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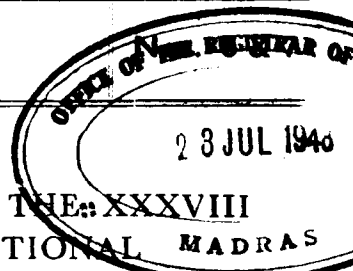
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REPORT OF THE PROCEEDINGS OF THE XXXVIII MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, TIRUCHIRAPALLI

The 38th session of the Madras Provincial Educational Conference commenced its three days' proceedings on the morning of 13th May 1948 with the hoisting of the National Tricolour Flag at the District Teachers' Guild House.

The Ranga Scout Group of the E. R. High School and the Thayumanavar Rovers of the Government Training School, affiliated to the Hindustan Scout Association, presented a guard of honour.

Mr. L. R. Natesa Iyer, Headmaster, Sesha Iyengar Memorial High School, Woriyur, welcomed the gathering.

Mr. Edward Paul Mathuram, Chairman, Tiruchirapalli Municipal Council, hoisted the flag. He exhorted the teachers to work for the well-being of the country and not to teach Communism and Socialism to their pupils.

Mr. R. Bhuvarahan proposed a vote of thanks.

The Conference proper commenced at 9-15 a.m. at the Lawley Hall, with the Vandemataram song sung by a group of girls of the Savitri Vidyasala.

Prof. A. Rama Iyer, Chairman of the Reception Committee, announced the programme of the Conference.

OPENING ADDRESS

Prof. M. S. Sundaram, Deputy Secretary, Ministry of Education, Government of India, opened the Conference. He said :

"When I happened to come here two weeks ago to the soil of my birth, I had

an invitation from my old teacher, which I considered a command, that I should be present here at this Conference. When this Conference was announced to be held at Tiruchirapalli, I particularly looked forward to attend it because nine years of my youth were spent in this place partly in this St. Joseph's College and earlier years in the National College.

It was the 34th Conference of the Madras Provincial Teachers at Annamalaiagar, to which I was invited in 1944. The subject most discussed at that time was known as the 'Postwar Educational Scheme' or the development of education in the postwar period, which was accepted by the Central Board of Education, on which eminent representatives from all parts of India had served. At that Conference there was a great deal of keen discussion on the future of our education. Four years have passed since then and the postwar era has dawned, and two years have passed since and nothing more than a scheme was drafted with a view to its being implemented immediately after the cessation of war. What surprises me is that still we are talking of our plans. Looking back at the last four years I wonder if we have made any strides in action because whenever Conferences of this nature, big or small, are held, we are still in the realm of discussion.

