guarantee in the case of private teachers also with regard to their salary and service conditions. In Ceylon the Government have undertaken final responsibility with regard to pension of teachers in private service. The private management may maintain a school and pay the teacher but when a minimum salary is fixed by the Government and if the management is not able to pay according to the scale, the Government should pay the difference, our service gets provincialised practically. That is the sort of provincialisation we have been agitating for and certainly we have a right to expect it from the Government. As against the Government in olden days which was a foreign bureaucracy whose sole function was merely to govern the country, we have at present a popular Government. The Ministers move about in the province for more than before and they mingle with all class of people and in all their talks they emphasise that they are there to help them and that the moment they lose the people's confidence they will have to go out. Can you imagine Sir Murray Hamrick or Sir Alexander Cardew or Sir Lionel Davidson going to villages and talking to villagers as their equals and addressing meetings even in out of the way hamlets? All this is for the better. That being the case provincialisation in the sense in which I have understood the term is one which we have a right to expect from this popular Government. Things are rapidly changing. The rate of change is now far quicker than it was 40 years ago. That sort of provincialisation which the Right Hon'ble Sastriar had in view is an economic impossibility. This is not what we mean. We want Government to guarantee us certain steady income. Mr. Sastriar was not in touch with later developments and therefore expressed himself so strongly against provincialisation.

Mr. Sastriar said that similar ban has not been put on the lawyers, on the Medical men and so on. It is a simple fact that the situation is slightly different regarding teachers. If Secondary Education be carried on in India as in England to-day, that is, if any man with due qualification can start a school and run it and 'practice' our profession as the lawyer or medical man can, we will be on a par with them. Unfortunately we have to sell our services to an employer. We are all employees and not independent practitioners and therefore Government have taken advantage of our position. It would have been better if the Government had consulted the S. I. T. Union. I say it would have been far better if the Government had consulted us because we are fairly in a position to ascertain the views of the teaching profession and the probable repercussions of a measure upon it and feel the pulse. With regard to many matters, even though a responsible Government is in charge, the bureaucratic tradition goes on and we are not consulted. I have been connected with two departments, Education and Co-operation and in both I do not find any radical change. Even to-day the Co-operative

Registrar is all powerful and the Director of Public Instruction is also powerful and both these heads of departments carry on things in their way. The Minister is naturally led by his expert advisor and he does not consult any non-official body. Previous consultation of the non-official body is still to come. This is due to the fact we are not yet sufficiently strong to make our influence felt by the Government. Organically we are not so well knit, nor so disciplined as to command the previous consultation by the Government. Government are, so to say, afraid of the taxiwallahs, of the mill labourers and the Hon'ble Mr. V. V. Giri the Minister is prepared to run from Madras to Madurai or Coimbatore and consult the factory hands because they are organised. Government do not consult us because we are still a very disorganised body.

My final appeal is that you should strengthen the organisation and work like one man and then only the Government will take into its head that they should think twice before they enact a new rule without consulting us.

The last portion of Mr. Sastri's speech makes rather tragic reading. It takes my breath away when he declares that he does not belong to the teaching profession. Fancy the Vice-Chancellor of a residential University and the patron of a District Teachers' Guild saying that he is not a teacher! Fancy great Vice-Chancellors like Dr. Lindsay or Mr. Butler saying that he is not a teacher!

Mr. Yemanarayana Iyer concluded by saying that Mr. Sastriar, whether as a teacher or not should live long and lead the country. It was not, he continued, in any spirit of criticism that he said all these things but only with a view to explain the action of the S. I. T. Union to an elder member of the profession who was in his own day, an ornament to the teaching profession, and had fought many a battle on its behalf.

Mr. V. Jayarama Iyer proposed a vote of thanks.

AN APPEAL TO THE TALUK COMMITTEES FOR ELEMENTARY EDUCATION IN THE RAMNAD DISTRICT

Our biggest problem relates to elementary education. Over 90 per cent of the people in this country are illiterate and the future of the country depends upon this vast mass of ignorant populace who do not know how to read or write. With a view to ensuring mass literacy at as early a date as possible, Government have abolished the District Educational Councils and have constituted Taluk Advisory Committees in their place, for each Taluk. The Taluk Committees consist of members who, by virtue of their position and status in the Taluk and interest in the cause of education, will be able to help the spread of elementary education. One important feature of the constitution of Taluk Committees is that they consist of men and women inspired with the spirit of service and sacrifice for the spread of mass education. It must, therefore, be admitted that the formation of Taluk advisory committees marks an epoch in the progress of elementary education in this Presidency.

On the occasion of the first meeting of the Taluk Advisory Committees, I think it is my duty to make an humble appeal to every member of the Committee to co-operate with the inspecting officers in the matter of the spread of elementary education in the District. If every member of the Committee works in close co-operation with the Deputy Inspectors in the matter not only of the enrolment of all the children of school age but also of their retention till they complete

standard V at least, Ramnad District will set an example worthy of being followed by other districts in the Presidency. The statement (available at the office) shows the number of children of school age yet to be brought under instruction, revealing the magnitude of the problem of elementary education in the District.

The functions of the Taluk Committees as defined in G. O. No. 634 Edn., dated 20-3-39 are as follows:—

(1) to bring to the notice of the authorities concerned irregularities, if any, in the working of schools in the taluk;

(2) to make recommendations regarding:—

(a) the opening of new schools and of additional classes in existing schools and the grant of recognition to them; and

(b) the allotment of grants to schools under private management.

(3) to take such measures as are necessary

(a) to increase enrolment in schools and to extend the duration of school life; and

(b) to advance the education of girls and of backward communities;

(4) to arrange for the supply of free meals, books, slates etc., to poor pupils in Elementary schools, raising voluntary subscriptions, wherever possible, and to secure rent-free buildings and other facilities for schools;

(5) to do propaganda work, and for the spread of education in rural areas.

A careful analysis of the existing position, particularly of the relationship between the strength of Elementary School Standards and the increase of literacy of the population reveals the fact that while it is satisfactory that there has been a large increase in the enrolment particularly in Standard 1 of Elementary Schools, it has not resulted in anything like a proportionate increase in the duration of school-life and consequently in the production of permanent literates. The pyramid like strength in schools is awful. A small percentage of pupils are reading in standards IV and V. This reveals a state of affairs that from a financial point of view the expenditure of a large sum of public money has in reality become ineffective in so far as preventing "wastage" and "stagnation" since money spent on the education of children who do not complete Standard V, is a wasteful expenditure.

The main reasons for this state of affairs, among other things, are the reluctance of certain classes of parents to keep their children in schools and economic necessity of many particularly of poorer classes, to be occupied in domestic, agricultural and industrial work, not to speak of a good number of schools which do not, by their structure, provide for a complete primary course. Your attention is, in this connection, drawn to my 'Attendance chart' which deals with the reasons for absence of children from schools and the remedies suggested for them. Further, there are a number of single-teacher schools, in which obviously one teacher engaging several standards or sections of standards cannot be expected to give proper education and adequate instruction to the pupils in his charge, especially in the case of large number of young children in the lowest standards, amongst whom, there is a great tendency to drop out before they reach the 5th standard course.

It may not be out of place for me to point out in this connection that many schools, particularly under private managements continue to employ unqualified and untrained teachers. The limited capacity of these teachers makes it impossible for them to ensure that the pupils in their charge move rapidly up the Elementary School course and emerge as permanent literates. These teachers being untrained do not know how to make schools as attractive as Cinemas.

It is, therefore, strongly felt that the most urgent need in mass education is to eliminate inefficient and ineffective schools and to build up in their place a system of complete, economically well-filled, well-staffed, 5th standard Primary Schooler schools which in effect by their structure and equipment should give manifest assurance of adding to the literacy of the population.

It is also to be noted further that there are a certain number of villages with a population of 500 and more still left unprovided with schools for boys. Details showing the number of such villages (Talukward) are also furnished in the statement (available in the office). Immediate steps will have to be taken to offer educational facilities by opening schools in these school-less villages.

Again, the percentage of literacy among girls is found to be very low. At present, only 3 per cent of girls are literate. There is great disparity in literacy between boys and girls and the Director of Public Instruction hopes to reduce this disparity to a minimum. It is to be remembered that Education of girls is more important than the education of boys for it has been acknowledged that if the mother in the home is educated, there is far more likelihood of the more rapid spread of education amongst the children of both sexes. If the boys in schools have any sisters old enough every endeavour should be made to get them admitted into the school.

To sum up: The problems that should confront the Taluk Committees may be stated briefly as follows:

- (1) Development of the remaining incomplete lower elementary schools into complete schools. Every school should be made a complete school with 5 standards in order that it may be able to contribute permanent literates to the population.
- (2) Enrolment of large number of children in all standards, particularly in standards IV and V.
- (3) Minimising wastage and stagnation.
- (4) Lengthening the duration of School-life.
- (5) Weeding out inefficient and uneconomic schools.
- (6) Development of single-teacher schools into multi-teacher schools.
- (7) Opening schools in School-less centres.
- (8) Enrolment of more girls.
- (9) Replacing unqualified and untrained teachers by qualified and trained hands.

An urgent need in elementary education is intense propaganda by the Taluk Committees. Every member should do his or her best to spread literacy in the Taluk. The active and willing co-operation of all the members of the Committees is essential to make the work of the committee a success. Funds will have to be raised and a definite programme of work chalked out in regard to the development of elementary education.

The following are some of the means by which the Taluk Committees in the District could solve the problems outlined above:

1. Launch out a "Go-to-School Campaign" with an appeal to parents to send their children to schools and to keep them at schools till they complete standard V at least. The success of this method was seen in the large enrolment of pupils in the District last year.

Number of pupils newly admitted as a result of 'Open Day' campaign organised on 15-3-1953 in the District.

Rannad Range	.. 927
Tiruvadanai	.. 299
Sivagangah	.. 932
Kudakulathur	.. 950
Aruppukottai	.. 1893
Tiruppalur	.. 399
Selvdiputhur	.. 1074
Sattur Range	.. 972
Rd. Man. Range	.. 846
Rannad Dt.	.. 8212

2. Another way of doing intense propaganda in education is to write direct to parents explaining to them the importance of a five-year primary course to ensure literacy of a permanent kind. You will be glad to learn that I have just issued an appeal to all parents or children studying in schools requesting them that their children should complete atleast the primary course in order that they may become permanently literate. I am confident the Director of Public Instruction's idea of literacy as the main objective of elementary education will bear immediate fulfilment in this District through this new experiment which I have devised.

3. The Taluk Committees may conduct a regional educational survey of school-going children so that they may know the areas where educational facilities for both boys and girls are not provided and devise ways and means to remove illiteracy in those areas. What is required is a survey of elementary education with reference to the various agencies at work in elementary education and to report on the measures the committee should take to further the cause of elementary education. I may, in this connection, state that the Taluk Committees may issue an appeal to all organisations engaged in the spread of elementary education to provide schools in school-less areas, enclosing a list of school-less centres.

4. It is good that Taluk Committees collect statistical figures of village pupils with details of schoolage and reasons for their absence. They may visit parents who withdrew their children for no satisfactory reasons, and repeat the visits till the children are sent back to schools. Part-time schools may also be tried in localities where the children of farming class find it impossible to be in the school for both the sessions.

5. The Taluk Committees may interest themselves in the organisation of "Parents' Societies" or "Village Committees" in villages served over by primary schools. It may be of interest to note that in pursuance of my circulars, most

villages have "Parents' Associations" but I am afraid they do not function to my satisfaction. The Taluk Committees may infuse new life and spirit into the working of these Societies. They may make it a point to meet the Parents' Associations and, by personal propaganda among illiterate mothers and fathers, influence them to send their boys and girls to school and retain them for the full primary course.

Functions of 'Parents' Associations

1. To meet the officers and to learn from them what advice they will have to give and to carry it out.
2. To suggest to them any advice they may have to give.
3. To help the villagers to carry out demonstration, entertainment show and carry out the policy of Government.
4. To devise ways and means to enrol all children of schoolage and to retain them till they complete standard V at least.
5. The Associations may raise funds to help the poor pupils with free meals, books etc and to do other things for the advancement of elementary education in the area.

The main object of the Associations is to assist Government in the carrying out of their educational policy.

6. Enrolment of girls: No scheme of education can be complete without the education of both boys and girls. We must encourage the admission of girls in boys' schools and boys in girls' schools. May I, in this connection, invite your kind attention to "My appeal, to the Ladies Club" in this District, to spread literacy among girls, which has captured the attention and imagination of the women-folk in this District? The particular attention of the Taluk Committees is drawn to the Director's speech at Coimbatore on 8-2-39, a Tamil rendering of it in a bulletin form has been furnished to the Deputy Inspectors of Schools in the District for free communication to each school. There the Director of Public Instruction has put forward a powerful appeal to the educated women-folk for concentrated work in the arduous task of the department to bring about a balance between Boys' and Girls' education.

To sum up: I would, therefore, humbly appeal to the members of every taluk committee to do their best to work the committees successfully and to co-operate with Government in this "battle against illiteracy" thereby helping the rapid progress of mass education in this district. I do hope that the Taluk Committees will take upon themselves this huge task of spreading literacy in a spirit of humility and with a religious spirit. For the highest religion is the service of humanity. If the Taluk Committees fulfil this purpose, that would be a great deal, a worthy ideal to pursue, to cherish and to maintain. I trust that they will preserve such an ideal and work for it.

I, therefore, extend my hearty welcome to you humbly requesting your active and willing co-operation for a more rapid spread of mass education.

District Educational Officer, Ramnad at Madura.

To The Secretaries of Taluk Advisory Committees in the Ramnad Dt.

TRICHY DISTRICT TEACHERS' GUILD

President's Speech

The President Sri V. Saranatha Aiyengar, M.A., in the course of his address said:—

The Guild is no longer a social gathering but a business body alive to its needs and responsibilities. Its cares have increased and it has to solve a number of questions. In so doing, it has to act as a body which has grown into full manhood.

Guild Membership Basis

An important question agitating this Guild as other Guilds is the *reorientation of the Guild constitution*. We are faced with the problem whether to make it run on the basis of individual or association basis. At our last meeting we decided to have the dual basis with this change that the subscription was to be the same for members enrolled individually or through an association. We have to make it a success.

The Teacher as a National Group

Another important question is the question of the teacher being a member of his national group. Whatever the sphere of work of the teacher, whatever his special rights and duties in the institution in which he works, the teacher in the Guild has to realise his responsibility to his group. We have to work this up without conflict between the institution which we serve and the Guild. We ought to obey the authorities of one's institution, and serve the institution. But as citizens, as men, as teachers, we have to realise our duty to the Guild. Our managements in the District have conceded the teachers right to be in the Guild and we are grateful to them. Our difficulties therefore do not arise from them.

Teachers Doubts and Fancies

The difficulties come from our own doubts and fancies. We have to eradicate these. There are people who ask "What do I benefit by the Guild." Others ask "What has the Guild done". It is the spirit of indifference in the teacher that must go. We harp on our differences in our grades Colleges, Secondary and Elementary. The superiority complex of the higher towards the lower grade teachers must end.

The Popular Government and Teachers Rights

There are also difficulties from Society and Government. At present, the question of Government's treatment of teachers is becoming important. The Government is a movement penetrating into life every where and it is penetrating into the teacher world also. In civilized countries, the teaching profession is held in great respect and even if teachers are civil servants, their rights are always safeguarded. In our country, Government considers the teacher to be a labourer and an ineffective labourer. The popular Government appear to think that the teacher has duties but no rights and that the teacher is more concerned with his salary than with his service to education. The Government view may be right. But the present Government calling itself a popular and democratic Government claims the right to shape everything. The Premier, speaking at a recent labour meeting asked labourers to confine agitation to their service conditions. "No politics" in Unions is their motto for labourers and teachers. The Government does not recognise that labourers and teachers are citizens and ignore the teachers' self-

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respect. Government says, "Leave things to us". But we have to establish our right to citizenship. The Guild executive has to day brought up a resolution on the subject of teachers' rights, in respect of a recent Government Ordinance, prohibiting teachers taking part in elections or standing for elections. There may be reasons in justification of this, judged by past events in the sphere of local Government. Government's motive may be right. But the right thing to do is for Government to bring to book erring authorities. We cannot allow ourselves to be treated as we treated our women in the past, like "unlit lamps". Teachers should not be segregated. We must protest against this treatment and we ought to claim a share in democracy.

The only way out of the difficulties is organisation or Sangam. We led the way from the days of the Buddha in the Sangham way. Our Sangam may have defects. But it is the duty of individuals and Government to foster love and develop the sangam spirit. Let us follow the English example of the conservative group tolerating Chamberlain. Let teachers preserve their national group, by their sangam work. We have to help this Government but we ought to express our opinions frankly and develop our work and unity.

Secretary's Welcome Address

The Secretary, Sri. S. T. Ramamuja Iyengar in the course of his address said: Friends:

This Conference of teachers in Trichinopoly Town Elementary Schools has been convened to organise the elementary teachers within the framework of G. O. No. 416 relating to Teachers' Unions and to affiliate them to the District Teachers Guild as per Proceedings of the Director of Public Instruction thereon, with a view to enable teachers to play their part in nation-building activities and to raise themselves by their own united work.

The Import of the Guild's Lead

The justification for holding this Conference under the auspices of the District Teachers Guild is that this Guild, as Guilds in many other districts, is an educational body, which has come to stay and which has begun to lead in matters, educational and professional, all these 49 years of its existence. Though the South India Teachers' Union and this Guild consider the G.O. to be defective, the Guild is anxious to work the G.O. for what it is worth, with a view to enable elementary teachers to study the problems of elementary education and make elementary education a live and major issue in the work of our Province. Elementary Teachers' Unions by themselves cannot do this work and it is in this view that the South India Teachers' Union and its Guilds are anxious to retain and increase the membership of Elementary teachers in Guilds. This does not and must not mean that Teachers' Guilds will lead Teachers' Unions along channels of direct action against educational authorities though there is bound to be some friction incidental to agitation. Teachers' Guilds are legitimate bodies, composed of teachers in recognised schools and associations of teachers of recognised educational institutions and its members are all governed by educational rules and legislation relating to teachers' conduct. They have come into existence as a measure of self-protection, because the educational system run by Government and the educational agencies has produced a lakh and odd teachers who are like illegitimate children, confronted by problems created for them by their irresponsible and irresponsible parents. No person in authority need fear that such teachers in Guilds are going to fight their parents with weapons other than the Gandhian technique of fearless truth and

absolute non-violence. Their fight for existence and justice will have to be carried on until such time as the Government raises them statutorily from the present position of degraded labourers to that of conscious workers in a vocation with a right to a guaranteed salary-scale, security of tenure, and a service-career. There is therefore great need for Teachers' Unions lining up with Teachers' Guilds, if the problems of elementary teachers are to be effectively represented and satisfactorily solved.