Now there is far too much discussion at every level about plans and schemes

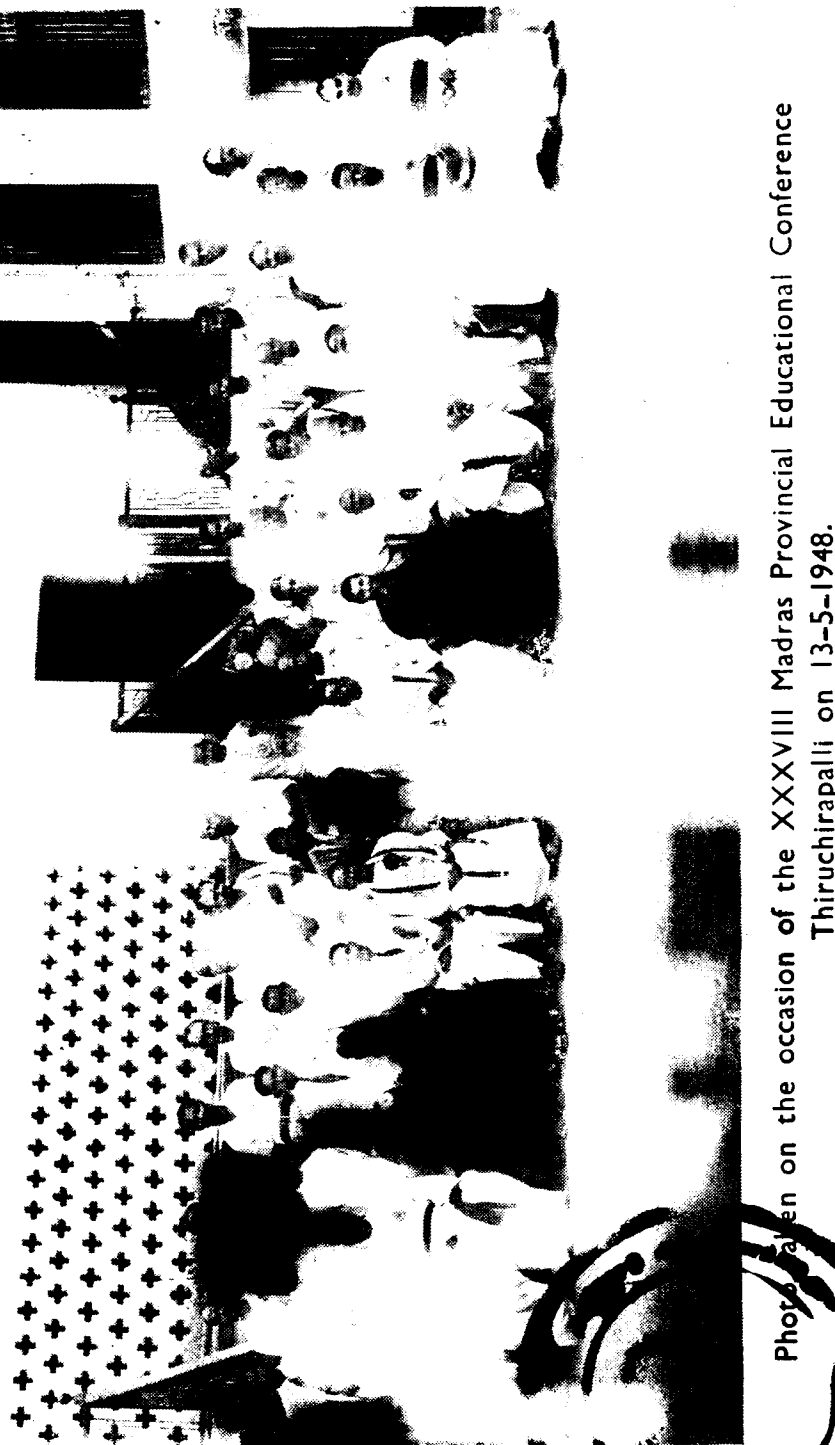
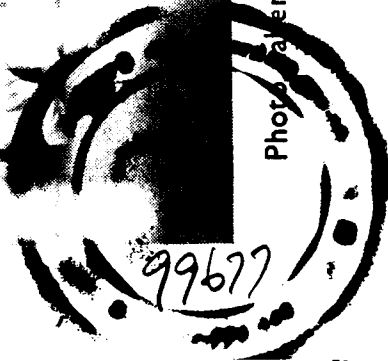


Photo taken on the occasion of the XXXVIII Madras Provincial Educational Conference
Thiruchirapalli on 13-5-1948.

(Mr. R. Suryanarayana Rao and Prof. M. S. Sundaram are seated in the centre)



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and a good deal of academic discussion which almost seems to end in futility. Wherever one travels in this country you will find people are extraordinarily keen on getting education for their children. We have talked about universal free compulsory education as our goal. Now what has been done in any part of this province or other provinces to enable us to progress in this? Where have we started an experimental venture? Have we got at least one district in a province as a laboratory where we have introduced and watched the benefits of universal free compulsory education? Instead of making a start somewhere, we have started examining old schemes and modifying them and, as the Chairman of the Reception Committee has said, wasted a good deal of our activities in tinkering here and there with schemes which are already on paper—whether there ought to be seven or nine years' compulsion or free high school education or bifurcation at certain stage levels—all these are going on endlessly without any effort to experiment. After all, theories are good only if they could be put to some experiment and the results are watched.

The Central Government have made their plans and it is now nearly three or four years. Those plans have been formulated by the collective wisdom of representatives of educational and other interests in all parts of India. They did not hold that there ought to be a uniform pattern all over the country. In the so-called Sargent Scheme of the Central Advisory Board, the educational structure is only a frame-work within which every province is free to make its own experiments and its own adjustments.

Ever since the Montagu Chemsford Reform days, it has been maintained that education is a provincial responsibility. In fact, I should say that education ought to be a local responsibility, a regional responsibility— even a village or panchayat responsibility. It is not our objective to standardise and create one pattern throughout the length and breadth of the country. It will cease to be education in the best

sense of the term if we pattern ourselves in one particular manner in this vast continent. What is really required is local enthusiasm, local effort, without being very much interfered with by every distant authority. You will find in all advanced countries, either in the United Kingdom or in the United States of America, the local authority practically runs education. They are only helped financially by a distant Government which keeps a close watch but which does not interfere with the plans and programme drawn by the local education authorities. Whether primary, secondary or technical education has to be planned in a certain way may be indicated but every district may be allowed to think for itself as to how best it could achieve the purpose for which they are educating children. The means adopted may not be all exactly alike, but decentralisation is very essential in order to create enthusiasm. If the Provincial or Central Government begin to control all education, local authority will only say: "All commands come from above, it is for them also to execute them." In the United States of America no two states have exactly the same system. But they do not vary widely from the general framework that is given to them. And as for the subject and syllabuses and courses that have to be followed, the local education authorities take a very keen interest and vary their schemes and each district or county thus affords a laboratory whose experiments are formulated, so much so the neighbouring states and the counties follow one another's experiment to mutual advantage.

The Central Advisory Board of Education in India have put up very weighty documents on the subject of education at all levels and in different stages. And I would say this, that it is not the intention of the Centre to dominate education in the provinces or to insist that each province shall follow only one particular pattern.

Annual Conferences like this are looked upon as very important from the point of view of the Central Government. We

look forward at these conferences for suggestions or improvements. It is not as though a scheme formulated by some one far away in Delhi is either to be enforced on various units of the country—the units themselves could have various suggestions and if in a province like Madras an experiment is actually produced and is proved successful over a period of three years, the Centre or the provinces will only be too ready to take the experiment and put through the plans and schemes which you have adumbrated here. There is one other subject with which the Centre is very keenly associated and interested and that is about education at all levels, particularly technological education and university education. There again the authority of the university is to be preserved. One of the latest problems that came for consideration was the medium of instruction in university courses and colleges.

Most of you here may have seen the conclusions which were recently arrived at by the Committee of Vice-Chancellors that for a period of five years they should permit English as a medium of instruction and side by side experiments should be conducted with the regional language to replace English, and if the experiment is successful, then by a certain date all media of instruction in the university courses would become the regional language.

In addition to the regional language, they take it that the Federal Language should take an increasing part in university education. Here the Centre can only give a kind of 'directive' but has no part in any plan to enforce it on the provinces. Because when governments begin to interfere with the universities' autonomy you will find that all education will become a mere pattern and might show sign of being dominated by one and only change.

In all these matters when the Central Government is asked for its opinion you will find that opinion or comments or advice will be readily forthcoming. But the function of the Centre from the educational point of view should stop with only giving advice.

May I turn from this point to another—I do not know whether on this occasion it is still on the agenda—the terms and conditions of teachers in all schools and at all levels. The subject used to come up at every conference of this kind so much so at one time I felt sick enough to say that if a subject is perpetually on the agenda, there must be something either wrong with it or with the Government that deals with it. On this matter teachers are capable of taking a very firm stand. The teacher is not a servant of the community and a missionary spirit alone cannot be the entire motivated force behind him to do service. If the community wishes to have their children properly educated, they have to find ways and means of paying the teacher a "living wage".