WORK AHEAD FOR UNIONS

The Teachers' Unions in particular have to work under very heavy handicaps which are poisoning the springs of elementary education. The elementary education system, in which the teacher has to live and move, is not of his making but the making of India's educational Gods and their instruments, from the days of the English East India Company. The teacher has to work the Elementary Education Act, rules and curriculum, all of which are not of his making and he has been, all these years, working under the directions and inspection of the Department under approved and recognised conditions. But to-day he is under the joint fire of all those who are responsible for his upbringing and work—officials and non-officials. The elementary education system has also produced a number of disabilities recorded in the South India Teachers' Union's report on the subject dated May 1936 relating to certification, grading, grants, training, leave rules, contingent expenses, salaries, cuts, confirmation, increments, salary disbursements, holdings, allowances, transfers, treatment, etc. These disabilities remain in some degree or other and contribute to make the elementary education stable, rather resemble the classic stable. Teachers don't get any educational guidance to improve the technique of teaching except in an erratic way. As long as these exist, there can be no progress. Agitation for removal of these disabilities will absorb all the time of elementary teachers and deflect them from class room work. To keep one's eyes shut against these and to rule elementary teachers by threats—as is now done—is a method which is doomed to failure. The Union will work with faith in quickening the conscience of the Government in spite of the knowledge of teachers that representation and agitation have to face educational delays, worse than law's delays.

CONDITIONS FOR SUCCESSFUL FUNCTIONING

The successful working of Teachers' Unions is conditioned by following the Guild plan of teacher uplift, viz.,

1. faith in organisation;
2. shedding of fear of authority;
3. team work under chosen leaders;
4. willingness to be individually and socially efficient;
5. work attitude; and
6. capacity for sacrifice and constructive work.

It is a sad fact that these things are not manifest still among teachers and this makes it all the more necessary on the part of teachers to raise themselves by their own efforts, abandoning the present mentality of achieving things by currying the favour of the powers that be. This is the spirit of Unionism that the S. I. T. U. has created, to which we owe our Guilds, our Journals, our Protection Fund, our Vigilance Committee and our social and teacher uplift work. Let us therefore reiterate our faith in Unionism and dedicate ourselves to the task of educating the child and the adult in a conscious and determined way, ignoring the derision of those that are

capable of it. Let us make child literacy safe by making the parent realise his responsibility to rear up civilised citizens.

With these words, making a confession of the faith of a determined advocate of Unionism, I have great pleasure in welcoming you all. The co-operation of the Department, the Taluq Education Committee and the Guild which this Conference symbolises is a thing worth working for and preserving. Without it, no advance can be recorded. Let this co-operation be based not only on kicks but also on kisses.

KURNOOL DISTRICT TEACHERS' GUILD

Memorandum of the Kurnool District Teachers' Guild submitted to the Hon'ble Mr. C. J. Varkey, Minister for Education (on 28-7-'39).

1. *Recognition of the S.I.T.U.*—You were pleased to announce sometime ago that you would place the South India Teachers' Union on a statutory basis and recognise it as an expert body, whose advice would be sought by Government on questions of educational policy. The teaching profession in our Province will improve in efficiency and moral tone if the Premier Teachers' organisation such as the S.I.T.U. is supported by the Government. Our Guild urges earnestly the need for an early recognition of the Union.

2. *G.O. on Text-Books.*—Regarding the method of prescribing text-books in public secondary schools (Municipal and Local Boards), the Guild requests that the present rule be so amended as to vest the power in the heads of institutions in consultation with their staff, the D.E.O.'s being, as usual, the controlling authority in the matter. This procedure will ensure expert selection of books and avoid needless delay that is at present found inevitable. The Guild is of opinion that Teachers alone can command the necessary leisure and knowledge for the task of choosing text-books.

3. *The mother tongue medium in schools.*—The Guild feels grateful to the Government for the introduction of the mother tongue as the medium of instruction in all subjects throughout the High School course. But in C. group subjects, such as Book-keeping, Commercial Practice, etc., and also in Science subjects, pupils will be handicapped considerably until the University also adopts the mother tongue medium. In the case of commercial subjects, the English medium is felt to be more useful to pupils for securing jobs in firms. The Government has to kindly consider this aspect of the question.

4. *Teaching of Hindi in schools.*—Our Guild realises fully the value of teaching Hindi in Secondary Schools. In our District, fortunately, just as in the other Andhra areas, there is no dissentient voice in the matter of giving instruction in this language. We suggest that provision may be made for teaching Hindi in higher forms too for at least an hour in the week so as to enable pupils to carry on the knowledge gained in the lower forms, and prevent them from lapsing into ignorance.

5. *Special treatment for backward areas such as Kurnool.*—In view of the economic and educational backwardness of this district, it requires special consideration and treatment at the hands of the Government to promote its educational progress. There are only nine high schools in this district, a number which is lower than that in any other district (excepting the Ceded Districts). And leaving the high schools in our Municipal areas, there is only one high school per two taluks in the district. Sometime ago when the question of "uneconomic" schools was

raised, the Guild passed through a period of acute anxiety as some of our secondary schools were in danger of being closed. The Guild prays that Government will treat the schools in this area with special consideration they require.

6. *The Wardha Plan of Basic Education.*—Our Guild feels thankful to you for the great endeavours you are making to give a new orientation to the education in our Province; and it accords its fullest support to the craft-basis of education you are now gradually introducing. We realise that the Wardha Scheme, seeking, as it does, to prepare the society for the future by making it possible for every educated man to be a worker, should be welcomed by all progressive educational workers.

The Guild extends to you a cordial welcome on the occasion of this, your first visit to the district, after assuming charge of your exalted office as Minister of Education, and tenders its hearty good wishes for your success in the great schemes of educational reform and reorganisation, for which you are working with incessant zeal and unflagging industry.

MEMBERS OF THE KURNOOL DT. TEACHERS' GUILD.

Kurnool,
28th July, '39.

B. J. ROCKWOOD, M.A., B.D. (President).
K. N. PASUPATI, B.A., L.T. (Secretary).

MINISTER'S REPLY

The Minister in his reply to the Guild's Memorandum said that the South India Teacher's Union had not so far applied to the Government for recognition and the moment it did so he would grant the request. Indeed he was surprised why the Union had not done so till then and suggested that the Guild Secretary, Kurnool, might write to the President of the Union on the matter. The Minister assured the guild of his sympathy and support for the cause of the Union whose freedom and rights he would always uphold.

Regarding the other points raised in the Memorandum he said that the Government were bestowing their best attention to solve those problems but financial limitations stood in their way. The Minister had in mind many of the suggestions made by the Guild and he would take them into account while passing orders on the subject of the reorganisation of Secondary Education.

The cry for more schools in educationally backward areas was a legitimate one, but the cry for more drinking water in villages seemed more urgent and pressing. He could not therefore say when the Government with its limited financial resources, would be able to do full justice in the matter.

K. N. Pasupathi,
Secretary,

Dt. Teachers' Guild, Kurnool.

Kurnool,
D/-29th July '39.

PROPAGANDA BY S.I.T.U. WORKERS

By the President.

26TH JUNE

Address to Teachers Association of Chandragiri, Chittoor.

28TH JUNE

Address to Teachers at Conjeevaram.

30TH JUNE

Visit to Cuddapah and attempt made to revive the Dt. Guild.

31ST JULY

I visited "Bala Gurukulam" at Cuddalore the new School run on a residential basis by Mr. Dunken Greenlees, in the morning and in the evening visited Villupuram and addressed the Teachers of the High School and other institutions on 'What the Profession is doing'.

1ST AUGUST

Trichinopoly: Under the auspices of the Trichy District Teachers' Guild a very well attended meeting was held in the St. Joseph's High School with Rev. Fr. A. T. Antoniswami, S. J. as Chairman of the meeting. More than hundred teachers were present, and I addressed them on 'Current Educational Problems and our Adjustment to them.'

3RD AUGUST

(1) Melur, Madurai Dt.: I addressed the boys immediately after their prayer and I addressed the Teachers of the School specially assembled to meet me.

(2) Tirupattur, Ramnad Dt.: Board Middle School: Here also I addressed the Teachers specially assembled to meet me.

(3) Sri Meenakshi Sundareswara Vidyasala, Karakkudi: I saw a number of teachers and the Headmaster and appealed to all of them to revive the Ramnad Dt. Teachers' Guild.

(4) N. M. S. V. P. S. High School, Davakottiah, Ramnad:—I went purposely to see the Headmaster of this High School who is the President of the Ramnad Dt. Guild and Mr. Neelakantan the Secretary of the Guild. The Headmaster was pleased to convene an urgent meeting of the teachers at 4-30 p.m. and I addressed them on 'The Role of Teachers in National Reconstruction.'

4TH AUGUST

I visited the Pasumalai High School and addressed a large assembly consisting of all the students of the High School Department and all the pupil teachers under training. Mr. James, the Headmaster of the School presided, and the subject of my address was 'Your Greater Opportunities.'

5TH AUGUST

I opened the Tinnevely Dt. Educational Conference. At all places where I addressed Teachers' Associations I appealed to them to strengthen the S. I. T. U. Union by joining the Protection Fund and also by subscribing for the "South Indian Teacher" and "Balar Kalvi" published by the S. I. T. Union.

17TH JUNE

(a) Address to the Teachers of the Municipal High School, Nandyal on "The S. I. T. U. Protection Fund."

(b) Lecture on "The Ideals and Practice of the Teaching Profession."

THE TEACHERS' BOOKSHELF

Heroes and Heroines of Islam: Books I & II; published by Messrs. Macmillan & Co., Mount Road, Madras. Price 0-4-0 each.

Though the title mentions Heroines of Islam, books I & II that have now been published give us a brief account only of three great Heroes of Islam, Mohamud the Prophet and his two successors Abu Bakr and Omar. Book No. 1 is devoted entirely to Mohamud the Prophet. The main features of Arabia the country of the Prophets' birth are described and then the social conditions at the time of his birth. A brief account of Mohamud's life dealing with his founding Islam and the great struggle he had to carry on to establish it against the opposition of inimical tribes and his ultimate success, all these are graphically described. Above all the many lovable personal characteristics of this great founder of one of the most powerful religions of the world are graphically described and illustrated.

Abu Bakr and Omar who succeeded him as the first and the second Caliphs are also equally great figures who placed the infant and struggling religion of Islam on a firm foundation. The many battles they fought and the successful spread of the new religion over all the neighbouring states which they were able to effect are graphically described: as in the case of the Prophet the great the noble qualities of these immediate successors of the Prophet are well brought out.

Books such as these setting forth facts about the great leaders of Islam deserve to be read widely not only by the followers of Islam but by others as well. In these days when the relation between the two great communities of India, the Hindus and Muslims, is somewhat strained and the need for better understanding between them is felt to be the supreme need of the hour, books like these will go a long way to bring about a better understanding between the followers of these two great religions. We hope more books would be published in the series and that they would find a ready welcome not only among the school-going population for whom they are obviously intended but also among the general public of the country.

S. K. Y.

Here and There in India Books 9 to 12: Published by Messrs. Macmillan & Co. Price 0-3-0 each.

Books 9 and 10 deal with Agra and Calcutta respectively. They centre round two great cities one of historical importance and the other of great industrial and commercial importance even at the present time.

There are graphic descriptions of the many fine buildings that adorn the beautiful city of Agra especially the famous Tajmahal. We are glad to notice that equal importance is given to the famous Fateh Sikri the famous city built by Akbar. Not only is the past emphasised upon but the present as well; famous industries of Agra, its great University, and the Dhayalbaugh colony which owes its present position to the late Maharajah Ananda Sarup, all these are also prominently mentioned.

Similarly with regard to the city of Calcutta, starting with the origin, there is a rapid sketch of its phenomenal growth. The main sights of the city, the zoo, the botanical garden, the famous Hugly Bridge, the Victoria Memorial, the Jain tem-

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ple, etc., are briefly but very effectively described. The jute factories, the Aerodrome, the University which is considered to be one of the most famous in all Asia all these are touched upon.

The description is brief but very telling and it rouses in the minds of its readers, especially young readers, for whom it is intended, great curiosity to go and see these places.

The other two books in the series deal with Provinces as a whole. The province of Behar and the Punjab. The land of the Buddah and the great emperor Asoka is described not only in its past glories but in its present industrial greatness. The mines of Dhanbad and the steel works of the Tata Company at Jamshadpur and the Patna University are also brought in. Nor is the terrible earthquake forgotten.

So also in the case of Punjab. Its glory, past extending to two or three millennia before Christ as evidenced by the reexcavated city of Harapa and its connection with Alexander the Great form a very effective introduction, to an account of the land which has given more soldiers to the British army than any other province in India. Lahore, Simla, Amritsar and other famous cities of the province and the Indian States of Patiala, Kapurthala are well described, and there is a short but clear reference to the modern development of irrigation system by canals which is one of the great triumphs of engineering.

All the books are very nicely printed in bold types and there are attractive illustrations and they may be used not only for history and geography lessons but even as books for extra reading.

S. K. Y.

The New Infant Primer: Published by Messrs. Macmillan & Co., Madras. Price 0-2-6.

This Tamil Primer is written on modern lines so as to excite the curiosity of the child and to be a source of pleasure to him and not merely to give him severe disciplinary training. Time was when the first book in Tamil started with the alphabet, the vowels and the consonants and their innumerable combinations printed in small types and on flimsy paper. There has come about a radical change in all these things and we find this book is printed on thick paper and types are bold and there are many attractive pictures. A child is gradually led into the mastery of the alphabet and the combinations of consonants and vowels. Much of recent psychological knowledge has been utilised in the making of this book and we hope it would be popular with the children for whom it is intended.

S. K. Y.

A First Book in Tamil: By the Hon'ble Sri C. Rajagopalachariar; published by Messrs. Rochouse & Sons, Madras. Price 0-2-0.

It is said of Sir Issac Newton that his mind was capable of thinking only of profound problems and he would make mistakes regarding very simple matters. Once when he was shown a dove-cot with holes for the doves to come in and go out all of a uniform size, the great philosopher is said to have exclaimed "There are no small holes for small birds to go in and come out" forgetting that big holes would allow small birds also exit and entrance.

There are however, some who are capable of giving equal attention to big as well as small matters, and Sri C. Rajagopalachariar, the Premier of our province belongs to the latter category. He is capable not only of thinking about huge national problems and introducing policies of far-reaching consequence but he could bring his mind to dwell upon a problem like writing a suitable textbook for the adult illiterate. The book that he has written and recently published with the appropriate title "Thambi Va" or "Come! O Brother" is a fine testimony to his extraordinary capacity mentioned above.

In the short introduction prefixed to the volume he deals with a number of important matters. First, he refers to the appalling illiteracy of the masses. So-teacher towards the illiterate adult should be very different from that of the task of removal of mass illiteracy. The author draws particular attention to the fundamental difference between the adult illiterate and the child at school in that a former has got a vast stock of knowledge of the world and hence his psychology is different from that of the child, and as a consequence, the approach of the teachers towards the illiterate adult should be very different from that of the primary schoolmaster who handles young ones just beginning the study of the alphabet.

Remembering these things in view he has written the textbook on approved psychological principles. The vowels first and then consonants and then their combination as in actual practice is an abstraction arrived at by the grammarian. The author being concerned more with the adult brings him into direct contact with things by means of short words containing both consonants and vowels. Secondly the practice necessary in the case of young ones to start with easy letters like "a" and "u" is naturally given up as the adult can be expected to tackle the formation of more complicated letters. Thirdly, the same letters are repeated a number of times in different combinations to drive home in the mind of the adult illiterate the connection between particular sounds and their symbols. Fourthly, the usual practice of combining consonantal sounds with the various vowels is taken up in progressive stages though care has been taken to familiarise the illiterate adult only with the use of common sounds and symbols. Letters like *ka* and *ga* which young children following a theoretically perfect chart are forced to learn and which do not often appear in ordinary life are appropriately omitted. Lastly, the objects and ideas conveyed by words are such as are very familiar to the adult illiterates.

We share with the author his hope that an adult if properly taught can become literate in three months. We also share with him the hope that one literate adult can teach another and in this way the number of those who learn will increase in geometric progression. We also share with him the further hope that this mastering of the rudiments of the alphabet will in due course create in the adults a growing desire to read books and papers and thus, in course of time the masses of our country will become fully literate. We offer our hearty felicitations to the gifted author and wish all success to the scheme he has in view. We also hope that all members of our profession will co-operate with him to the maximum extent possible in quickly abolishing the mass illiteracy, which is one of the standing disgraces of the country.

S. K. Y.

(1) *A Woollen Jumper*, (2) *A Bottle of Milk*, (3) *Glass*, (4) *A Loaf of Bread*. These are numbers 9, 10, 11 & 12 of the *Question Time Series* published by Messrs. Macmillan & Co., London and are priced 2d. each.

An obliging uncle Jack meets his nephew and niece Peter and Joyce and talks to them briefly about the subjects indicated by the title. Essential information on the topics is given by the wise uncle and the children add bits of their own.

A very attractive series with bold printing and nice pictures intended specially for English children.

S. K. Y.

Travellers' Guide to South India:—Published by the Chief Commercial Superintendent of the South Indian Railway, Trichy: price Re. 1.

This is a fine piece of work in the line of advertisement and publicity done by the South Indian Railway, Trichinopoly. There are short notes on nearly two hundred places of interest in South India, and the book is finely and profusely illustrated.

It is a guide to foreign tourist who is supposed to land at Colombo and visit South India from that end. The many extra pictures dealing with the Fauna and Flora of South India and a few ethnographic samples add considerably to the usefulness and beauty of the volume. In these days when all educational institutions are organising school excursions this book would be of immense use to the authorities in planning their tours. We congratulate the authorities of the South Indian Railway on having brought out such a fine and attractive volume offering so much of useful information to an intending tourist in South India.

S.K.Y.

The Third Annual of the Teachers' Training Institute, N. M. V. High School, Poona:

The authorities of the institution deserve to be congratulated on their being able to bring out an excellent annual number of their journal. Two articles give an idea of the distinguishing features of the institution and the actual work turned by it during the last academic year. There are other articles which are of high academic and educational interest. The article on 'Excursion' shows how well it is organised and conducted in the institution and what great attention is devoted even to the minor matters of detail of organisation.

The place of honour is given to Mr. M. R. Paranjpye's article on 'New Era in Education'. It is put in the form of a dream because at present it remains a dream. But we hope with the author that the plan adumbrated can work and the dream can become a reality.

S.K.Y.

The Hindu Theological High School Magazine:—August 1939.

Over and above containing many short and interesting articles in English, Tamil and Telugu mostly contributed by the students of the High School, this number of the School Magazine contains a supplement containing the report read at the 50th Anniversary of the High School which gives an account of the many-sided activities at the school during the last academic year. But the special significance of this number consists in the fact that it gives a full account of the celebrations conducted in the school by boys, teachers and parents to commemorate in a worthy manner the completion of one decade of the Headmastership of Sri

K. Rangaswami Iyengar. Every educationist of the province knows fully well that Mr. Rangaswami Iyengar has been able by his self-less sacrifice and infectious enthusiasm to convert the school into a living power-house of good influences and it was in the fitness of things that the title 'Gurukula Dharma Acharya' was conferred upon him at the public meeting which was presided over by Sri V. V. Srinivasa Iyengar.

As in life, so in this Magazine also. This feeling of jubilation is mitigated by a tragic note. Mr. T. S. Subramania Iyer, B.A., L.T., one of the most loyal workers of the school passed away. It is a serious loss to the school.

We wish the school and its Headmaster all success.

S. K. Y.

The Zamorin's College Magazine:—March 1939.

This number has a special significance in as much as it is devoted entirely to record the appreciation of the services of Mr. A. V. Kuttikrishna Menon who after a long period of service as principal of the Zamorin's College retired at the end of the last academic year.

As usual the magazine contains a large number of original articles written by students and the number of articles and original poems in Malayalam deserves special mention. We are glad to note that some of the contributors hail even from 4th Form though the next higher Forms i.e., 5th Form claims the largest number.

We should like to congratulate Mr. P. M. C. Narayana Nambudripad, student of the 6th Form on his original poetic composition called 'Mathru Hastham' or the 'Mother's Hand,' which has deservedly won the prize in poetic competition.

Mr. Kuttikrishna Menon was for many years President of the Malabar District Teachers' Guild and was the representative of the S. I. T. Union at the World Educational Conference, Tokyo. We wish him many years of active life and service in the cause of the country.

S. K. Y.

LIST OF BOOKS RECEIVED FOR AUGUST 1939.

Name	Publishers.
148. Elementary Science (Tamil)	Messrs. Macmillan & Co., Madras.
149. Birdseye's South Continents (in Telugu)	" "
150. Third Tamil Book	" "
151. The Tamil Primer	" "
152-53. Heroes & Heroines of Islam. (Books I & II)	" "
154-157. Here and There in India (Books Nos. 9 to 12).	" "
158. Elementary Science in Telugu (Book I)	" "
159. Elementary Algebra in Telugu (Part I)	C. B. Jagannada Rao, M.A., Suryaraopeta, Cocanada.
160. Nowka Charitam by P. Sambamurthi	The Indian Music Publishing Co., Madras.
161. A First Book in Tamil. by Hon'ble C. Rajagopalachariar,	Messrs. Rochouse & Sons, Madras
162. Travellers Guide to South India.	The South Indian Railway, Trichinopoly.

THE THIRTIETH MADRAS PROVINCIAL EDUCATIONAL CONFERENCE

GENERAL BODY MEETING OF THE RECEPTION COMMITTEE

A General Body Meeting of the Reception Committee was held at 2 p.m. at the Singarachariar Hall, Hindu High School, Triplicane, under the presidency of Sri M. S. Sabhesan, Chairman of the Reception Committee. At the commencement of the meeting, a resolution of condolence touching the death of Sri T. S. Subrahmanya Aiyar, Convener, Hospitality Committee, was moved from the chair and it was passed, all standing. Sri R. S. Subrahmanya Aiyar, after briefly narrating the last respects paid to the earthly remains of the deceased, thanked the Reception Committee for the Resolution passed. The General Secretary then presented the Report for adoption. He pointed out that if the receipts still due amounting to Rs. 50 were realised, there would be no deficit. Sri R. S. Subrahmanya Aiyar moved and Sri V. K. Sourirajan seconded that the Report be adopted. The Report was adopted unanimously. The following resolutions were then passed:—

1. In view of the dissolution of the Reception Committee, resolved that the bills for payments due to the Reception Committee to the extent of Rs. 50 be transferred to the Madras Teachers' Guild for favour of realisation and adjustment towards the loan. In any case any portion is not realised, it was resolved to request the Madras Teachers' Guild to treat it as its contribution.
2. Resolved that the Working Committee and the Executive Board of the Reception Committee be dissolved.

The chairman in his concluding remarks, thanked Sri T. P. Srinivasavaradan, on behalf of the Reception Committee for the work he had done as the General Secretary of the Reception Committee. He also thanked the other Secretaries for their co-operation and team spirit shown during the Conference. Sri N. Krishnamachari then thanked Sri M. S. Sabhesan for the invaluable help rendered by him to the Conference and for the lead he had given to workers like him.

The meeting was then dissolved.

AII ABOUT PROVINCIAL EDUCATIONAL CONFERENCES

Information is not available in the S. I. T. U. office as to the places where these above-mentioned conferences were held and who the Chairmen of the Reception Committee were. If any of our readers would furnish us with that information we shall gladly publish in our next number.

[Ed. S. I. T.]

Presidents

- | | |
|------------------|---------------------------|
| 1. December 1908 | Sir Murray Hammick. |
| 2. December 1909 | M. Rangacharya. |
| 3. December 1910 | K. B. Ramanatha Aiyar. |
| 4. May 1912 | P. Lakshminarasu. |
| 5. May 1913 | Rev. A. F. Gardiner. |
| 6. January 1915 | J. P. Cotelingam. |
| 7. May 1915 | P. Lakshminarasu. |
| 8. May 1916 | P. T. Srinivasa Aiyengar. |

Serial No.	Date	Place	Chairmans of the Reception Committee	President of the Conference
9.	May 1917	Cuddalore S. Arcot.	K. Natesa Aiyar	K. B. Ramanatha Aiyar.
10.	.. 1918	Conjeevaram Chingleput	Paramasiva Aiyar	K. Ramanuja Acharya.
11.	.. 1919	Trichy	K. S. Ramaswami Sastriar	K. V. Rangaswami Aiyangar.
12.	.. 1920	Salem	S. K. Yegnanarayana Aiyar	C. Ramalinga Reddy.
13.	.. 1921	Palghat Malabar	V. V. Parameswara Iyer	S. Srinivasa Aiyangar.
14.	.. 1922	Kumbakonam Tanjore	R. Swaminatha Aiyar	P. A. Subrahmanya Aiyar.
15.	.. 1923	Madras	A. Panchapagesa Aiyar	P. T. Srinivasa Aiyangar.
16.	.. 1924	Tinnevelly	S. Krishnaswami Aiyengar	S. Satyamurthi.
17.	.. 1926	Srivilliputhur (Ramanad)	Soundararaja Aiyengar	S. K. Yegnanarayana Aiyar.
18.	Dec. 1926	Nardyal Kurnool	Gurupadam	K. A. Nilakanta Sastri.
19.	.. 1927	Vellore N. Arcot	Harris	S. K. Yegnanarayana Aiyar.
20.	.. 1928	Chidambaram S. Arcot	K. A. Nilakanta Sastri	P. T. Srinivasa Aiyangar.
21.*	.. 1929	Madras		S. K. Yegnanarayana Aiyar.
22.	May 1930	Coimbatore	C. S. Ratnasabapathy Mudaliar	S. K. Devasikhamoni.
23.	.. 1931	Palghat (Malabar)	K. S. Vaidyanatha Aiyar	P. V. Seshu Aiyar.
24.	.. 1932	Madura	Robert Foulkes	V. Saranathan.
25.	.. 1933	Trichy	V. Saranathan	N. S. Subba Row.
26.	Dec. 1934	Anantapur	G. Rameswara Rao	J. H. Cousins.
27.	May 1936	Salem	G. F. F. Foulkes	S. E. Runganatham.
28.	.. 1937	Tanjore	A. M. P. Subbaroya Chettiar.	C. Rajagopala Acharya.
29.	.. 1938	Mangalore	D. Manjappa Heggade	M. S. Sabhesan.
30.	.. 1939	Madras.	M. S. Sabhesan	V. P. Audiseshiah.

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

List of Names continued

MONTESSORI TRAINING COURSE

Closing of Registration.

The visit of Dr. Maria Montessori to India has aroused so much enthusiasm and so many participants have registered for the First Indian Training Course in Education to be conducted by her, that we are reaching the limit of 200 participants long before the time we anticipated and must *definitely* close registration of further names on August 15th instead of September 30th as we first stated.

Forty-seven teachers have registered from Bombay, from Ahmedabad sixteen, Gujarat four, and Karachi four. Kathiawar State is sending seven participants, Kashmir three, and Indore, Baroda, Orissa and Bikanir are also represented. From United Provinces thirteen and from Calcutta three teachers are coming, from Hyderabad Deccan nine, Bangalore five, Cochin State four, Mysore two and the Madras Presidency is represented by thirty-three teachers. Ceylon is sending also three teachers. So the course will be representative of the whole of India and there will even be one teacher from Rangoon, Burma and Kenya, Africa.

K. SANKARA MENON Esq., M.A.,

Olcott Gardens,
Adyar, Madras.

- 1541 Mr. T. V. Subramanyam, Municipal Ely. School, Coimbatore.
- 1542 „ V. Krishnan, do.
- 1541 „ A. G. Benjamin, Board High School, Namakkal.
- 1544 „ S. Varadachary, Municipal High School, Villupuram.
- 1545 „ N. K. Lakshminarayanawamy, R. S. Puram Municipal Middle School.
- 1546 „ K. Vaidyanatha Iyer, S. M. D. H. High School, Vellore.
- 1547 „ T. Kothandaramiah, Sir M. C. T. M. High School, Madras.
- 1548 „ V. Ramayya, Board High School, Tiruvettipuram.
- 1549 „ P. Vasudevan, do.
- 1550 „ N. Loganathan, do.
- 1551 „ K. S. Manavala Iyengar, do.
- 1552 „ N. Ramanatha Iyer, do.
- 1553 „ N. R. Jayaraman, National High School, Negapatam.
- 1554 „ T. Mahadeva Sastry, do.
- 1555 „ T. Venkatappiah, S. R. R. High School, Nazvid.
- 1556 „ C. Marudan, Bd. Ely. Boys School, Bodinayakampatti, Namakkal Tq.
- 1557 „ V. M. Krishnamurthy, Bd. Ely. Boys School, Muthugapatty, Namakkal Tq.
- 1558 „ T. Marutha Pillay, do. do.
- 1559 „ S. Ramachandran, Sir M. C. T. M. High School; Madras.
- 1560 „ K. S. Krishnamurthy Rao, National College High School, Trichy.
- 1561 „ P. S. Kuppuswamy Iyer, Maharaja's College, Pudukottah.
- 1562 „ G. S. N. Acharya, Sir M. C. T. M. High School, Madras.
- 1563 „ P. Kunhikrishna Menon, Municipal High School, Gudiyatham.
- 1564 „ M. S. Srinivasan, Ellappa Chettiyar Higher Ely. School, Madras.
- 1565 „ P. V. Krishnamurthy, Corporation Boys School, Lloyds Road.
- 1566 „ K. Narasinga Rao, Municipal High School, Nandyal.
- 1567 „ R. V. Hanumayya, do.
- 1568 „ P. S. Srinivasa Iyengar, Municipal Ely. School, Karur.
- 1569 „ K. Rangaswamy Iyengar, Muslim High School, Triplicane.
- 1570 „ S. P. Shanmugasundaram, National High School, Negapatam.
- 1571 „ K. Venkataswamy, Municipal High School, Kurnool.
- 1572 Mrs. Jessie Benjamin, Board Girls School, Namakkal.
- 1573 „ G. Durairaj, do.
- 1574 Mr. K. C. Subba Rao, Municipal High School, Kurnool.
- 1575 „ K. Narayana Rao, do.
- 1576 „ I. Chandrasekhara Sarma, do.
- 1577 „ Ch. B. Jacob, L. M. High School, Gooty.
- 1578 „ V. Koprachar, do.
- 1579 „ C. T. Neal, do.
- 1580 „ P. N. Vijayam, do.
- 1581 „ S. John Moses, do.
- 1582 „ S. Ratnasekhar, do.
- 1583 „ A. Vedasa Rao, The Egmore Higher Ely School, Egmore.
- 1584 „ N. P. Paul Appavoo, Findlay High School, Mannargudy.
- 1585 Miss M. Parvathi Ammal, Municipal Emayal Girls School, Karur.



The South Indian Teacher

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

SEPTEMBER 1939

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 - 1591 .. L. Anantharaman, do.
 - 1592 .. H. Hanumantha Rao, Corporation Annie Besant School, Krishnampet.
 - 1593 .. M. Shammugam, Board High School, Krishnagiri.
 - 1594 .. B. S. Narayanan, S. A. V. Ely, School, Tuticorin.
 - 1595 .. S. Srinivasamurthy, Municipal High School, Kurnool.
 - 1596 .. O. Chandrasekhara Sarma, do.
 - 1597 .. P. V. Ramayya, do.
 - 1598 .. N. K. Savandappan, Board High School, Satyamangalam.
 - 1599 .. C. K. Marudachalam, do.
 - 1600 .. J. Isaac Dhanaraj, St. Joseph College High School, Trichy.
 - 1601 .. M. S. Raghavan, do.
 - 1602 .. K. C. Venkataratnam, Board Middle School, Achanta.
 - 1603 .. T. N. Sadagopachari, The Egnore School, Egnore.
 - 1604 .. S. Ramanatha Iyer, Municipal High School, Karur.
 - 1605 .. R. Dhanaswamy, Findlay High School, Mannargudi.
 - 1606 .. K. Viswanatha Pillay, Board High School, Satyamangalam.
 - 1607 .. D. K. Venkataratnam Chetty, do.
 - 1608 .. M. R. Perumal Mudaliar, S. M. D. H. High School, Vellore.
 - 1609 .. D. Sundareshaiah, The Egnore School, Egnore.
 - 1610 .. S. Paul, Amirda Doss, E. L. M. F. High School, Pursawalkam.

520, High Road, Triplicane.
20--8--39.

V. Srinivasan,
Hon. Secretary.

THE S. I. T. U. PROTECTION FUND

OBITUARY

We regret to have to announce the death of Messrs. T. S. Subramania Iyer, Assistant, The Hindu Theological High School, Madras and T Venkatramana Iyer, Board High School, Udumalpet on 3-8-39 and 5-8-39 respectively both at the early age of 40. Their nominees will be paid Rs. 296-4-0 and Rs. 303-4-0 respectively on production of the necessary claim Papers in order.

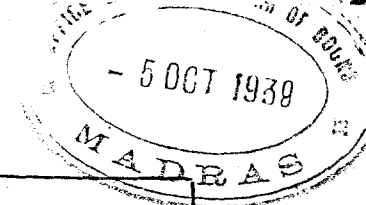
520, High Road,
Triplicane,
25-8-1939.

V. SRINIVASAN,
Hony. Secretary.

THE S. I. T. U. PROTECTION FUND

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	2,348
Reserve Fund	..	3,067	3,332	3,943	4,404	4,865	13,948
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
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 Approved for class use for schools in the Madras Presidency. (Vide Fort. St. George Gazette, dated 2nd May 1939.).

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THE SOUTH INDIAN TEACHER

Vol. XII

September, 1939

No. 9

FROM PRESIDENT TO MEMBERS

Dear Comrades,

As a humble worker in the field of co-operation I know how the villager's debt accumulates. There is very little of actual repayment of a loan. When the time for repayment comes a bigger amount is borrowed from which the previous loan and interest thereon are adjusted and the balance utilised by the borrower to meet some other expenditure.

It was a pity that the S. I. T. U. had to follow this time-honoured practice of the land; but it is upto you to see that it is not compelled to have recourse to such shifts hereafter.

Our District Guilds, I am sorry to say, do not appreciate our difficulties. They do not (I mean, most of them, with a few honourable exceptions) reply to our circulars even. Only 5 Guilds have paid their affiliation fee for the current official year (1939-40) according to the new rates passed at the last meeting of the general body of the S.I.T.U.

Each Guild must pull its weight. Each Guild should undertake to see that there is no High School in the District not subscribing for the journal. If we are able to secure 100% loyalty from the High Schools we shall be above want and soon our debts would be wiped out and we can hope to build up a favourable bank balance. The response from schools, inspite of the D. P. I.'s circular is rather poor. I intend addressing each Guild separately on the matter.

You would all be glad to know that I was invited by the Honourable the Minister for Education to attend the Conference for the Re-organisation of Secondary Education as the President of the S. I. T. U. That is a hopeful sign.

Madras

25-9-'39.

S. K. Yegnanarayana Aiyar,

President.

WHAT IS LIGHT *

(A Radio Talk)

BY

PROF. J. P. MANICKAM.

About a thousand years ago, the Arab scientist Alhzen conducted experiments on light and showed that we see objects, because rays of light emitted or reflected by them enter the eye. In the following centuries many facts about light were discovered. It was found, for example, that light travels in straight lines; that it travels with an enormous velocity. Scientists learnt how light rays behave when they strike a plane mirror, and when they pass from air into a transparent substance like glass; but it was only towards the close of the seventeenth century that attempts were made to explain known facts.

Newton in England and Huyghens, in Holland at about the same time, put forward two different theories of light. Newton imagined light to consist of extremely tiny particles, resembling very minute lead shot. These particles were called corpuscles: thence Newton's theory is known as the corpuscular theory of light. Huyghens on the other hand, imagined light to consist of extremely small waves, resembling very minute ripples on the surface of water.

You must remember that neither Newton's corpuscles nor Huyghens waves are visible to the eye. The true nature of light can only be inferred by studying how light behaves; just as you cannot say whether a boy is honest or not except by studying his behaviour in certain circumstances. In the case of light, there is one very interesting instance in which it will act in one way if it consists of corpuscles, and in quite a different way if it consists of waves.

Suppose a large tin sheet with a small hole in the middle is placed right across the path of a swarm of mosquitoes flying straight. Most of the mosquitoes will be stopped by the sheet, but the few that pass through the hole will fly straight on.

Now imagine the sheet to be half immersed in water in a pond with part of the central hole just above the surface of the water. If a small pebble is thrown into the pond a few feet in front of the sheet,

waves can be seen moving on the surface. If one of these waves be watched you will notice that on striking the tin sheet most of the wave is blocked; only the bit of the wave that is just in front of the hole gets through. But this little bit, instead of moving straight on after passing through will be spread out and move in all directions at the same time. If light consists of corpuscles, it can produce effects only straight behind the hole; but if it consists of waves it can produce effects in all directions behind the hole.

A war was waged in the scientific world between the supporters of these two rival theories for over two centuries; let me now give you a brief summary of the war. At the commencement a large number of scientists followed Newton while a small group supported Huyghens. Then the wave theory men achieved some success, and the party grew stronger and stronger till it looked as if the corpuscular theory would be completely routed. The unexpected happened then; the corpuscular theory army gradually gained ground. At the present day the war has ended in a peace without victory; and the two parties have united into one party, called the 'Corpuscular-Wave' party.

The fact that light passes straight through ordinary apertures was what made Newton propose the corpuscular theory but when experiments were devised in which light passed through very small apertures, facts observed showed that light produced effects in all directions behind the apertures. This is the characteristics of waves. Further these experiments prove that light waves are so very small that light passes straight through ordinary apertures. Then again while the corpuscular theory predicted that light would travel faster in water than in air, the wave theory predicted that it would travel slower. It was only in 1850, that a French physicist succeeded in measuring directly the speed of light in air and in water. The decision was clearly in favour of the wave theory. Victory after victory was then won by the wave theory; and when finally the English physicist Maxwell discovered the nature of light waves and showed that there were electric and magnetic in character, the over-whelming triumph of the wave theory seemed certain.