It is a feature not peculiar to our country. It is one which you see in all parts of the world. In 1917 at a teachers' conference held in Chicago where I was asked to address as a visiting member from abroad, one of the teachers proposed to conduct a big strike in the whole of Minnesota State. The resolution was unanimously passed and the teachers went on strike. When the strike was in progress, I was asked to speak on the rights of teachers to go on strike. I had to tell them that in my part of the world this right had not been exercised, may not be exercised, and he would consider very improper on the part of teachers to exercise the right because we look upon the profession as a sacred one and the children as a sacred trust. Of course to them it was a typical oriental idea. Many of them laughed it out and said, 'the teacher is not a servant of the community'. If our workmen have a right to go on strike, they agreed, why should the teacher alone be called upon to endure hunger. And they reduced it to very elementary logic and within three days after they went on strike, the Government of the state and the Federal Government came to terms with the teachers, settled the question of their remuneration and increased allowances and whatever they stood for.

Now a strike may pay. But whether strikes are really moral or true to our

traditions is a matter which the modern teachers will have to ask themselves. This strike fever in U. S. A. spread from one part of the country to another till at last the Federal Government devised certain standards below which no teacher shall be paid and that standard is now being put through in all the 48 states as a basic minimum. Since the writing of that report the cost of living in the country has probably risen about three times. Any representation made by a very large body of teachers has a right to be heard by the Government.

In your welcome address as Chairman of the Reception Committee, I notice for the first time a very brave effort to comment and criticise your government. If it symbolises the spirit of the teachers here, there is a great future for the teaching profession. If the right exercised by all members of

society, of various professions, to criticise the government is not exercised, particularly by the teachers, we shall soon be training most children at various levels, to become so dominated and subject to government that they will cease to think for themselves.

If a teacher could criticise government as a citizen, if not as a member of government, then the future of our democratic institutions is pretty much assured. So, Sir, I say to the teachers here: "Let us not give up our legitimate rights, first as citizens, to exercise freedom of speech, second as workers in the body politic, who have a right to demand their legitimate wages, and third as members of a free society who have a right to determine the policy of their own government. With these words I wish to declare this Conference open."

WELCOME ADDRESS

SRI A. RAMA IYER, M.A.

Chairman, Reception Committee

Ladies and Gentlemen,

As Chairman of the Reception Committee, I have the proud privilege of extending a most hearty welcome to all of you to this the 38th Session of the Provincial Educational Conference. Trichinopoly had the honour of holding the Silver Jubilee Session of the Conference in 1933, and that was a record session from the point of view of the number of delegates, the number of auxiliary Conferences held, and the total expenditure. Tiruchirappalli has again the enviable distinction of holding the first session of the Conference in Free India; and now, too, we have a record number of delegates—600 odd, which is the highest figure reached so far, with the exception of the 1933 session.

It is a particularly noteworthy feature of this Conference that it is being presided over by a distinguished non-educationist like Sri R. Suryanarayana Rao, M. L. C., who has been honoured by the suffrages of the majority of affiliated Teachers' Associations in the province. He is a careful student of the various aspects of our educational system and has been a consistent champion of the teacher's cause. As his presidential address will presently show, he is a constructive thinker, and a sober and fearless critic; and the fault will be ours if we do not derive the utmost profit from his participation in our deliberations.

Sri Suryanarayana Rao's election as President of this Conference testifies to the fact that we teachers are free from

a narrow sectional spirit. I for one have always held that non-teachers have a great responsibility in the matter of education, that education is a subject which does not stand to gain by being made the close preserve of the teacher. While the teacher should be a specialist in teaching methods, the enlightened public should have a voice in matters of broad educational ideals and policy. Dr. George Sampson has emphatically declared that "education must not become merely the affair of school-masters;" and Dr. Richard Wilson holds that, as the parent pays the educational piper, he ought to assist in calling the tune. How one wishes there were more of enlightened co-operation between the teacher and the parent! It is our anxiety to enlist the co-operation of parents that has impelled us to arrange for a Parents' Conference. Many of my friends fear that the Parents' Conference may not attract more than a handful of non-teacher parents; I, however, am hoping to find their fears belied by the event.

I should be failing in my duty if I did not offer the thanks of the Reception Committee to the several gentlemen who have kindly agreed to perform various important functions connected with this Conference. We felt that this three-day festival should appropriately begin with the hoisting of the National Flag, and that the hoisting of the Flag should be at the District Teachers' Guild House. This function has already been performed this morning by Dr. Edward Paul Mathuram, our popular and enlightened Municipal Chairman, who, not content to be a skilful healer of physical maladies, is now straining every nerve to become a healer of the wounds in the body politic.

Prof. M. S. Sundaram, Deputy Secretary in the Ministry of Education, Government of India, who has just done us the honour of inaugurating this session of the Conference, is intimately connected with Trichinopoly, both as student and as teacher; and his association with me personally has been so close that it would be difficult for me to

render him formal thanks. He has been deputed by the Government of India to attend this Conference, and we may legitimately look forward to valuable assistance from him in arriving at right conclusions on the many problems that will engage our attention at this Conference.

Perhaps the most solemn function at this Conference will be the unveiling of the portrait of Mahatma Gandhi, which is a gift from the Reception Committee to the District Teachers' Guild. Our original idea was to have this unveiling at the Guild House this morning, immediately after the hoisting of the Flag; but on second thoughts, we decided to have it here, as we wanted this full gathering to take part in the ceremony.

The Educational Exhibition we have got up is one of the most vital adjuncts to our Conference. It is not for me to pronounce on the merits of the exhibition; but I may justly claim that we have spared no pains, having regard to our limited resources, to make it as educationally effective as possible, and we hope that it will be visited by every person present in this hall and by many more not here. The Exhibition which is housed at the Bishop Heber High School, Teppakulam, will be formally declared open from here by the Most Reverend Dr. J. Mendonca, Catholic Bishop of Trichinopoly. The Bishop, if I am not mistaken, was an Educational Officer in his earlier years, and as the Head of the Catholic Mission in Trichinopoly, he is supremely well qualified for the function he will be performing.

And finally, there is Sri Swami Chidbhavananda of the Ramakrishna Tapovanam, Thiruppalathurai, who is to give us tomorrow a special lecture on the momentous subject of *Education for Free India*. We are going to have a discussion tomorrow on this subject in which the delegates will take part; but I am sure the Swamiji, with his ripe scholarship and spiritual self-discipline as well as his experience as an educational administrator, will be able to

throw fresh light on the subject and give us much food for thought, and you will then unreservedly commend the choice of the lecturer.

I have already had occasion to refer to the large number of delegates attending this session. The problem of lodging and feeding them has been a most formidable one, and has taxed to the full the ingenuity and the resources of the Reception Committee. Nothing could have been done in this direction without the fullest co-operation of all the local educational institutions, to one and all of which we are profoundly grateful for this assistance. But I am painfully conscious of the many serious gaps in our arrangements. We know that, with the best will in the world, we have not been able to provide the delegates with all the comforts and conveniences they had a right to expect; but we count on their generosity to take the will for the deed and excuse the shortcomings in our arrangements.

I do not feel that the Chairman of the Reception Committee is called upon to range over the whole field of education. I believe his address ought not to be an extension, or rather an anticipation, of the Presidential Address, as is only too often the case. I mean to break this vicious tradition and confine myself to my legitimate sphere. I hope I may be permitted to offer a few comments on the programme before this Conference.

You will have noticed that we have provided for a discussion of three important problems of education, viz., the supply and training of teachers, teachers in relation to the community, and discipline in schools and colleges, besides the consideration of what the Education for Free India should be like. We have included in our Hand-book (a publication which I hope every delegate will go in for) the papers on these topics which we have received from non-teachers as well as teachers. I hope these papers will prove helpful towards the clarification of the various issues, and hope also that the Conference will formulate its views in the form of resolutions, although, I recognize that it is a serious handicap that we have still had no official