Let me now pause for a minute to tell you that Maxwell's great achievement led to the discovery of a large community of electro-magnetic waves, consisting of many different families. One of these families is the group composed of light waves; another very interesting family consists of radio waves. These radio waves are responsible for carrying my voice to you now as I am speaking in this studio.

Physicists who came after Maxwell were able to explain the way in which a luminous body emits light waves. Though there are

* By the kind courtesy of the A. I. R., Madras.

thousands of different substances on earth, they are all built from about ninety simple substances called elements. Iron and copper are examples of elements. Elements ultimately consist of particles which cannot be subdivided any further; these are called atoms. In the study of electricity physicists discovered that atoms are complex structures. You may have noticed sometimes when walking in the evening on the bank of a tank a swarm of mosquitoes buzzing around your head. Your head surrounded by the swarm gives you an idea of what an atom is imagined to look like. The atom consists of a central part charged with electricity and surrounded by a number of fast moving negatively charged particles called electrons. Light waves emitted—say by the flame of a candle—are due to the violent agitation of the myriads of electrons in the burning flame. At this stage, physicists answered the question 'What is light?' by saying—'Light consists of waves'.

Then the unexpected happened. One after another some facts were discovered: and these could not be explained by the wave theory. Let me just mention one fact. The illustrious Indian Scientist, Sir C. V. Raman discovered in 1928, that when yellow light passes through a liquid, there emerge from the liquid at right angles to the original ray, not only yellow rays, but also red and blue rays. This is known as the Raman effect. This cannot be explained on the wave theory; but can be easily explained if light is imagined to consist of corpuscles differing in some respect from Newton's corpuscles. The modern corpuscle is imagined to be a particle quivering all the time, like the shivering body of a child exposed to cold or the trembling lips of an extremely angry teacher.

The position in the scientific world to-day is this: physicists are frankly puzzled. They feel like a school boy who when returning home some evening suddenly meets face to face a strange hybrid animal, which has the head and mouth of a ferocious bull-dog, but has the body and legs of a washerman's donkey.

Have you seen a cobra move and strike its prey? When it moves fast its long body resembles a wave; when it catches sight of its prey, it lifts up its head, spreads its hood and strikes with its fangs like a deadly bullet fired from a rifle. When light travels, it behaves like a wave; but when light acts and produces effects for example on the retina of the eye or on the surface of a sensitive film, it behaves like a corpuscle.

While you can form a picture in your mind of a hybrid animal part dog, part donkey, physicists have not succeeded in forming a picture of something which now behaves like a wave and again like a corpuscle.

When you boys grow up someone among you may be able to construct such a picture; till then good-bye.

"TAKE DOWN"—THE BANE OF MODERN EDUCATION

Evil Effects of Spoon-Feeding

BY

M. S. SRINIVASA SARMA, M.A.,
National College, Trichinopoly.

No one is wise enough to put his finger on the defects of modern education, and say, "Here is the source of them all". We can only hope to call attention to a few outstanding features which have grown out of a system which is essentially opposed to the inherent laws of life. The prevailing scheme of education with its culminating point in a stringent, rigorous and uniform type of examination has rightly come in for a good deal of honest and constructive criticism. The dullness, the dryness and the mechanical deadness of our educational institutions are directly traceable to the exaggerated importance attached to the passing of the examinations. This melancholy tragedy becomes more poignant and most intolerable if it is pointed out that this standard of passing the examination is taken to be the measure not only of the students' achievement, but also of the teachers' capacity and competency! Learning ceases to be creative thinking; it is no longer the making of discoveries and the joyful expansion of personal powers. It has now come to stand for the mechanism of "mugging up" the dictated notes and "vomiting" them out at the examinations with a view to secure at least 35 per cent of marks. No wonder therefore that the modern system of education stands condemned as stultifying curiosity, drying up the fountain-heads of originality, and killing the initiative and the creative energy of our pupils.

Now who is responsible for all this irreparable loss and criminal waste? It is no good blaming the teacher for every educational ill. Let it be noted that no educational institution can do exactly what it considers best and wisest; because, its very existence depends on public favour and public support. What is therefore urgently needed is a transvaluation of values on the part of the parents and leaders. The rule of thumb method of assessing the teacher's ability exclusively by the number of passes he produces at the examinations must go. If you prescribe a number of text books, and if they have to be "covered" within a stipulated time, and questions are to be "set" from those drab pages, and if you are going to retain the services of the teacher

during the coming year on the strength of the examination results, then the only efficient method is to dictate notes on all important topics, make the pupils memorise them and hold weekly examinations to test and train their memorising powers. In fact an experienced and really capable teacher in a private school recently told the present writer that in spite of his great faith in and undoubted capacity for, scientific and psychological methods of teaching, he had, by the compelling force of grim and relentless facts, been constrained to ask boys "to take down" notes hour after hour, and make them repeat them the next day with folded hands! And it is a proved fact that the examinations put a premium on the capacity to reproduce materials drilled into them by note-dictation. And added to this is the painful phenomenon of the teacher being obliged to work from 10 A.M. to 4-30 P.M., for at least 5 to 6 hours without any leisure period. No honest and conscientious person can do 5 or 6 hours of really valuable teaching work a day in the right spirit and in the correct manner. The vexatious and soporific routine compels him to "finish" the portions by the short cut method of note dictation and mechanical memorisation.

EDUCATION: INSPIRATIONAL. NOT INSTRUCTIONAL

A fact of basic importance which every teacher and parent should bear in mind is that note dictation and "cramming" are hopelessly inconsistent with the fundamental laws of learning: and the students, if left to themselves would certainly never memorise. They always prefer to *learn*; but we, in order to propitiate the false gods and to eke out our livelihood in a most shameful manner, prove traitorous to the basic lessons of logic and psychology. Note-dictation is twice cursed: it curseth him who gives, and him who receives. In the first place it is not fair to the students, and secondly it makes the teacher indolent, passive and intellectually torpid. It takes the line of least action, deadens the power of reasoning and kills the spirit of wonder which is the root of all knowledge and culture. Facts by themselves are meaningless and are of no value unless the pupils know inter-relatedness, their underlying principles, their causes and effects. 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, and curiosity aroused and satisfied. It must promote criticism, argumentation and creative thinking. It is never a mechanical process of taking down facts and giving them back again.

If education is to work miracles, it must be more a process of drawing out than putting in. If it is to be, not an irksome and laborious task, but a life-long happiness and an ennobling intimacy with all that is true, good and beautiful, there must be a radical and thorough

reform effected in the aim and management of our schools and colleges. The lecture-work in the classroom should be inspirational rather than instructional. As Dean Ashbang has rightly pointed out "the evidence of a great teacher is not that his students know the material he has taught, but that they come from his courses with an insatiable desire to know more and more of his field". It is not the quantity of information one has acquired that ought to determine the value of education but the initiative, independence of thought and the desire to learn which are aroused in the pupils. Thus the most pressing need of the present day education is to put an end immediately and altogether to the organisation of dead subject matter into neatly packed parcels, and to do away with the type of examinations which put a premium on the verbal fidelity in the reproduction of these dead materials. In our hurry to produce "results," and in our frenzy to insure the security of our occupation for another year, we are making circus animals of our pupils by forcing them mechanically to conform to the morbid discipline of taking down notes and making them reproduce automatically at stated hours all that has been mechanically injected into them. Neither the teachers nor their employers pause to ask—Is this education solving the problems of individual and social life? Does it develop that human insight which will understand and enjoy the best and permanent in our achievements—the literary, the philosophic and moral creations of all ages?

MAGIC OF THE SPOKEN WORD

The expedient of note dictation could be tolerated if books are rare and inordinately costly. But in these days of cheap editions and widespread library movement both in schools and outside, there is no need to have recourse to this most dull and uninspiring form of teaching. It not only ruins the hand-writing of students, as they have to scribble furiously to keep pace with the dictation: it actually does the work of the student himself, and trains him in hypocrisy and superficiality. The sordid sight of dozens of good-sized note books containing summaries of text-books cooked and dished up to suit the needs of arid and lifeless examinations by ill-paid, ill-treated and over-worked teachers is indeed a most heart-rending phenomenon, and a standing condemnation of the utter soul-killing nature of the existing system of education. Is it any wonder that under such circumstances malpractices at examinations, publications of "cram-notes," question and answers and made-easy series, and tutorial colleges to "coach" students in 2 weeks or 30 days on a guarantee basis of "success or money back" are increasing in number and variety and thrive and flourish in our country

—the country which was once famous for its Gurukulas, Taxillas and Nalandas ?

Genuine culture is always the result of the impact of one personality upon another. In the last resort it is the power of personality of the teacher which determines the success of the educational enterprise and insures the willingness of the child to learn. If the teacher is not fitted 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. No teacher would say the same thing year after year ; by shades of emphasis, repetitions, illustrations and discussions—all of which constitute his power of personality the teacher makes life in the class-room a glory and the task of learning a delight. There is always a freshness, dignity, cheerfulness, ease and grace in the spoken word which transforms instruction into inspiration. Education is directed growth : it can certainly work wonders if it does not degenerate into memorising of dead words and passing of deadening examinations. A system which ignores, if not actually chokes, the child's right to growth, freedom, initiative, self-expression and a questioning attitude towards life but insists on verbatim reproduction of dictated notes can never produce "live" men who would boldly face facts, reason out things for themselves, and view life as a voyage of discovery and a career of invention.

Of course, some measure of systematisation is indispensable for organised social life. But we must bear in mind Glover's wise words that "life seems to call for organisation and then dies of it". Matters relating to education, morality and religion defy all attempts at organisation, and evaluation by external and stereotyped standards. It is wrong to think that as the raw recruits in the army are drilled in platoons, so children could be educated in a similar manner. The sole function of military drill is to annihilate individuality and obliterate personality ; but the purpose of education is to develop personality and promote the native genius and the inherent powers of the individual. It is therefore dangerous to apply the military method to the humanising process of education. Thus the primary requisite of educational improvement are the correct goal and proper perspective, and a more dynamic teaching personnel, in the absence of which educational methods and curricula become impotent and futile. Library, furniture, buildings, laboratories and the whole gamut of educational paraphernalia pale into insignificance before these two most important factors which indeed constitute the central citadel of the educational fortress.

THE NEW EDUCATION AND THE CRY FOR FREEDOM TO SCHOOL CHILDREN

BY

K. N. PASUPATHI, B.A., L.T., *Kurnool.*

During recent years much has been said and written about what is termed the New Education and the New Teaching. In the educational theory and practice in the West a new spirit, a new way of approach is evident. A new spirit of inquiry is obvious among teachers who are votaries of the New Education. This spirit underlies all the plans, projects, methods and systems now in vogue in the educational practice in the West.

CHILD'S POINT OF VIEW.

Now, what are the tendencies underlying the new educational thought and practice ? In the first place, it may be said in general that all modern methods and plans seek to give more freedom of growth to the pupil. The individual child who is severely neglected under the routine class-teaching system is to be given more attention according to the reformed methods of teaching practice. "Everything centres in the child" says the Montessori method. The Dalton Plan asks the teacher to step aside and let the pupils act on their own initiative and progress at their own pace. Likewise the Play Way and the Project method stress the child's point of view.

INDEPENDENT EFFORT.

The school child must be allowed freedom of growth. And this freedom implies, as Dr. Ballard puts it, the providing of abundant opportunity for choice and abundant stimulus to independent effort. "There should be projects and pursuits that appeal to the pupil's interest and lure him into intellectual labour." The personality of each individual pupil, an important factor in the New Education, must be allowed to grow and develop in its own way, while the personality of the teacher, which has all along held sway in the old educational system, must not be an obstacle in the pupil's path to freedom of growth. In fact, real success is secured under the New Education system, not by the masterful personality of the teacher, but rather by his sympathetic devotion to the development of the pupil's personality. Each individual pupil must be provided with the opportunity to make the best he can of

himself or herself, and the teacher, by means of a proper understanding and an accurate insight into the personalities of his pupils, guide them aright and lead them to sustained self-activity.

REVOLT AGAINST CLASS-TEACHING

So the New Education demands of teachers an intimate acquaintance with, and knowledge of, child psychology and the technique of the new teaching. He must not dominate over the school-child, but should be his good friend and companion, ever inclined to "give and take" on equal terms. So it is not enough for him to know a subject thoroughly, but he should also know his pupils well, and "know how to bring these two factors into proper and profitable relations."

Thus the present trend of teaching practice in the West, under the New Education system lays the greatest emphasis on the individual pupil in the place of the collective unit signified by a class or form. In fact, the chief feature of the new system is its re-action and revolt against the time-honoured class-teaching system. Sir John Adams well puts the idea in the words: "The class as a teaching unit is challenged" by the new system. Moreover the pupil must be increasingly led to become his own teacher, and the chief role of teachers in education is to make it possible for his pupils more and more to do without them. This brings out the truth of the statement that all true education is self-education.

Another important feature is that "the staff of a school should act as an educational unity in its influence on the individual child." Teachers handling the different subjects must work in collaboration and enable pupils to perceive the underlying synthesis of knowledge imparted to them instead of dealing in isolated fragments of knowledge. Teachers must draw out the latent faculties of pupils by the provision of proper environments at school and by leading the pupils to find out things for themselves.

FREEDOM AND SELF-DISCIPLINE

The idea of school or class discipline too has naturally undergone a revolution. "In the over-disciplined old-type school, there is a deadly stillness, which is a relic of the days when discipline meant silence and obedience and very little else." The unnatural tension in the class-room, under the old ideas of discipline, has disappeared and a free understanding discipline taken its place. The old, harsh, repressive system under which corporal punishment to pupils was deemed indispensable for their progress gave place first to a more humane system. But still the teacher's dominant personality has been everything in

the class-room. Under the New Educational system, even this is considered harmful. The pupil's freedom, says Norman Macmunn, must be positive, not merely negative. "Constructive" discipline as contrasted with the "repressive type" of discipline is to rule the school rooms. The utmost freedom is to be given to pupils to direct their studies and other activities. In fact, it is difficult to reconcile this high ideal of self-discipline with the actual teaching practice in our schools.

OBJECTIVE EXAMINATION

There are other matters too in which the 'New Educationist' is breaking new ground. One such is in finding out the methods of estimating the results of teaching. He is not satisfied with the purely subjective standards of valuing the work of pupils. He is frankly discontented with the examination system which dominates all teaching work. He is out for reforming it, if it is not possible to abolish all examination altogether. Recent investigations and studies on the subject of "examinations" and "marking" have revealed that there is really no objectivity in the standard of marking of the conventional examination papers. The subjective element of the individual examiner too often prevented a uniform standard of marking from being kept. Hence the New Education demands the substitution of the new-type or "objective examinations" in the place of the old type or "subjective" tests in schools.

INTROSPECTION AND SELF-ANALYSIS

Another phase of the New Education of the West—and this is from the standpoint of the teacher—is the spirit of introspection and self-analysis of teachers. Some years ago, an educationist in America formulated, as an aid to self-analysis for teachers several groups of questions which were meant for promoting their professional efficiency. One group deals with the teacher's growth and progressiveness in his professional work. Some of the important questions which the teacher should answer are:

Is my interest in professional success an intense, eager desire? If not, what is the cause?

PROFESSIONAL EFFICIENCY

Have I cultivated the power to co-operate with others in the work of teaching and education?

What definite steps should I take to make a proper adjustment of my work?

If I have a high professional interest, do I make intelligent use of all available material and means of growth? Am I constantly making acquaintance with new books and journals in the educational fields?

Do I avail myself of valuable contacts with leaders in education at professional meetings and conventions?

ATTITUDE TO CHILDREN

Besides these questions, another group deals with the teacher's attitude towards children. They ask whether he loves them to such a degree that he can truly sympathise with them and understand their view-point, and whether he has a keen interest in their physical, mental and moral development. Is he unfailingly fair in his dealings with them? All these questions are designed for the teacher to search his own mind and improve his knowledge and professional skill. When teachers frequently resort to a process of self-analysis such as this, they are likely to readjust their work to the lasting benefit of their pupils; or they would be liable to slur into so many pitfalls in their practice of teaching.

In the light of the new tendencies in the educational thought and practice, one chief fact has to be assimilated by all teachers. That is to give pupils what once the late W. W. Pearson characterised as "Swaraj in education". The pupil's thirst for knowledge would be insatiable, if teachers harnessed his responsibility in the task of learning by stimulating his mind and giving him perfect freedom of growth, and what may be called "self-determination" in education.

CONCLUSION.

The principles of the new teaching are educationally sound and based on up-to-date modern ideas of psychology. But it may not be possible to practice all the modern methods and plans now devised. Teachers must however have a clear idea of the New Education and its tendencies and boldly experiment in their work whatever they are convinced would be practicable and useful. They can truly exalt their teaching work if it is inspired by the new ideals, however apparently difficult or impracticable they may be.

If they appreciate the implications of these ideals, they will surely be able to incorporate them, to whatever extent it is possible for them, in their practice, and undoubtedly they will be able to take a right and enlightened attitude in all educational matters and school problems.

TEACHERS AND POLITICS

BY

S. T. RAMANUJA IYENGAR, B.A., L.T.

Friends among teachers all over the Province are making enquiries about the steps proposed to be taken by the South Indian Teachers Union in regard to G.O. 1280 of June 1939. The Union executive is drafting a reply to the G.O. in the form of a memorandum. Whether the Government will take the opportunity to withdraw the G.O. is a moot point, in view of the utterances of the Hon. Education Minister on the subject.

The South Arcot District Teachers' Guild is in the privileged position of having an international figure like the Rt. Hon. Srinivasa Sastriar to give a lead. The Rt. Hon. Sastriar is not a stranger to the Madras Teachers' Guild or to the S.I.T.U. in the province as he was one of the pioneers in the non-official Teacher movement in this Province. It heartens one to know that the South Arcot Guild has sounded a note of warning that teachers would be led into Trade Unionism if G.O. 1280 is not withdrawn. It is for the authorities to pay heed to this dignified "wail" over the popular Government's measure.

As a worker of the premier teachers' organisation in the Province, I believe that Teacher Trade Unionism is not a new system, nor lacking in precedents abroad; nor is there anything sordid or unjustifiable about it, especially when Government has the view that teachers are educational labourers. But teacher Trade Unionism, I have found by trial is not possible under the existing Indian Trade Union Act, because the Indian Trade Union Act does not consider and include teaching as a public utility service!! Teachers have therefore no chance of recognition as Trade Unionists, either by law or by the interpreting authorities, unless as the Hon. Mr. Giri once said at a party in Trichinopoly, we start Teacher Trade Unionism from the lower rungs of the teacher ladder. The Education Minister, has already raised his voice in the Provincial Educational Conference against direct action. He has also interpreted the position of teachers, even in aided schools, as public servants for purposes of G.O. 1280. All these point to the difficulties of teachers resorting to Trade Unionism.

But there are other ways open to teachers and teacher organisations to mark their protest. Teacher Unionism is the surest way to

develop teachers' strength and power. It implies cent per cent membership in Teachers' organisations, the pursuit of the S.I.T.U. constructive programme, and the development of effective discipline and quick response to organised action. But even this method, I have found during 20 years of my union career, is a long way off, because teachers' associations attached to schools and colleges cannot effectively function as free agents; because our educational captains in Schools and the leaders of the non-official teacher movement have their limitations imposed by the educational system, school organisms and professional inertia and above all because teacher ranks are divided by Government perpetuating communalism, credalism, denominationalism and sectionalism in schools and colleges. But this method alone is the most successful method which the S. I. T. U. has shown by its own efforts. The reorganisation of the S. I. T. U. on an individual membership registry, the development of voluntary taxation by teachers by way of augmenting the finance of the organisation by a levy on salaries, and the pursuit of the S. I. T. U. constructive programme of teaching-efficiency, organisation, publicity, propaganda and vigilance alone can make for the success of Teacher Unionism. It is for guilds to take an organised and one pointed drive in this direction at an early date.

But the immediate solution, to effectively protest against the G.O. 1280 and G.O.s 416, 417 and 418, is for teachers to dissociate themselves from all social and political activities. Teachers who are members of political organisations have to publicly resign their membership. Teachers whose help is sought by political leaders have to withdraw all help. Teachers, whether under local bodies or private bodies, have to obey under protest, whenever their immediate masters ask them to wear Khadi or to work for prohibition or to support anti-untouchability or join Hindi or anti-Hindi agitation or work as agents in business of any kind of their masters which is extra educational or extra professional. The leaders of Guilds and the S. I. T. U. have to abandon the attitude of kowtowing for the sake of recognition of services rendered unostentatiously by Guilds and the S. I. T. U. and work for Teacher Unionism, without fear or favour and raise the teaching profession by the efforts of the profession. By such self respecting action, teachers can demonstrate their place as indispensable parts in the body politic and in the educational machinery.

The final way, if all things fail is for teachers to follow the Education Minister's suggestion made at Ambasamudram to make their trek from the teaching profession.

RECENT UTTERANCES

Presidential Address delivered by Sri. M. C. Veerabahu, B.A., B.L., President, District Board, Tinnevely, at the Tinnevely District Teachers' Guild Conference held at Courtalam, on 5th August 1939.

Let me at the outset thank the District Teachers' Guild for the great honour and privilege they have conferred upon me by asking me to preside over the deliberations this afternoon.

Before talking on any other subject, I should like to say a few words about the unique position of a teacher held in society in ancient times and in what reverence he was held. You take the place of old Gurus who were considered next only to God. The teacher was the premier citizen. He was the recipient of the first honours in festivities. He was the chief arbitrator and supreme judge whose decisions on family or village quarrels or feuds were final. Even Zamindars and Maharajas stood up in reverence and received them with all honour and took to their advice on all important matters—whether domestic or of state. And what are you to-day?—Neglected, fallen and treated with scant courtesy. I am unable to describe more vividly your present plight. You all know it and feel for it. So in all earnestness, I implore you, Gentlemen, to look at that picture and this in your minds and ask the question 'why have we fallen from such height?' It can't be due to the fact that your economic position is not sound; for the matter of that even in olden days our Gurus don't seem to have been better off. You must admit it was culture and character that distinguished them from the rest and earned for them their unique position in society. So I would appeal to the teachers to take up to the acquisition and propagation of culture and to the cultivation and development of character in themselves and in their pupils. Nothing can be more important than this, and if the Teachers' Guild devotes its time and energy in this direction, I am sure it would have served its purpose best.

Further, how can a teacher ennoble himself except by placing his intellectual knowledge and moral discipline unreservedly at the disposal of society? The knowledge, wisdom and experience of teachers should be pooled together for the service of the nation. The teacher must regard himself as a humble worker for social welfare and must seek to serve the community in the best manner possible for him. In short I want that the spirit of service should be a strong stimulus in all your activities and then only you can take your proper place in society. Within the school room or without, you can do this. By your ideas you can ennoble the thoughts of your students. By your conduct, you can purify their actions. By your kindness and love, you can win their hearts and mould their souls. By your personal interest you can help them and their families and above all by your service and sacrifice you can assume leadership and develop a power and respect that none else, belonging to any other profession, can equal or defy.

So with this idea in view, will you, my friends, strive for the propagation of swadeshi and Khaddar that gives food to the starving millions of our land and brothers within and without the school room? Will you strive to drive out the demon of untouchability and caste, communal and religious prejudices from out of the minds of your students besides the villagers outside? I beg of you, Gentlemen, on bended knees not to be the cause of sowing this poison of communalism either

directly or indirectly in the minds of the youngsters. He who does it is a traitor to the country and I want you to be most careful in this small but most vital aspect. Next, will the teachers develop a sense of patriotism and love for their country? Will the teachers take a prominent part in the village sanitation, the village institutions and in the settling of village disputes, without themselves fanning such disputes? Will you, Gentlemen, in short, strive to spread culture and love within the school room and outside in the village, by your service and sacrifice? With this view the District Board is contemplating to train Board teachers as Rural Guides. The guild can also take up this question and render such co-operation as is possible. The guild must develop a scheme of social service in the several areas through their members and I am sure you will take up this question in right earnest as a first step in the scheme of service by teachers.

ADULT EDUCATION

You can also organize a scheme of Adult Education and voluntarily take up the task of removing illiteracy from this land. Fortunately in our district we have Mr. J. L. P. Roche Victoria, M.L.A., the Chairman of the South Indian Adult Education Association who takes a very keen interest in this. If the district guild is earnest about doing some useful service, I think the Executive Committee in consultation with Mr. J. L. P. Roche Victoria can frame a scheme and begin work in right earnest. The District Board, of course, will also do its best and co-operate with the guild entirely.

Your knowledge, wisdom, experience and service are wanted at the disposal of society and no politician, I am sure, will say we don't want them—the state must give every possible opportunity for such service. At least they ought not to put any obstacle on the way. But curiously enough a new rule of Government disqualifies teachers from standing as candidates for election to a legislative body under the Government of India Act or the local authority and prohibits them to take part in or subscribe in aid of any electioneering party organisation. *I am sure this rule will be modified without further delay.* How can a Congress Government put any obstacle in the path of social service by teachers? How can a teacher-minister belonging to a popular ministry segregate teachers from other professionalists and deny this elementary right and privilege? How can a party which has accepted the ministry not to run its routine administration, but to make use of it for a fight for national independence, a party which wanted previously and which will also want hereafter in the near future even students to take to active politics, reject the services of those belonging to a profession who more than anybody else are best fitted for social service, in any public body? The leisure, the training, the culture, and the tradition of teachers qualify them more to be legislators and members of public bodies and it is neither proper nor wise to disregard the dignity of the teaching profession or the capacity and usefulness of the teachers. With a fervent hope that our ministry will ere long set right this rule, I leave this question and pass on.

The Government and public bodies put together spend about 15 lakhs for the spreading of education in this district alone. With a little more I am sure, compulsory education can be introduced for the whole of the district with an efficient reorganisation. By a regulated distribution of schools under a single agency, preferably under Government control supervised by properly constituted elected bodies and by wise and economic expenditure, the much-needed reform can be brought about. I wish the Government do pay more attention to this aspect and evolve a suitable scheme. If waste in expenditure be checked, if superfluity of

schools in one place attended to properly, if boys' and girls' schools be amalgamated, these alone will be sufficient to provide midday meal for all school-going children.

As regards the supervision and inspection of schools, it is always desirable to have a dual control both by the officials and by non-official elected bodies. Each will act as a check when the other goes wrong. It is but proper that responsible paid departmental officers of the Government be entrusted with the administration of the department and disbursement of sums; but the recognition and grant questions must be solely decided by properly constituted elected bodies with due representation to the teaching class. When we look at the newly constituted Taluk Advisory Boards full of nominated gentries; but without any power, without provision for any elected public spirited non-official Chairman or for effective supervision and without proper representation for members of the teaching community, we feel sadly disappointed. Our District Board has protested against it and all public men and bodies have agitated against it and I expect the ministry will effect suitable changes in the near future and make it a thoroughly representative and useful body.

It is impossible to close my speech without referring to the new Wardha Scheme of Education. For a country like India where the amount of illiteracy is staggering and the extent of poverty appalling, what other scheme can we think of except this self-supporting scheme?

Further, every one is agreed that the present mode of Education is radically wrong from bottom to top and has to be replaced. When highest development of the mind and soul is possible by teaching a handicraft not merely mechanically, but scientifically under a system of education, why should not that be tried with all zeal?

Further, Wardha scheme is the first step in the National Education and blessed by the World's Greatest man, Mahatmaji, who knows very well what he places before the nation. I am sure every one of you will take interest in the new scheme and acclaim it with one voice. If the Teachers' Guild requests the Government urging upon it the necessity to introduce the new scheme without further delay, I feel the Government also will respond to their wishes.

If I don't talk to you about your other immediate problems of day-to-day affairs, you may rest assured that it is not due to want of sympathy but want of knowledge.

But I want you, Gentlemen, not to worry so much over the salaries and pensions and other smaller things, but to look up. You are all educated. You belong to the noblest profession. You have a noble tradition. You are respected and honoured. You are spread throughout, even in remote villages. Why don't you become the rulers of the land by your efficient organisation, devoted service and honest sacrifice? You can easily develop that power when your voice will not only be heard but will be invited and respected. I wish you all do that and set up the higher standards of our old Acharyas.—*Vande Mataram.*

THE SALEM DISTRICT EDUCATIONAL CONFERENCE

Extracts from the Presidential Address delivered at the Salem District Educational Conference, Krishnagiri, September 9th and 10th, 1939, by the Rev. Milton G. Kuolt, M.Sc. (Educ.), Principal, Concordia High and Training School, Ambur, N.A., President, the Madras Provincial Physical Education Association.

Fellow Teachers,—There are at the moment a number of important educational issues which are commanding the attention of educators in this Presidency. Most

of these will no doubt receive attention during this meeting. The issues to which I refer are chiefly those dealing with the reorganisation of secondary education, the attitude recently displayed towards teachers in recent official pronouncements on the issue of elections, and the case of adult literacy.

In talking on reorganisation of Secondary Education today I wish to touch on but two phases here, namely, that of the Basic Craft and Physical Education. I take it for granted that the 'Arts Bias' for at least one branch of secondary education is accepted as necessary, that at least one branch of secondary education must lead to the University course. It remains but to find how this course can be related better to life and the acquisition of general knowledge and still serve the cause of preparing for future scholastic endeavours. It is the part that Basic Crafts and Physical Education can play in such a secondary curriculum that I am interested in today.

BASIC CRAFT

Today attempts at a Basic Craft education are a reality though it is to be feared that not more than half a dozen educators in the Presidency have grasped the spirit of the scheme. Fortunately for the success of the scheme at least one such man has been selected to conduct the training school for the purpose in this Presidency. On the heels of this, or shall I say simultaneously, we were given a new syllabus for Elementary schools. Surely that syllabus is a far cry from the Wardha Scheme to the Basic Craft education which now seems to be offered. Or did we misunderstand members of the Ministry when they went around in the early days of the Wardha Scheme proposals, before anything official was published, and explained in public meetings the implication of the new plans proposed? Were we not led to believe at that time that all education on the pre-high school level would be on the basic craft idea? And were we not told that this type of education would be of such a thorough nature that the high school level could be eliminated since pupils would be fit to enter directly into the college which would be strictly national in character? It is because secondary education, rather high school work, was thus in jeopardy that we dare mention it now, and it is because there has been such an about face in the old ideas of basic craft education and the present syllabus for elementary schools that we have reason to believe the high school level still has a function to perform. I think that no one will complain to have Elementary, even Higher Elementary education taught on the *original* idea of the basic craft provided Government takes pains to see it that the aims of higher elementary education are carried out. But I feel just as strong that the Middle School must be preserved as a stepping stone for the High School. For this purpose I am in agreement with a syllabus drawn up on the general lines of the new Higher Elementary School syllabus, only it must be more extensive, and above all professionally constructed better than the present one is. Especially would I like to see the suggestions for handicrafts and hobbies maintained. I see a favourable possibility for this kind of work in our future education. It is at this point that I make my connection with the reorganisation on the secondary level, more specifically for the High School.

With a background of this kind it should be relatively simple to re-work the High School syllabus both to satisfy the University authorities and to prepare the pupils who must meet life situations either because of failure in the VI Form or lack of funds to go on with studies.

Since the broadening of experience, either directly or vicariously, is at the basis of sound education, it is essential that this broadening of experience, in other words, general knowledge should be foremost in our minds as we inculcate the various

fundamental processes and skills in the above subjects. Definite steps to achieve this must be taken in the courses above, especially in the Mother Tongue, English, Geography, Science and the Crafts. High School work will lose much of its present day drudgery and become a lively period of experience in our pupils.

For Arts and Crafts I have to say that I think this is an important thing in our present situation. I am not at all satisfied with the idea of introducing a single course of Manual Training for three years as is now expected in Secondary schools. Though the reasons are not always clearly stated, I do believe, that the fundamental principles behind it are wrong. Besides the introduction of such arts as singing and drawing, I am of the opinion that the high school should offer at least once a year, or twice in the year a simple craft or hobby, the fundamental principles of which can be inculcated in a year's time or half a year's time, thus giving every pupil the opportunity of learning 3 to 6 different crafts or hobbies during his high school career. This versatility of operation is going to give our pupils an entirely different outlook on life and make the students practical to a degree which can never be hoped for today.

With all these as future values to be achieved, I am of the opinion that such crafts and hobbies must be carried on in the school purely for their educational values; the practical values will easily follow. Not the least of the educational aspects would be the satisfaction in the pupil in his accomplishments, the opportunity of imparting all types of general knowledge, and the unique chance of correlating and co-ordinating all types of subject matter. Whether such crafts and hobbies would be best introduced together with subject matter on a somewhat modified project method or taught as separate subjects would depend on the degree of experimentation that we would have courage to introduce.

The above does not militate against but rather encourages the introduction of craft and trade schools for purely technical work with as much fundamental education as is necessary for a well rounded out citizen.

PHYSICAL EDUCATION

I am convinced that any scheme for reorganisation in secondary education will have to contain a scheme for more emphasis on physical education if it is to fulfil the needs of this country. Let us hope that in these days, educators will not lose sight of this important subject in their deliberations. The Physical Education Association in line with the work of the Y. M. C. A. College of Physical Education has done much to try to popularize the notion of physical education and put it on a sound and firm footing in the curriculum. What this subject now needs is greater emphasis by the Government in its syllabus and greater sympathy on the part of educators in carrying it out.

It should be understood that physical education in all its implications is much broader in scope than the drill to which we have long been accustomed. More and more we are grasping the idea that games and sports cannot be considered a separate activity but rather an intricate part of the physical education programme, of which drill is a very small part. In physical education we should like to see included the health service of the school with a return of physical inspection, or medical inspection, if you will, on a more modern, practical, and intelligent basis. We should like to see in force a programme of physical activity, economical, simple and broad enough in its scope to include every boy and girl of school-going age, not physically impaired. Such a programme should be made compulsory in every secondary school and carried through to completion by means of proper inspection

by officers deputed for the work who at the same time can give heads of institutions the necessary advice and encouragement in the carrying out of such a scheme. And finally, but not least important, we wish to have included in the course of physical education a thorough course of hygiene and sanitation. Hygiene cannot logically be separated from physical education and the time is coming when we shall have to recognize this fact and see to it that Physical Education is given the broad scope outlined for it here.

To go a step further in the matter of physical education in its relation to re-organized secondary education, it has been suggested that physical education like many other subjects should be made an examination subject. Frankly there are difficulties in the way. The least of these difficulties is not the lack of public sentiment for the subject. In addition to this there are technical difficulties. To determine the kind of examination is one. Lack of adequate inspection which I have mentioned already is another. However, I think it is clear, that if physical education is considered in its broader scope and carried out on a plan which I have already suggested, the new syllabus resulting, would give adequate opportunity to set up an examination satisfactory to test desirable knowledge in hygiene and sanitation and skills and habits inculcated through the games and sports programme. With better facilities for inspection it is possible that an examination in loco could be held by the inspector as he makes his round thus augmenting the written examination to be held at the close of the year. Thus the difficulties for making physical education an examination subject may not be as great as they appear at first. It is at least worth a try.

Before closing this address there are two more points on which I would like to touch briefly. The one is

STATUS OF TEACHERS IN ELECTIONS

What I say here is not to be taken as a criticism of Government policy. My own sympathies lie close to those principles which the Government wishes to achieve. Already five years ago I made clear in a series of lectures in Madras that I considered the teaching profession on such a high plane that I felt a teacher should so carry on his work as to conceal at least his active political interests. It seems, not to do this, is to use our noble profession in the interest of politics since we are bound to influence our students in matters in which our personal convictions should be our own and not the example for those whom we teach. I am decidedly against the tone and method used in promulgating the latest government order on the subject.

In connection with the matter under consideration, the status of teachers in elections, I feel that much more moral support could have been obtained for the principles involved had the Government used its sources of propaganda pointing out the high office of the teacher and the unbiassed life he ought to lead in training pupils. The public press and professional journals would have been happy to print such articles. A communique to the profession would have made the teachers feel that Government were taking the teachers into their confidence. To say that teachers were an interested party in this matter and therefore could not be consulted is so far removed from the most simple ideals of a democratic government that one hesitates even to repeat the words. Legislation in a matter of this kind will never achieve the high principles aimed at; at best, it will generate bad blood and discontent.

May I plead for a more tactful treatment of matters of this kind in future, more careful wording and testing of Government Orders, and a more conciliatory attitude

in the issue which has now come before us? It is not too late. I hope that Government will be willing to reconsider its action.

The final point that I wish to touch on is

ADULT EDUCATION

You are teachers of a prohibition area. I understand that a number of teachers have been put on local committees to work out programmes for the proper use of leisure time. This is an opportunity that does not often come to our profession and I hope you are making the best use of it. The work you are here permitted to do is one of a great humanitarian nature. By all means seize this opportunity to make the huge uneducated adult population literate. In this very district, not many months ago there took place in Mettur a meeting with influence throughout the whole Presidency in which ways and means were evolved to carry out this great project. There have now come to hand charts and hand-books which are designed especially for the teaching of adults since it is recognised that no method for teaching children is suitable for grown-ups. Find out what these methods are and make yourself responsible to begin this important work among the adults in your communities. A little sacrifice on your part at this time will make India a new place to live in, in another generation, even within the present generation if you work diligently now. It would not be out of place for a Guild of this kind to have as part of its work the education of the adult, and work out plans for taking care of a large district of this kind. If you know of no other source for information as to where specially prepared literature is available, I can recommend to you the Christian Literature Society which will be glad to give you all the information you require.