announcement of the re-organised scheme of either Elementary or Secondary Education. Mysterious are the ways of governments, much more so those of our Government of Madras. The new Scheme of Secondary Education has not been announced officially, but an outline of the Scheme appeared in the press the other day. We do not know if we shall be justified in basing our discussion on this unofficial announcement, but that is the only course left to us. The new Syllabuses for English and a number of other subjects have been published in the Gazette, but they have not yet been finalized. It seems to be the intention of the Government to bring these new syllabuses into effect immediately, but I should deprecate such undue haste. How could any text books based on the new syllabuses be prepared and published before the Schools reopen in June? And how could the teachers be expected to study and digest the new syllabuses within the short time at their disposal? I fail to see where is the need for such mortal hurry about this. And the most astonishing thing is that the syllabus in the mother-tongue or the regional language was published only last week, and we have been asked to offer our suggestions by the 15th! The syllabus in the mother-tongue for the Elementary Schools has not yet been revised. English has been ousted from the primary school, (I am not complaining about this at all, for I have been advocating this salutary reform for years), but nothing has been done so far to improve the standard of the mother-tongue in the primary classes! The success of the new Scheme of Secondary Education will depend entirely on the sort of training in the mother-tongue that is given in the lower stages. Adapting George Sampson's famous phrase about English, we may say: The mother-tongue is not just a 'subject', it is the very condition of school-life. And the teaching of the mother-tongue ought to be entrusted to teachers conversant with the technique of modern language teaching. When shall we learn to put first things first?

I shall say nothing by way of comment on the detailed syllabuses that have

been published or the new scheme of language studies and the diversified course of studies to come into effect after the Third Form. I take it that the President would be dealing with these in detail in his address. One or two general observations, however, I may be permitted to make. The Government of Madras do not seem to have a definite plan of Elementary and Secondary education, and yet, before an overall picture of what our education is going to be has been obtained, they seem to be anxious to go ahead with certain piece-meal modifications. In other words, they are *tinkering* at education. I for one fail to understand why they should be acting as if they were utterly unaware of the scheme of educational reconstruction, popularly known as the Sargent Scheme, put forth by the Central Advisory Board of Education, or of the excellent reports on different aspects of education submitted by the several special committees of the Central Advisory Board. It seems a colossal waste of energy to start exploring every aspect of educational reform right from scratch, when so much of valuable material based on a systematic study of facts and figures is available.

Another disquieting feature of educational administration in our province is the growing interference with the rights of the teacher. Witness, for instance, the recent orders regarding "detentions" in Form VI. I grant that under ideal conditions there is no justification for any such detentions; but instead of trying to remove the conditions that make detentions inevitable, the Government have taken a short cut, which must seriously interfere with discipline in the school and lower the prestige of the Headmaster. And what is worse, the Government have demonstrated that they do not know their own mind; for they at first permitted a detention of 15%, then reduced the percentage to 10, and finally forbade all detentions! The next logical step would be to ban detentions in all classes, and I should not be surprised if this step was taken. Then indeed, would be established an educational paradise and the Headmaster freed for ever

from the nightmare of 'detention strikes'!

I must also refer, in this connection, to the Government's move for the constitution of advisory committees for aided Colleges. Every advisory committee is to have nine members, of whom only two need be teachers—the principal and a representative of the staff,—and the Committee is to have the power to 'advise' and assist the management on practically all matters connected with the running of the College. You can easily imagine how 'helpful' such advisory Committees would be! It is clear that no self-respecting person could afford to be Principal of a College under such conditions. I am entitled to ask, as a member of the Provincial Advisory Board of Education, (of which, by the way, our President is also a member,) why the Board was not consulted on either of these two important measures. I understand that the Board of Secondary Education was never consulted on the subject of detentions. Our Universities have in no uncertain terms condemned this new move of the Government, but the Government seem bent upon going ahead with their plan at any cost. What else is this than Fascism masquerading as democracy?

The Government's efforts to improve the lot of the teacher are undoubtedly to be commended; but the perpetuation of a caste system in the teaching profession cannot be commended. What justification could there be for the brand of inferiority deliberately sanctioned, for instance, in local bodies? Irrespective of the finances of a local body, all its servants *other than teachers* are bound to be granted 'weightage' in salary for past service, but the teachers need not be granted such weightage if the finances of the local body do not permit it! No words of condemnation can be too strong for the step-motherly treatment meted out to teachers by a government which calls itself the peoples' government.