In this connection I note with satisfaction that a number of educational journals at this time are devoting a good amount of space to this issue, and I am especially pleased to say that the most recent issue of our official journal, the *South Indian Teacher* devotes practically the entire issue to this timely subject. I commend it to your careful study and at the same time make the plea that you go into this branch with your whole heart. The way has been shown: let us follow.

Let us continue to strive to raise our profession to the high level of respect which it deserves and having reached that goal guard it from within and without.

XIV SALEM DISTRICT EDUCATIONAL CONFERENCE

Opening Address by Sri. M. S. Sabhesan, M.A.

We are meeting at a critical moment. War clouds have burst and this world war is likely to be far more terrible than the last Great War. No one knows how long it will last and what great sacrifice it may involve. On this occasion our mind turns to Great Britain. We are not slow to realise the value of our connection with Great Britain and the spontaneous feeling all over the country is for extending wholehearted co-operation and support to Great Britain in this grim struggle for liberty.

This problem implies that the bulk of our countrymen should become able bodied, cultured, intelligent and self-reliant individuals confident of earning their bread through their own efforts and willing to play their role as citizens. You will easily see that the problem has to be approached primarily from the side of Education. Considering that the percentage of literates is as low as 10, the Government and the public can easily realise the magnitude of the problem and the necessity for strenuous and sustained efforts. The great transformation that one

has in mind is nothing more than a thorough overhauling or reconstruction of our education system. A new orientation is needed and the public should appreciate the need for a new outlook in view of the rapidly changing conditions. What National Education ought to be can thus be determined satisfactorily only when its intimate relation to social, economic and political welfare of the country is borne in mind.

This mass transformation which is as necessary both for peace as well as for war should be tackled from both qualitative and quantitative sides. It seems to me that the scheme of basic education adumbrated at the suggestion of Mahatmaji and modified by the Central Advisory Committee will prove valuable and should be regarded as the first rung of the National Education ladder. It aims at raising the standard to Matric minus English and this general raising of the standard is necessary if our country hopes to make progress in any sphere. The qualitative side of educational reform has to concern itself with the reorganisation of higher education in general and Secondary Education in particular. You may be aware that the Hon'ble Mr. Varkey, the Minister for Education, has convened a Conference to consider the reorganisation of Secondary Education. This Conference consists of representatives of various interests and you will be glad to know that the President of the S. I. T. Union is a member of this Conference in his official capacity. In this connection I am anxious that certain points should be clearly understood by the public. Reorganisation of Secondary Education has been suggested not with the idea that it would create jobs or that it would of itself solve the problem of unemployment. Yet a scheme of reorganisation should take note of the various forces in the society and provide facilities for the proper equipment of the youth of the country for life. Secondly, it is essential to remember that the introduction of the vocational courses is by no means a new innovation or a serious deviation from the existing practice. The public may be aware that the present S.S.L.C. scheme has provided deliberately a number of technical subjects solely with the object of diverting the pupils to courses of study for which they have aptitude and of equipping them for their future occupations. It is hoped that the Committee will not think of discussing academically once again the pros and cons of vocational education, but will try to suggest methods for the proper understanding of the value of the vocational courses so that pupils may be trained in courses for which they have aptitude. There is a general agreement that there must be a uniform course up to the end of the middle school stage, and the Union has already expressed its views definitely in favour of bifurcation of the courses at the end of the middle school stage. The idea that bifurcation is premature specialisation and that such premature specialisation is undesirable cannot be seriously entertained when an optional group which gives scope for the special aptitude and needs of the pupil has been in existence in S.S.L.C. scheme from the time of its introduction. The main lines of reorganisation indicated by the Minister for Education should be favourably considered if the new National Education that we have in mind should prove fruitful.

There are one or two points to which I should like to refer just now. The Union is grateful to the Minister for Education for the interest that he takes in the professional organisation and for the recognition that he has given to the Union. As a professional organisation the S. I. T. Union has to represent the opinion of the profession to the Minister and may have to criticise his action freely and without transgressing limits of propriety. Again the Union feels that it is not proper to hold that the Union is interested merely in conditions of service of teachers and curricula and that it is not necessary for the Government to consult the Union on broad questions of policy such as managing agency, the financing of education. It is

unfortunate that the Minister should think that the G.O. on Teachers and Politics cannot be reconsidered. We are grateful to the Rt. Hon'ble Sastriar for placing his views before the public and no one can deny that there is a strong feeling of resentment against this new G.O., especially when the circumstances are not explained. The representation of the Union in connection with the Provident Fund for teachers in aided schools still remains under consideration and the Director of Public Instruction who was kind enough to do his best had stated that any increase in the rate of interest was not possible. It is quite likely that the question is complex and we do hope that the Minister for Education will be pleased to appreciate the suggestion for increasing the contribution of the Government from 13 to 12.

The Salem District Teachers' Guild has always been loyal to the Union and has always shown willingness to help the Union so far as it is possible for the Guild. I have no doubt the Guild will continue to take an abiding interest in the activities of the Union. It has already begun to bring the teachers in Elementary Schools in the District within its fold and we are glad to know the Government has no idea of standing in the way of teachers in Elementary schools associating themselves with District Teachers' Guilds. I earnestly wish that your Guild should carry on its useful work for many years to come and manage to build up a non-official professional opinion. I should like to congratulate you on your successful efforts and I have great pleasure in declaring the Conference open.

(Approved by Madras and Travancore Text-Book Committees.)

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FROM OUR GUILDS AND ASSOCIATIONS

XIV SALEM DISTRICT EDUCATIONAL CONFERENCE, KRISHNAGIRI, 1939.

(Held under the auspices of the Salem District Teachers' Guild.)

CONFERENCE REPORT

The 14th Session of the Salem District Teachers' Educational Conference, under the auspices of the Salem District Teachers' Guild was held on the 9th and 10th September, 1939 at Krishnagiri in the Board High School premises. There was a large gathering of delegates and visitors.

After music by the girl pupils of the Board Hindu Girls' School, Doulatabad. Mr. V. Swamidoss, B.A., L.T., Headmaster, Board High School, Krishnagiri and Chairman of the Reception Committee of the Conference welcomed the delegates and visitors and appealed for unity of action among the teachers and hoped by dint of concerted efforts their status and condition of service would be improved. He referred to the Wardha Scheme of Education and the Scheme adumbrated by the Government of India. India's leaders were now engaged in a political struggle and they had not yet seriously applied their mind to educational problems. He requested Mr. M. S. Sabhesan, M.A., of the Madras Christian College and Secretary of the South India Teachers' Union to declare the Conference open.

Mr. R. Narayanaswami Iyer, B.A., L.T., Headmaster of the Board High School, Hosur and Vice-President of the Salem District Teachers' Guild proposed Rev. Milton G. Kuolt, M.Sc. (Educ.), Principal, Concordia High and Training School, Ambur and President, the Madras Provincial Physical Education Association, to the chair. Mr. K. N. Subramania Chettiar, B.A., L.T., Headmaster of the Board Middle School, Kaveripatnam and Vice-Chairman of the Reception Committee seconded the proposal which was carried unanimously.

His Presidential Address is printed elsewhere in this number.

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

Mr. V. Doraiswami Iyer, B.A., L.T., Secretary, the District Teachers' Guild read the messages of goodwill received from the Hon. Mr. C. J. Varkey; Messrs. S. K. Yegnanarayana Iyer, S. T. Ramanuja Iyengar, V. Srinivasan, S. M. Abdullah, A. V. Kuttikrishna Menon, Prof. H. Sundara Rao, M. J. Surgunam, Rao Saheb V. P. Adisesbiah, K. N. Pasupathi, S. K. Subbarama Iyer, S. Raghava Iyer, A. V. Sundaresha Iyer and A. Ramanatha Iyer.

Sri K. Gangadharan Nair, B.A., L.T., Conference Secretary proposed a Vote of Thanks to the visitors who attended the Conference.

At 1-30 P.M., the business meeting of the District Teachers' Guild was held under the presidency of Mr. Bernard Thomas, M.A. (Oxon.), President, District Teachers' Guild.

At 3-30 P.M., the Subjects Committee met under the Chairmanship of Rev. Milton G. Kuolt and discussed the draft resolutions to be placed before the Conference.

At 5-30 P.M., Sri S. Srinivasan, M.A., L.T., of the Theosophical College, Madanapalle, delivered a lecture on "Some Aspects of Educational Reorganisation", Rev.

Milton G. Kuolt presiding. He spoke of the three objectives of secondary education, namely, knowledge of environments, creation of capacity and development of aptitudes, which the reorganisation scheme ought to take note of. After indicating the lines on which reform should take place, he suggested that a vocational survey should be undertaken and information made available for the teachers and parents.

Part of the revenues from new taxation should be set apart for mass education as in Western countries. Government should cut short educational expenditure in many respects. They were going to open a B.Sc. Degree course at Palghat at a cost of Rs. 40,000. When there were three private colleges in Madras City, there was no need for the Presidency College, he asserted.

The day's session concluded with this lecture and in the night there was a dinner party in the school.

The Conference reassembled in the Board High School at Krishnagiri the next day (10-9-1939). Mr. Bernard Thomas, President of the District Teachers' Guild and Principal of the Salem London Mission High School, presiding till the President of the Conference, Rev. Milton G. Kuolt arrived. The Conference adopted a number of resolutions.

Messrs. D. Veeraraghavan of Omalur Secondary School and P. V. Srinivasa Iyer, B.A., L.T., of the Little Flower High School, Salem were nominated to the Working Committee of the Guild. The Conference was addressed by Mr. M. N. Seshadri Sarma, Field Organiser of the S.I.T.U. Protection Fund who appealed to the teachers to join the Fund in large numbers.

It was decided to hold the Educational Conference at Hosur next year.

In his concluding remarks the President appealed to the teachers "to do some sort of service in this time of stress."

Sri K. Gangadharan Nair, B.A., L.T., Conference Secretary on behalf of the Reception Committee proposed a vote of thanks to the President of the Conference, to Mr. M. S. Sabhesan who agreed to open the Conference at very short notice, to the lecturer Mr. S. Srinivasan and to the delegates and donors and others for their co-operation in making this Conference a success. Mr. Bernard Thomas, President, District Teachers' Guild, Salem, proposed a vote of thanks to the members of the Reception Committee on behalf of the delegates for the splendid arrangements which made their brief stay at Krishnagiri happy and comfortable.

Thus the 14th Session of the Salem District Educational Conference came to a successful close on the 10th September, 1939.

V. SWAMIDOSS, B.A., L.T. K. GANGADHARAN NAIR, B.A., L.T.
Chairman, Conference Secretary.
Reception Committee.

Resolutions passed at the XIV Salem District Educational Conference held at Krishnagiri on the 9th and 10th September, 1939.

1. This Conference places on record its deep sense of sorrow at the demise of (1) Sri Edwin I. Rajarathnam, Headmaster, Board High School, Trinchengode and (2) Sri A. K. Padmanabachar, First Assistant, Board High School, Hosur.

2. This Conference resolves unanimously to pledge its loyalty to the King Emperor of India in the present unfortunate war and hopes that the war will come to a speedy and successful conclusion.

3. This Conference extends to Rao Saheb V. P. Adisesbayyah, an eminent educationist of the Presidency, its congratulations on his being the recipient of the honour of Rao Saheb.

4. This Conference requests the Affiliated Teachers' Associations of the District Guild to take active steps to promote Adult Education and drive the demon of illiteracy from the District as early as possible.

5. This Conference resolves to request the Government to set up a circulating library for each Taluk in the District for the benefit of the Elementary School teachers.

6. This Conference, while expressing its agreement with the bifurcation idea contained in the Skeleton Scheme placed before the Secondary Education Conference by the Minister for Education, requests the Government to give effect to it at an early date.

7. This Conference resolves, in line with the suggestion of the Hon. Minister for Education, to recommend that the Working Committee of the S. I. T. U. appoint a special Committee at once to send out a questionnaire to all managements and teachers' associations asking for the revisions necessary in Grant-in-aid Code and, as a result of the questionnaire, draw up a revised Grant-in-aid Code and present it to the Minister of Education for adoption by Government.

8. This Conference requests the Government to modify 22 M.E.R. on the lines suggested by the Executive Board* of the S. I. T. U. without prejudice to better conditions, if any, obtaining in any aided institutions at present.

9. This Conference is of opinion that the recent Government notification prohibiting teachers in aided schools from standing for election to local bodies and legislatures and from participating in elections, is a serious curtailment of the privileges of teachers, and resolves to request the Government to keep the existing privileges intact by modifying the notification suitably.

10. This Conference resolves, in the interest of Elementary School teachers, that steps be taken to form Teachers' Unions for the teachers of Elementary Schools in the District contemplated in G.O. Nos. 416, 417 and 418 and to request wherever necessary the management concerned to recommend to the Director of Public Instruction the recognition of the Unions so formed.

11. This Conference requests the Department of Education and the Manage-

* The Executive Board resolved:—

1. That the adoption of minimum scales of salaries for teachers of different grades be insisted upon as a condition of recognition and aid and that for the time being such minimum scales be not lower than the scales of salaries fixed by Government for teachers for different grades in schools under Local Bodies.

2. That the contract should specify the salary and the scale of salary of the teacher.

3. That any cut or remission of the scales involving reduction be permitted only with the approval of the Director of Public Instruction.

4. That the Fundamental Rules on leave and allowances applicable to vacation departments be made applicable to aided institutions.

5. That the termination of the services of a teacher by a management be for specified reasons such as moral turpitude, inefficiency, physical incapacity, etc., and that such termination be subject to the approval of the Director of Public Instruction.

6. That the management need not accept the resignation of the teacher unless he gives three months' notice at the end of the academic year.

7. That the right of the Management to suspend or dismiss a teacher with the approval of the Director of Public Instruction be recognised and that the teacher be given the right of appeal to the D.P.I. whose decision shall be final.

ment concerned to be pleased to exempt permanently Drawing and Drill Masters, and Mistresses and Pandits in Secondary Schools from the qualifications prescribed in M.E.R. No. 107 (11) in the cases of those who were employed before 22nd March, 1930 as per G.O. No. 519, L.E. D 22-7-1930 communicated in the proceedings of the Director of Public Instruction Dis. No. 1673 1930 dated 28-3-1930.

12. This Conference resolves to request the Government that the old Scales of Pay that existed prior to G.O. No. 4619 be restored in the case of teachers who were entertained before the issue of the G.O. and that the teachers entertained after November, 1934, be given the scales of pay obtaining for them in similar grades in Government service.

13. This Conference reiterates Resolution No. 8 of the Namakkal Conference and resolves to request that the Government may be pleased to alter the scale of pay of the qualified Pandits in the Board and Municipal Secondary Schools from Rs. 45 2 2 75 to Rs. 45 3 2 75 so as to enable them to reach the maximum in twenty years instead of in thirty years—a period too long for many to reach.

14. This Conference requests the President, District Board, Salem, to give teachers and clerks in Board Secondary Schools, working during the vacation, the same privileges in matters of leave and allowance, as are enjoyed by servants in non-vacation Department.

15. This Conference resolves to request the Government to recommend to local bodies and private managements to exempt the children of the employees of schools (viz., teachers, clerks and peons) from the payment of school fees.

16. This Conference requests the Managements of the several schools in the District to deem it sufficient for teachers to wear a dhoti and a jubba or shirt with a cap or Angavastram while on duty.

17. This Conference resolves to request the Government to cancel the existing G.O. relating to the prescription of text-books and issue instructions leaving the choice of suitable text-books entirely to individual institutions.

18. This Conference requests the Government to raise the Government contribution payable to Provident Fund subscribers in non-pensionable service from one third to one half.

19. This Conference reiterates Resolution No. 4 of the Namakkal Conference and requests that the Government may be pleased to extend the benefit of the Provident Fund contribution to aided school teachers drawing a salary of not less than Rs. 12, if they should so desire.

20. This Conference resolves to request the Government to amend the Local Fund Provident Fund Rules in such a way as to enable the members (i) to get a fresh loan within a year of their having repaid a loan (ii) to get upto 50 per cent of their own contribution as loan, and (iii) to repay a loan within 50 equal monthly instalments.

21. This Conference resolves to request the Government to recommend to the managements of educational institutions the necessity of appointing lady teachers whenever the number of girls in such institutions warrants the attention of a mistress.

22. This Conference resolves to accept with thanks the invitation of the Teachers' Association, Board High School, Hosur, to hold its 15th Session at Hosur.

MILTON G. KUOLT,
President.

THE SALEM DISTRICT TEACHERS' GUILD

Proceedings of the Annual Meeting of the Salem District Teachers' Guild held on Saturday the 9th September, 1939 at 1-30 P.M. in the Conference Hall, Board High School, Krishnagiri.

Bernard Thomas, Esq., M.A., (Oxon.), President of the Guild and Principal, London Mission High School, Salem, presided.

Members from almost all the affiliated associations were present.

The Audited Accounts of the Guild for the Years 1937 and 1938 were approved.

The Joint Secretary, Mr. K. S. Chengalroya Iyer made a statement regarding the action taken on the resolutions passed at the 13th Salem District Educational Conference held at Namakkal on the 27th and 28th November, 1937 and read replies received from the authorities concerned. He said that 21 Elementary School Teachers' Associations with a membership of 1,631 teachers and eight Elementary Women Teachers' Associations with a membership of 403 women teachers were disaffiliated this year as per G.O. No. 416 and wanted the Guild to take active steps to form Teachers' Unions for Elementary School teachers as per the recent Government Order. He also wanted that the Guild should be registered this year under the Societies' Registration Act and for that purpose amendments to rules were placed before the meeting for adoption. He made a fervent appeal to the assembled gatherings to strengthen the professional organisation.

Circulars received from the S.I.T.U. were read and recorded.

A sum of Rs. 25 was sanctioned to organise Teachers' Unions in the District as per the recent G.O. for the benefit of Elementary School teachers.

Amendment to the rules were adopted and it was resolved to get the Guild registered under the Societies' Registration Act and a sum of Rs. 75 was sanctioned for the purpose.

The election of Office-Bearers of the Guild for the coming year then took place. Mr. Bernard Thomas, M.A., (Oxon.), was re-elected President. Messrs. S. M. Lakshmana Chettiar, B.A., L.T., and R. Narayanaswami Iyer, B.A., L.T., Vice-Presidents. Mr. A. V. Sundaresa Iyer, B.A., L.T., Secretary and Mr. K. S. Chengalroya Iyer, Joint Secretary.

Mr. K. S. Chengalroya Iyer was re-elected to the S.I.T.U. Executive Board as the representative of the Salem District Teachers' Guild for the coming year.

The invitation of the Hosur Board High School Teachers' Association to hold the next Conference and Guild Meeting in November, 1940 at Hosur was accepted with thanks.

A vote of thanks to the retiring Secretary Mr. V. Doraiswami Iyer, B.A., L.T., was passed.

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

The Joint Secretary proposed a vote of thanks to the President of the Guild and the meeting was brought to a close.

K. S. CHENGALROYA IYER,
Joint Secretary.

BERNARD THOMAS,
President.

(i) THE MADRAS TEACHERS' GUILD

The Forty-fifth Annual General Body Meeting.

The Forty-fifth Annual General Body meeting of the Madras Teachers' Guild was held at 2-30 p.m. on 19-8-'39, at the Singarachariar Hall, Hindu High School, Triplicane, under the chairmanship of Sri. M. S. Sabhesan, M.A., President of the Guild. There was a large gathering of members present, numbering more than 350. At the beginning, a resolution expressing the great sorrow and the loss sustained by the Guild in the death of Sri. T. S. Subrahmanya Aiyar of the Hindu Theological High School, Madras, was moved from the chair and was passed, all members standing.

Sri. V. D. Pichai Pillai, Tournaments Secretary, presented a report of the tournaments for teachers. The President, then distributed prizes to the Winners and Runners up.

Sri. Sabhesan, the President, in his introductory remarks, said that he had been connected with the Guild since 1920 and had had his opportunity to serve the profession. The fact that the members had confidence in him showed that what little he had been able to do had been appreciated. They were now living at a time when great things were expected of them. The President hoped that in all they would do, they would keep up the high standard of the profession. He thanked the office-bearers and other members for their co-operation in the discharge of his duties. He then declared the following office-bearers as elected unopposed:—

President.—Sri. K. Kuruvila Jacob, M.A. (Leeds).

Vice-Presidents.—Sri. G. V. Narayanaswami Iyer, B.A., L.T.; Sri. S. Selvaraju Reddiar, B.A., L.T.

Secretary.—Sri. T. P. Srinivasavaradan, B.A., L.T.

The election of the remaining offices was then proceeded with. Sri. L. N. Subrahmanyam was declared elected as Vice-President. Sri. S. Natarajan was declared elected as Secretary. The members then adjourned for lunch.

Re-assembling after lunch, Sri. T. P. Srinivasavaradan presented the Annual Report for the year 1938-39 for adoption. After some discussion, the report was unanimously adopted.

The Secretary then read the resolution passed by the Council of the Guild re: the recent G.O., imposing a ban on teachers from contesting elections to the local bodies or to the legislatures, and the resolution was approved by the General Body.

Then the President announced that Sri. S. Madhava Rao having secured the larger number of votes was declared elected as Treasurer.

Sri. S. K. Yegnanarayana Aiyar moved that the thanks of the members to the retiring office-bearers and to the members of the Council be placed on record. He then eulogised the services rendered by Sri. M. S. Sabhesan as the President. The resolution was passed.

The meeting then came to a close with a vote of thanks proposed by Sri. T. P. Srinivasavaradan to the authorities of the Hindu High School and to others who co-operated with him. He thanked the members for re-electing him and said that he would try his best to serve the Guild.

(60) THE TRICHINOPOLY DISTRICT TEACHERS' GUILD

Forty-Ninth Annual Meeting.

The 49th Annual Meeting of the Trichinopoly District Teachers' Guild was held in the Guild House at 3 p.m. on 22-7-1939 with Sri V. Saramatha Iyengar, President of the Guild, in the chair. 102 delegates from various associations attended.

The Managing Committee met earlier at 11 a.m. in the Guild House and adopted the annual report and accounts and the Conference agenda. Mr. S. Sivaramakrishna Iyer, Urban Secretary, presented the Annual Report, which was passed. The report revealed that there were 1,185 members in 38 associations and 10 life members.

The Balance Sheet for the year was presented and passed.

RESOLUTIONS

Resolutions were unanimously passed about (1) managements and heads of institutions co-operating with the Trichy A. I. R. Station, Trichy; (2) on teachers' rights, viewing with alarm the recent restrictions placed on teachers in aided institutions taking part in and standing for elections; (3) on G.O.'s 416 and 17 and 18 reiterating the Guild's request to modify the G.O.'s so as to permit the affiliation of existing Range associations with Guilds and (4) appointing a Committee consisting of Prof. A. Rama Iyer and Fr. A. M. Antonisami to report on a programme to celebrate the Golden Jubilee of the Guild in June 1949.

NEW OFFICE-BEARERS

Rev. Fr. A. M. Antonisami, S.J., Headmaster, St. Joseph's High School, was elected President.

Messrs. M. Thiruvengadam Pillai of Musiri, T. J. Mully of Karur and Sam A. Durai of Trichy were elected Vice-Presidents.

Mr. K. N. Sambasiva Sastri was re-elected as Rural Secretary. Mrs. Grace Durai Raj was re-elected as Secretary for the Women's Section. Mr. M. G. Venkatrama Iyer of Golden Rock was elected as Secretary of the Elementary Section. Mr. A. T. Antoniswami of the St. Joseph's College was elected as Guild representative in the S. I. T. U.

(iii) TRICHY TOWN ELEMENTARY TEACHERS' CONFERENCE

(under the auspices of the Trichy Dt. Teachers' Guild.)

A Conference of Trichy Town Elementary Teachers was held at the Teachers' Guild House with Dewan Bahadur T. M. Narayanaswami Pillai, President, Trichy Taluq Education Committee, in the chair. Mr. S. T. Ramanuja Iyengar, Secretary of the Guild and convener of the Conference, welcomed the Conference. Mr. K. P. G. Menon, District Educational Officer, Trichy, opened the Conference. Lectures were delivered by Sri. P. M. Gopalakrishnan, Secretary, Y.M.C.A., Pudukottah, on Adult Education; by Sri. N. Halasyam, M.L.A., on Elementary Education; by Sri. V. Ramiah, Senior D.L., Trichy, on Teachers' Unions and by Sri. S. Viraswami Pathar on Teachers' Refresher Courses.

Resolutions were passed forming Teachers' Unions and concerting measures for a refresher course and a literacy campaign in the city.

(iv) THE KURNOOL DISTRICT TEACHERS' GUILD

Annual Conference.

The 16th Annual Conference of the Guild met on 1-7-'39 in the Coles Memorial High School, Kurnool. Over a hundred teachers, of whom about 40 were ladies,

representing seven affiliated associations, attended. Mr. K. N. Pasupathi, Secretary, welcomed the members.

Next, Sri. T. H. M. Sadasivayya, District Munsiff, who was invited to open the Conference, delivered an instructive address. He concluded with an appreciative reference to the atmosphere of love and light that generally prevailed in Mission institutions, and with his good wishes to the Guild for its continued usefulness and success in its laudable activities.

The Secretary then read messages wishing the Conference success from Messrs. S. K. Yegnanarayana Aiyar of Madras, S. T. Ramanuja Aiyangar, and M. P. Rajam Aiyar, Headmaster, Board H. S., Markapur.

Mr. K. Ramachandra Rao, Pleader, and President, Kurnool Town Congress Committee, was proposed as the President of the Conference.

The Presidential Address was next delivered.

The Conference adjourned for tea. Next, it proceeded to the consideration of the draft resolutions. After a good deal of discussion, ten resolutions were adopted.

The President made his closing speech in the course of which he complimented the delegates on the speedy and smooth manner in which they discussed the subjects that evening, and also on the spirit of co-operation and "nationalism" displayed by them. He specially commended the resolution on Hindi. Mr. K. Nilkanta Rao, Joint Secretary, then proposed a vote of thanks to the opener and President.

Then the business meeting of the Guild with Rev. B. J. Rockwood in the chair, was held. Mr. K. N. Pasupathi, Secretary, presented the Annual Report on the work of the Guild during 1938-39. It was duly adopted. Rev. Rockwood and Mr. Pasupathi were re-elected President and Secretary respectively for the year 1939-40, and all other old office-bearers were likewise re-elected.

At the end, Mr. Pasupathi thanked the President for his generous donation of ten rupees towards the expenses of the tea party and all the delegates and teachers for making the Conference a success.

(v) THE MADURA DISTRICT TEACHERS' GUILD

Periyakulam Session—Aug. 19, 1939.

The Annual Meeting of the Madura Dt. Teachers' Guild was held in the premises of the V. M. Board High School, Periyakulam, on Saturday, the 19th August, 1939. Sri. M. R. Rangaswami Aiyangar, M.A., L.T., Vice-President of the Guild, presided. The Teachers' Association, Periyakulam, was 'At Home' to the delegates. About 85 delegates representing the various affiliated associations of the Guild attended the session.

After prayer, the Secretary of the Periyakulam Association, welcomed the delegates in a short speech, followed by a few introductory remarks from the Chairman.

The Guild then moved condolence resolutions in memory of the late Sri. B. S. Gopala Aiyar, the late R. G. Sikamoni, the late T. N. Srinivasa Aiyar, and the late D. S. Masillamoni.

The Guild then adopted the Annual and Audit Reports, and the Budget for the year.

Office-bearers.—The following were elected: Sri. M. R. Rangaswami Aiyangar, M.A., L.T., as President; Rev. Fr. X. M. Adaikalam, S.J., as Vice-President; Sri. V. Aravamuda Aiyangar, B.A., L.T., as Secretary and Sri. K. R. Chandrasekharan, M.A., L.T., as Jt. Secretary.

THE SOUTH INDIAN TEACHER

Member for the Executive Committee of the S. I. T. U. and Auditor.—Sri. M. R. Rangaswami Aiyangar, M.A., L.T., was elected to the Executive Committee of the S. I. T. U. and Sri. T. S. Narasimha Raghavan, B.A., L.T., as Auditor for the year 1939 to 1940.

Tamil Equivalents Committee.—The Guild appointed a committee to consider how far the present Tamil terms used in text-books were suitable and what changes could be made for adoption.

Teachers and Elections.—Prof. C. A. Krishnamurthi Rao, M.A., F.R.Econ.S., of the Madura College, delivered a very thoughtful and interesting address on the recent G.O. prohibiting teachers from taking any part in elections.

After Lunch, the Guild met and adopted the following resolution:

That the G.O. is undemocratic and is a serious infringement of teachers' privileges. That the G.O. be withdrawn in entirety, at an early date.

The Chairman concluded the proceedings with a few remarks, and he and the lecturers were garlanded. The Secretary of the Guild proposed a vote of thanks to the Periyakulam Association for their generous hospitality, to the volunteers, to the lecturers and to the outgoing office-bearers.

Public Meeting.—Immediately after this, a public meeting was held in the same hall, when Prof. N. Kuppaswami Aiyangar, M.A., L.T., addressed the members and the elite of Periyakulam on 'The real significance of the Wardha Scheme'. He clearly explained the philosophy of the scheme, how it aimed to bring about a new social order of equality and economy, and met some of the criticisms levelled against it by critics.

The Secretary of the Periyakulam Association thanked the lecturer for his impressive address, and also Sri. Venkatarama Aiyar for placing at the disposal of the Association, his spacious house for the boarding and lodging of the delegates.

(vi) LONDON MISSION HIGH SCHOOL TEACHERS' ASSOCIATION, GOOTY

The above Association presented the Hon'ble Minister for Education, Madras, with a memorandum of topics during his visit to the High School on 27—7—1939.

The Secretary, Mr. C. Ranganatha Aiyangar, M.A., L.T., told the Minister that the Association was a member of the South India Teachers' Union, as an affiliated member of the Anantapur District Teachers' Guild and hence stood by all the findings of the Union as expressed in the form of resolutions at the Provincial Conferences year after year, and requested the Minister to give his best consideration to the resolutions of that body.

Particular attention was drawn to the following matters:—(i) Unsatisfactory service conditions in aided schools; (ii) Recent G.O. about reductions of fee-concessions to girls and backward classes; (iii) Recent G.O.'s about Elementary school-masters; (iv) Latest G.O. about teachers in private service and elections.

The Minister, in his reply, congratulated the Association on its being a member of the S. I. T. U. and advised the teachers, who had put up with their conditions for over 100 years to wait patiently for a year or two more and said that he was bent upon improving the service conditions of teachers. He said that the question of Provident Fund was already engaging his attention.

Regarding fee-concessions, he observed that improvement in the salaries of teachers cannot go hand in hand with the existing fee-concessions. The latter required to be narrowed down in the interest of financial improvement.

With regard to Elementary Teachers' Unions, he said that the meaning of the Government orders has been entirely misunderstood. The Minister declared emphatically that teachers in private schools required to be liberated from politics even more than those in Local Board Schools under the changed conditions when elections are contested on party tickets and hence he could not see his way to reconsider the Government order.

Mr. C. K. Tharu, B.A., L.T., President of the Association, thanked the Hon'ble Minister for his patient hearing and reply.

(vii) THE MADRAS TEACHERS' GUILD—ENGLISH SECTION

The valedictory meeting of the English Section of the Madras Teachers' Guild was held at 5-30 p.m. on Monday the 10th July, '39, in the Madrasa-i-Azam Hall. There was a large gathering of teachers. Rao Saheb S. R. Ranganathan M.A., L.T., the University Librarian, delivered a lecture on "The Improvement of English Teaching by the use of Library" and Captain M. A. Hameed, M.A., M.R.S.T., B.A. (Oxon), Principal, the Government Muhammadan College, presided.

Proceedings of the meeting of the Working Committee of the S.I.T. Union held on Sunday the 17th September, 1939, at 1 P.M. in the office of the Union:—

Members present:—

1. Sri S. K. Yegnanarayana Iyer (President),
2. „ M. S. Sabhesan,
3. „ S. T. Ramanuja Iyengar,
4. „ V. Bhuvarahamurthi,
5. „ V. Srinivasan,
6. „ N. Kalyanarama Iyer,
7. „ K. S. Chengalroya Iyer,
8. „ S. Ramachandra Iyer, and
9. „ H. Sundara Rao.

The Minutes of the last meeting were read and passed.

Mr. M. S. Sabhesan, Secretary, made a statement about the Education Week, Dr. Montessori's visit, the work done and the business awaiting decisions.

Mr. V. Bhuvarahamurthi, Treasurer, made a statement about the financial position of the Union, and the journals.

1. It was resolved to address the individual associations in the District Guilds of Coimbatore, Ramnad and Malabar to pay up arrears of affiliation fee.

2. The correspondence relating to the procedure for registration of delegates for the Madras Educational Conference between the Union and Sri V. Aravamuda Iyengar, Secretary, of the Madura Dt. Guild was discussed. The draft reply of the Secretary with modifications was approved.

With a view to prevent further misunderstanding the Working Committee suggests to the Madura Dt. Guild to hold a meeting of its management at which the Joint-Secretary of the Union will be present and explain the view point of the Union.

3. The G.O. on Teachers and Elections was discussed. The President's position was elucidated. A discussion ensued and all view points were threshed out. The Working Committee resolved that a deputation of the President and the two Secretaries do wait upon the Education Minister and the Premier to explain

the Union view point. The draft memorandum on the G.O. embodying the substance of the replies of the Guilds was approved. It was resolved to send the memorandum to the Government and the members of the Legislature and the Press.

4. Certain amendments to the Rules of the S.I.T. Union were agreed upon, to be brought up before the General Body.

5. A discussion ensued on the Editorial in the official organs and the need for prior consultation by the Editor with the Working Committee.

6. The Work of the Union was divided among members of the Working Committee. The Joint-Secretary was asked to look after the organisation of the Union register of members under the new rules and to study the developments in Education in the various provinces. Prof. H. Sundara Rao was requested to cull out educational extracts from foreign journals. Sri V. Srinivasan with a group of teachers in Madras City was entrusted with review work. The Secretaries were authorised to plan out Union propaganda in all parts of the province to push forward the Union's constructive programme.

7. It was agreed to start a registered S.I.T.U. Publishing Society and to own a printing press. A committee consisting of Messrs. S. K. Yegnanarayana Iyer, S. T. Ramanuja Iyengar, S. Natarajan and V. Srinivasan (Convener) was formed to bring up its scheme before the end of October '39.

8. It was resolved to publish news about Guilds and Associations' activities but when Guilds wanted publication of proceedings in full, subject to Editor's discretion, it was resolved to publish them at Guild cost at Rs. 2 per page.

9. The report of the President about the Minister's Conference on Secondary Education and the Middle School course and Vocational course in Secondary Schools came up for discussion. It was resolved to generally support the report, while the President was requested to press the passing of a Secondary Education Act, the preparation of the financial estimate for reorganisation and consequent budgetary provision, the correlation of the reorganisation proposals with the basic Education Scheme and the improvement of the service conditions of teachers under the new scheme.

10. A committee consisting of Messrs. S. K. Yegnanarayana Iyer, S. T. Ramanuja Iyengar, S. Ramachandra Iyer, N. Kalyanarama Iyer and V. Bhavarahamurthi (Convener) was formed to report before the end of October '39 on the modifications of the Grant-in-aid Code.

11. It was resolved to send the S. I. T. Union Service Condition Bill and the M. E. R. Amendments re: Contract to the Government.

12. It was resolved to send a circular to Guilds to examine the Scheme of Basic English and its introduction in our schools.

13. It was resolved to open a Reference Library in the Office and a token grant of Rs. 10 was granted, and the offer of Sri S. T. Ramanuja Iyengar of some reference books to the library was accepted.

With a vote of thanks to the Chair the meeting terminated.

S. T. RAMANUJA IYENGAR,

Joint Secretary,

18-9-'39.

(Sd.) S. K. YEGNANARAYANA IYER,

President and Chairman.

ANNOUNCEMENTS

15TH ALL-INDIA EDUCATIONAL CONFERENCE, 1939

Change in Venue.

Educationists interested in the work of All-India Federation of Educational Associations will please note that the Patna Reception Committee having expressed its inability to arrange for our Annual Conference the Executive Committee has accepted the invitation of U. P. teachers to hold it at Lucknow. Hence the 15th All-India Educational Conference will now be held at Lucknow on December 27-30, 1939. Intending delegates are requested to communicate with Dr. L. K. Shah, the Secretary, Reception Committee, 15th All-India Educational Conference, Christian Training College, Lucknow, for arrangements for lodging, boarding and sightseeing. Communications for inclusion in the programme may kindly be addressed to D. P. Khattri, Honorary Secretary, All-India Federation of Educational Associations, Post Box 52, Cawnpore.

15TH ALL-INDIA EDUCATIONAL CONFERENCE, LUCKNOW

Dr. Radhakrishnan has kindly consented to preside over the 15th All-India Educational Conference to be held at Lucknow on December 27-30, 1939 under the auspices of the All-India Federation of Educational Associations.

PROPAGANDA TOUR (NO. III)

By the President of the S. I. T. Union

During a tour which the President undertook on some business of his own in the Districts of Coimbatore and Malabar from 23rd to 30th of August 39 (both days inclusive), he met the Headmasters of the High Schools at Coonoor, Palghat, Cheraplacheri, Satyamangalam and Gobichettipalayam and also the Secretary of the Coimbatore Dt. Teachers' Guild. He appealed to them all to strengthen the S.I.T. Union by subscribing to the two journals published by the Union and by joining the Protection Fund.

THE S. I. T. U. PROTECTION FUND

OBITUARY

We regret to have to announce the death of Mr. M. P. Sitarama Aiyar, of Tinnevely on the 11th September, 1939; his nominee will be paid a sum of Rs. 316-4-0 on receipt of the claim papers in order.