But, while ceaselessly agitating for an improvement in our lot, let us not for a moment forget the nobility of our calling and demean ourselves by resort-

ing to ways of agitation that are derogatory to our dignity and self-respect. As a teacher I have the right to exhort my fellow-teachers to strive to raise their minds high above daily trifles and lose themselves in the joy of service to the young entrusted to their care, the young who are to be the saviours of our Nation when they grow up. And let us never forget that he who has lost the child in himself is absolutely unfit to teach children, and he who has ceased to be a student can never be a successful teacher. Well, it is high time I closed my address, for I find myself falling into the preaching vein:

And so, ladies and gentlemen, let me conclude by once more extending to you a cordial welcome to this Conference and bidding you goodspeed in your work.

JAI HIND!

Prof. A. Rama Iyer next requested Prof. Sabhesan to move that Sri R. Suryanarayana Rao, M.L.C. do take the Presidential Chair.

Sri M. S. Sabhesan: You are all anxious to hear our President elect who has been elected by an overwhelming majority of affiliated associations. You know him very well. You are aware of his long social service work, of his intimate association with managements of schools, especially schools for the depressed classes. You are also aware that in various committees he has discussed problems with those competent to do so. And there is one more interesting point which has attracted our attention, he has on his own account and without any brief from us taken up the cause of teachers on the floor of the Legislative Council. But for his effort it would have been impossible to bring to the notice of the public the deplorable conditions of teachers.

Rev. Father Balam seconded the motion and further supported by Messrs. S. E. Selvam and A. Satyanarayana, the motion was carried.

Sri R. Suryanarayana Rao then occupied the Presidential Chair and

delivered his address. (Address already published in the South Indian Teacher in May issue).

Concluding the address, Sri Suryanarayana Rao said: "It should be the endeavour of the Government, the Ministry in charge and the Director of Public Instruction to be present here to know the criticisms of various points. The Government of India seem to be more anxious to do this and I am grateful to them for having sent a son of the soil who would be able to appreciate our difficulties. According to the Draft Constitution of India, the Madras Government is bound to carry out the wishes of the Government of India when an All-India policy is evolved."

Autonomy of Institutions

I shall be failing in my duty if I do not refer to recent attempts made to interfere with the autonomy of educational institutions. All over the world the tendency has rightly been to give as much autonomy as possible to educational institutions especially in internal administration and thus allow unhampered growth. The Department of Education only seeks to enforce rules and regulations laid down by the State without infringing the freedom of internal administration. In our province it looks as though the State believes in interfering too much not only in laying down the purpose and content of education but also in the conduct of institutions. Advisory Councils have been constituted for schools and Colleges. Though the powers given to these bodies are seemingly harmless, those of us who know how these bodies function in practice fully realise they are often more a source of trouble and needless interference than of assistance to the administration. Then again recently a fiat has gone forth abolishing the examination held to select pupils for the S. S. L. C. examination. On the question of examinations and their place in the educational system, there may be difference of opinion. But so long as the place of a competitive test is recognised, it is not the business of the State to state who should or should not sit for the competitive test. Whatever may be

the *raison d'être* of selection examinations, it is not for the Government to say whether it should or should not be held. It is a matter entirely within the discretion of the school authorities who only are competent to settle the question. To issue instructions to hold or not to hold selection examinations amounts to needless interference and amounts to arrogating to themselves powers which they do not possess or even if they have they should not exercise. Such interference savours of fascist mentality and is inconsistent with the ideals of a democratic State. I shall not be surprised if tomorrow a *ukase* is issued by the Ministry of Education on their own initiative that there shall be no competitive tests at all. May I also ask if the teaching profession was consulted before issuing the order and if so whether it acquiesced in the decision?

The Secretary then read the messages wishing the Conference every success.

The next function was the unveiling of a portrait of Mahatma Gandhi.

Prof. A. Rama Iyer said that Sri V. Saramathan, who was to perform the function, was unable to do so being away at Bangalore, and said that Sri M. S. Sabhesan had already agreed to perform it.