520, High Road,
Triplicane,

V. SRINIVASAN,
Hony. Secretary.

THE TEACHERS' BOOKSHELF

I Will Repay. By Baroness Orczy (Abridged and simplified by L. R. H. Chapman, and L. Robinson). Longmans, Green & Co.

The celebrated writer of the *Scarlet Pimpernel* is equally at her best in presenting a splendid narration in "I Will Repay". The scenes in the story are most certainly "as vivid as paintings".

The present abridged and simplified edition resembles the original in several respects. For here, too, the characters are made to live and move with dashing vigour, as intended by their creator. As we read the story, we are actually face to face with France in the days of that famous Revolution. We feel as though, we are one with the Crowd, witnessing the various thrilling scenes of those times.

At the very commencement of the story one's attention is involuntarily arrested by the life-like "Duel" scene. Deroulede and Vicomte are ushered in and hot words fly between them and their actions move with lightning-like rapidity.

The titles of chapters are magnetic, interesting and thought-provoking. There is such charm and fascination in every chapter that one would not lay the book aside, before trying to finish it.

The animosity between the aristocrats and the middle-class people is well portrayed. That mysterious *Scarlet Pimpernel* has an important role in this story also. The nobility of Juliette de Marny, despite her social environment, her great sacrifice, her fortitude and strength of character at times of dire distress—are all graphically described.

The whole narration is saturated with highly interesting scenes. The dramatic situations are cleverly cummingled with historical facts.

The style is very easy and the bold type on good paper, with attractive wrapper, forms another good feature of the book. This book will be very useful to students and to the reading public.

B. G. S.

Common Mistakes in English with Exercises. By T. J. Fitikides. Published by Longmans, Green & Co.

The book contains a very large number of examples of common mistakes in English language, as committed by students, as also by the educated public. At every stage, besides pointing out the common mistakes and giving the correct usage, a good number of exercises also follow and these will be of very great help to good many.

The book is divided into five chapters, spread over nearly 80 pages. Misused forms, incorrect omissions, unnecessary words, misplaced words, and confused words are pointed out. What not to say and what to say is throughout mentioned.

In mentioning the common mistakes the author styles certain mistakes common, which, however, are conspicuous by their general absence. For instance 'I believe to God', 'He is looking to the picture', 'John is taller from George,' and some such usages which the author calls common mistakes are very rare even among the average English-speaking people. At any rate, whenever doubts arise as to the

correct usage of the language, the book is of inestimable value to the present-day student.

The book is a handy one with good wrapper.

B. G. S.

Everyday Conversation Readers—Primers 1, 2 and 3. By H. Martin, M.A. (Oxon), O.B.E. Published by K. and J. Cooper, Bombay.

The three books, Primers 1, 2 and 3 are well graded by the author and the method adopted is conversational. Much care is bestowed on introducing "English as she is spoken", but the fear is that the student is likely to become mechanical, since all the lessons from start to finish are fully of conversational type. And again, even in Primer 1, the standard is a bit high, though useful topics are introduced in the most natural way possible.

Proper Neuns like Tehni, Yasmin, Gool and Shirin: and Common Nouns like banya and chaprasi are unfamiliar to both the teacher and the taught alike in South India. The author would have done much better had he written everything to suit the South Indian student as well. The book will be of much use to the English teacher for introducing several topics like "Bananas", "Crows" "the Elephant" and some stories also.

B. G. S.

History of England—Part I—(From the beginning to 1603). By Mr. T. R. Sesha Iyengar, M.A., Pachaiappa's College, Madras. Published by Blackie and Sons, Madras.

Mr. Iyengar, the author of the *History of England—Part I (Tamil)*, is a well-known figure in the City, as lecturer in History for over two decades in colleges.

His attempt at rendering the *History of England* into Tamil, catering to the needs of the present day high school student, is really praiseworthy. He seems to have closely followed the style of T. F. Tout and other popular writers. A good feature of the book is that the author gives English names, within brackets, wherever proper names are used. Otherwise, it would have been an ordeal for the Tamil pupil, especially to make out the correct pronunciation, and it aids the teacher also. Much time and energy could have been saved had not the author strained himself in giving correct Tamil translation for words 'Feudalism', 'Martyr', 'House of Commons', etc., etc. Of course, they would be of immense help for translation in second language.

Another notable feature of the book is that it contains selected blocks of famous pictures like 'the Boadicia', 'King John Signing the Magna Carta', 'Joan of Arc', etc., etc., but the print is not quite attractive, though they would not fail to impress the student.

All the topics are presented in detail.

B. G. S.

Macmillan's Coloured Story Books: No. 2B, Jenny in the Bull's Field and Jenny in the Blackberry Pit; No. 3B, Jenny and the Swallows; No. 16B, The Surprising Seed; No. 6B, Alice and the Mad Tea-party and other stories. (32 pp. each, Macmillan & Co., Ltd., London. Price 4½d. each).

These are children's books based on out-door nature study, and are very interesting reading. They are profusely illustrated in colours; there is one picture

on every alternative page in the first three books, and there are eight pictures in the fourth book. Each book contains a list of exercises. The books are suitable for library and home reading by our pupils reading in Forms II and III.

S.

உதயன் பிழைப்பு : By L. Dudley Stamp (Longmans, Green & Co. Price Part I. 6-14-0; Part II. Re. 1-4-0).

This is a rendering into Tamil of Dudley Stamp's New Secondary School Geography now in use in several of our schools. The New Secondary School Geography covers the syllabus issued by the department. Part I deals with the Southern Continents and North America. It is in Part II that the present book differs in contents from the author's Secondary School Geography. Eurasia is dealt with in this volume as before, but there are a few additional chapters on India, those ones on rocks, weathering and the topographical map suggested by the 1934 scheme, 'World Studies' have been deleted. The book is deservedly popular.

The translation is faithful to the original without being slavishly literal. Occasional slips, however, occur as on page 122 of Part I where we have N. West for N. East and S. West for S. East.

N. G.

An Introduction to Nature Study: By Earnest Stenhouse. (Pp. 514. Macmillan & Co., Ltd., London, 1939. Price 4sh. 6d.)

This is a revised and enlarged edition of the book familiar to all students of nature study. The book is divided into 2 parts. Part I dealing with Plant Life and Part II with Animal Life. In this addition, Part I has an additional chapter on the Ecology of Plants and Part II has two additional chapters, one on the Ecology of animals and the other on school journeys. Useful monthly nature calendars are appended to each part. There are 4 coloured plates which add to the usefulness of the book. This is a book that should be found in every school and college Science Library.

S.

Play Way English by W. W. Ryburn. Books I, II, III. (24 pp. each. Oxford University Press. Price 4as. each).

We recommend these little books to the notice of all teachers of English. Each book contains 25 sets of graded exercises of different types, to be done by the pupils in the book itself. The exercises includes underlining and picking of correct words, saying 'yes,' or 'no,' answering riddles and drawing pictures of objects representing the answer, giving the opposites of words, picking up of rhyming words, rearranging letters to form words and words to form sentences, matching questions and answers jumbled together, filling up missing letters in words and missing words in sentences, correction of slips of tongues, picture-reading, etc.

The exercises are such that, true to the name of the book, the pupils will take to them with eagerness; the pupils' answers will help the teacher to gauge the extent of the pupils' vocabulary. Book I can be placed in the hands of a pupil entering the I Form of our High Schools; as each book is completed, the pupil can take to the next one.

S.

THE TEACHERS' BOOKSHELF

425

First Aid in English by Angus Maciver. (Pp. 112. Robert Gibson & Sons, Glasgow. Price 1sh. 6d.).

This is a book on English grammar and correct usage. But happily, grammatical rules are not given. Copious examples are tabulated under different heads like 'Singular-plural,' 'masculine-feminine,' 'Parents-Young,' 'Person-Home,' 'group-terms,' 'Similes,' 'occupations,' 'places,' 'receptacles,' 'creature-sound-motion,' 'doubles,' 'abbreviations,' 'contractions,' 'opposites,' 'similar words,' 'homonyms,' 'diminutives,' etc.

Lists of proverbs, popular phrases and colloquialisms are also given. There is also a section on useful information under heads like 'Country—people—language—capital—currency,' 'names of scientific instruments,' 'Road signs,' etc. There are 4 pages of spelling lists arranged subject-wise.

There are 260 General Intelligence Questions, and 16 Test papers in addition to a large number of exercises under each section.

This is a very useful book for class work (Forms IV, V and VI) as well as for individual study. It also provides very good material for reference work.

V. S.

நான் பிழைப்பு : By Earnest Stenhouse. (Pp. 514. Macmillan & Co., Ltd., London, 1939. Price 4sh. 6d.)

This is Part I of the Tamil Translation of Mr. T. S. Krishnaswamy Iyer's book written in accordance with the C. Group Physics Syllabus of the S.S.L.C. Course. The translation has been done by Mr. K. R. Krishnamurthy Iyer with great care. The language is simple and precise. We suggest that in the next edition of the book, the few words that are transliterated such as *calipers*, *vernier*, *scale*, *nut*, *cone*, etc., may also be given suitable Tamil equivalents.

S.

Elementary Science, Book I. By H. R. Mills and E. R. Menon, translated into Telugu by C. Bhanumathi (Pp. 211, Macmillan & Co., Ltd. Price 12as.).

The translation has been done with great care, and the book is easy reading.

S.

Elementary Science, Book I. By H. R. Mills and E. R. Menon, translated into Tamil by V. Gnanadikam (Pp. 202. Macmillan & Co., Ltd. Price 12as.).

This is a well-written book translated into simple and readable Tamil. The questions given at the end of the book add to its usefulness.

S.

Book-Keeping in Telugu. By K. S. Rama (Pp. 154. The Orient Publishing House. Price Re. 1).

Mr. K. S. Rama deserves congratulations on his bringing out in Telugu a book on Book-keeping. It closely follows the departmental syllabus for the S.S.L.C. course and it can be used also by those preparing for the Govt. Technical Examinations in Book-keeping (Lower Grade). The book is very well planned, and the large number of exercises at the end of each chapter add to the usefulness of the book.

S.

Elementary Algebra in Telugu, Part I. By V. V. Avadhany and C. B. Jagannadha Rao. (Pp. 330. S. R. P. Works, Cocanada. Price Re. 1-8-0).

The authors must be congratulated on bringing out such a good book for C Group Algebra in Telugu. This book contains what is done in most schools in V Form. The exercises are varied and copious, and the get-up is good.

Basic and the Training of English in India. By Adolph Myers. Published for the Orthological Institute, Cambridge by The Times of India Press, Bombay. Price Rs. 5.

The teacher engaged in teaching English in our schools has before him a bewildering mass of literature concerning better methods of teaching the language. Some recent writers like Dr. West on the subject have approached the problem from the view point that English is to be taught here as a foreign language. What exactly is to be the aim of English teaching, has unfortunately not been clearly stated. This confusion is not confined to India only but is prevalent in most of the countries which are compelled to use English. It is becoming increasingly evident that English is acquiring international importance and a knowledge of the language as a vehicle of thoughts and ideas is recognised as a necessary accomplishment.

Many attempts at selecting words on a frequency basis as most necessary for this purpose have been made but the standard of English attainments has in no way increased. Nay, it has been found that these have helped to produce psychological inhibitions and mental paralysis in our students while attempting to master normal English. As Mr. Som Nath Chib has observed—"They (the pupils) have not learnt their own language. They have not been able to master the foreign one forced on them. They have fallen between two stools. When you take away the language of a community you take away its ideas too One who has not mastered any language is evidently a bad thinker." There is come a realisation that the mother-tongue of the pupil should have first place in the educational system. But in countries like India the practical development of English is unquestioned. To meet such a situation Basic English seems to be eminently suitable.

Basic English is the result of a deliberate planning and organisation to evolve an international language which could be easily mastered by any foreigner to whom knowledge of English is necessary. The Basic words—850 in number have been chosen not for their frequency but for their usefulness. They are all simple words and are also the most fundamental, the closest to reality and the most concrete for pointing purposes. With this vocabulary, it is claimed that one can express all ideas covered by 25,000 normal English words. This whole vocabulary and grammar can be put down on one sheet of paper and learnt in a few months. A good mastery can be acquired with a few year 'one level' practice.

This book gives a very comprehensive account as to how Basis is evolved—the confusion of aim and methods of teaching English as a foreign language with the particular reference to the Indian schools and how the adoption of the Basic way to English would solve many of these problems. Many are the objections raised against the use of Basic and Mr. Myers has answered them all in the third section (Chapter 19).

One criticism that is often raised against adopting Basic English is that it might be difficult for the Indian student to appreciate the richness and the beauties

of English Literature. It is a wrong notion. Those who master Basic English as Pt. Jawaharlal says 'not only have a simple and efficient means of communication with others, but they are already on the threshold of standard English and can proceed further if they so wish.' It must be remembered that Basic English is no new language like Esperanto but it is merely English 'boiled down' to a minimum of words.

This is a book which all those who are teaching English should read. Though intended essentially for teachers it is a book of general appeal and is written in simple, direct and a forcefully convincing style.

S. N.

Report of the Fourteenth All-India Educational Conference held at Bombay, 1938.

The Reception Committee of the Bombay Conference deserves to be congratulated on their having published a full report of the last All-India Conference without the customary delay. It runs into nearly 300 pages and contains reports of the various sections as well as of the plenary sessions and activities like the Exhibition. Our further congratulations to the Committee for its ability to collect over 10 thousand rupees, spend wisely on all necessary and hand over a handsome balance of over 2 thousand rupees to the Secondary Teachers' Association. We hope every centre inviting the Alliance would be so business-like and lucky.

S. K. Y.

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EDITORIAL

THE WAR

Since the last number of this journal was published the world has been plunged into the great tragedy of war once more. Many of us are able to visualise even at this distant date the terrible loss of property and precious human lives in the great World War 1914-18. This war has not, it is true, developed to those proportions; but no body could foresee what the future has in store for us. Owing to the advancement of science and improved methods of transport and transmission of news the whole world is knit closer together to-day than even twenty years ago; and as in the human body, in the world also, you cannot hurt a portion without hurting vitally other parts as well.

Our sympathies are naturally with Great-Britain and her glorious ally France. Our sympathies are also with that gallant little country Poland, that has not yet officially surrendered though its invaders say that war with Poland is over and they have divided it among themselves.

One feature of this war deserves particularly to be noted by us in India. In the days previous to war when it had not actually come but was apprehended, England took precautions for evacuation of London and other important cities, especially of the children of the cities. We are glad to be told that this evacuation has been carried out on an unprecedentedly large scale but without any hitch whatsoever. Hundreds of thousands of children have been moved from London to safer places and arrangements have been made not only for their boarding and lodging but for the continuation of the school in the area of refuge. The success of this evacuation is an indication of the discipline of the nation, and we have no doubt that so well disciplined a nation whose spokesman in his weekly summaries speaks with so much of sobriety and restraint will in the long run be victorious.

REORGANISATION OF SECONDARY EDUCATION

Our readers are aware of the fact that the Hon'ble the Minister for Education called together a Conference of Educational experts and public men interested in education on the 7th of this month to consider the question of educational reorganisation. The President of our Union was one of those invited to attend the Conference and later on when certain Committees were formed our President was also the Convener of one such Committee.

This subject is of vital importance to our country as a whole and to our Province in particular. As early as 1934 the Inter-University Board discussed how best Secondary Education may be reorganised so that the rush of undesirable students to University classes may be avoided. The Central Advisory Board discussed this matter and the Government of India issued a circular. We in this province took up the subject with our characteristic earnestness and two of our constituent Guilds, Trichinopoly and Madras made a special study of the problem and submitted their reports. Our Provincial Educational Conferences held at Tanjore and Mangalore in the years 1937 and 1938 as well as the last Conference held at Madras during this year gave special attention to this topic. In fact, the most important resolution discussed at the Tanjore Conference was a comprehensive one bearing upon all aspects of Secondary Education. The Government, in the mean while issued a communique on their educational policy regarding all stages of education and the pivot of the whole is the reorganisation of Secondary Education.

It would be seen from the above survey that officials and non-officials concerned with education have been devoting special attention to this topic and the recent Conference is only an indication that Government are anxious to arrive at some definite conclusion on the matter and implement them at a very early stage.

The Hon'ble Minister in his introductory speech stated that this Conference would confine its attention mainly to the problem of the duration of the Middle and High School courses and to the bifurcation of studies and may not deal with many other important aspects of Secondary Education. As a matter of fact, members assembled were not requested to devise a suitable scheme of Secondary Education but were requested to discuss a scheme more or less on the lines indicated in the Government Communique placed for their consideration by the Hon'ble Minister. As the deliberations were not open to the public and as the Conference has yet to meet and express its views on certain other questions not yet considered by Committees, we do not want to make any comment on the question further. We should like to congratulate the Hon'ble Minister for the step taken by him and his earnestness to see that a desirable change is introduced at a very early date in the Educational System of the province.

THE G. O. ON TEACHERS AND POLITICS

Enough has been said about this G.O. in the press and the platform and if we refer to it again it is only to draw the special attention of our readers to the views expressed by Sri Veerabahu, B.A., B.L., President

of the Tinnevely District Board who in his address to the Tinnevely District Teachers' Guild at their Conference held at Courtallam in August last published elsewhere in this number deplored the issue of this G.O. and hoped it would be speedily withdrawn.

We should also like to emphasise the fact that all our constituent Guilds and Associations which discussed the G.O. have condemned it as an infringement of the fundamental rights of the teacher. It is curious that the spokesmen of the Government refer to the abuse of power not by any manager of private schools but by Presidents and other authorities of Local Bodies and Municipalities. There is enough provision in the laws and rules as they exist at present to curb this evil tendency on the part of the authorities of Local Bodies and Municipalities and we are yet to be told what action has been taken against such abuse.

The Working Committee of the S. I. T. Union at its last meeting considered the replies received from various Guilds and resolved to send a deputation not only to the Hon'ble the Minister for Education but also to the Premier and we hope the deputation will be successful in its endeavour to have the G.O. cancelled.

THE NINTH SOUTH INDIAN EDUCATION WEEK

The South India Teachers' Union has, as usual, taken the initiative in forming the Central Education Week Committee for the celebration of the Education Week this year and the Committee has met and resolved to have the Education Week celebrated from 30th October to 5th November 1939. The Central Education Week Committee has also arranged to have directions regarding the celebration of the Education Week and to have leaflets to parents issued from the Union Office. We appeal to all our constituent Guilds and Associations, even to those teachers who are not officially connected with our organisation, to take up the celebration of the Education Week with enthusiasm and bring home to the parents and the general public at large the need for their taking more interest than they do in schools and the various problems connected with them. The School is a public institution and not merely a place where a few school-masters earn their scanty living. It is there that the future citizens of the country are getting trained and it is the duty of the public as much as of the teachers engaged in schools to keep the schools up to the top notch of efficiency and usefulness.

160082

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