Unveiling the portrait Sri Sabhesan said that the task of unveiling a portrait of the architect of Indian Freedom, the father of the Indian Nation, was of special significance. The circumstances under which Mahatma Gandhi was assassinated were well known. That act has thrilled the whole world which is still mourning the loss of this great citizen. He worked in every field—social, religious, economic and cultural. In education he was particularly emphasising the importance of craft. Before that, Government would not touch anything relating to craft without suspicion. But Gandhiji devoted his whole attention to it and called upon experts to think of it and now they were all convinced that at least in basic education craft has to receive special attention.

The opening of Educational Exhibition was the last function of the morning session on the opening day.

The Most Rev. J. Mendonca, D.D., Bishop of Tiruchirappalli, who performed this function spoke of the importance of such exhibitions in promoting a spirit of tolerance, friendship and goodwill among the people.

The Secretary announced that the Subjects Committee would meet in the afternoon and the morning session concluded.

Subjects Committee Meeting

As many as fourteen resolutions were taken up for consideration by the Subjects Committee at its meeting on the afternoon of Thursday, May 13, at Saraswathi H.H., National College, with Sri R. Suryanarayana Rao, President, in the chair. The President at the outset announced that it would be appropriate to include a resolution of condolence touching the death of Mahatma Gandhi.

After a discussion lasting over an hour, the Committee prepared the draft of the resolutions to be placed in open session on Saturday:

SECOND DAY'S PROCEEDINGS

The proceedings of the second day's session of the Conference began with a discussion on "Education in Free India" and "The Supply and Training of Teachers." Prof. M. S. Sundaram was present.

Initiating the discussion, Sri C. Ranganatha Iyengar said that in our country religion had always been at the bottom of all problems. If in the planning of education religion was to be relegated to the background, India could not claim to stand as an entity in the world. The fear of minorities had always been haunting the leaders and this had resulted in the division of the country. The earlier they removed this fear the better. From that point of view he should like the majority community in Free India to declare its support for a Hindu State. If they gave up their religious tradition, they would

be slavishly imitating countries like Russia, U. S. A. or England. He warned those in charge of educational planning not to do away with religion but to see that religious instruction is given on a plan acceptable to all.

Sri Balakrishna Iyer, also a retired teacher, favoured the setting up of a statutory body to consider educational reorganisation and urged the nationalisation of the teaching profession.

Sri V. S. Venkatanarayana (Nellore) spoke on "Training of Teachers in Free India". He said that the least qualification for a teacher should be the Matriculation standard with two years of intensive training. Separate training should be given to those to be put in charge of basic education. The teacher should be trained in social leadership and the profession should be made attractive by fixing a grade of Rs. 100—5—150 for secondary grade teachers and Rs. 150—3—200 for L. T.'s.

Sri S. Srinivasan of Cheyyar said that however much they might glory of the past, they must now prove their worthiness for democracy and for this a new order of teachers was needed. There was need for a grand organisation of teachers like the National Education Association of U. S. A.

Sri G. Srinivasachari (Madras) said that there was limit to which the school could be expected to train pupils as citizens. The other agencies like the house, the temple and association with leaders of the community were no less important. As regards religion, he felt it was better to keep it to the home, retaining in schools only such as necessary to cultivate a theistic view of education. He was sorry that while deprecating caste outside they tried to perpetuate it in education—the university teacher being considered the Brahmin and the elementary school teacher, the Sudra. They must do away with this by evolving a kind of training that would put teachers of all classes on a footing of equality.

Mr. E. N. Subramaniam (Madanapalle) said that new types of teachers could not be had unless they were assured of everything to keep them con-

tented. If they wanted their children to be properly educated they must be prepared to pay the teachers properly. Education in Free India must be based on a casteless society and a democratic cosmopolitan state.

Sri T. P. Srinivasavaradan (Madras) said that education in Free India presupposed a democratic government and a literate electorate. The view was veering round that the high school course must be extended by one more year. Twelve years education was absolutely necessary when they introduced the regional language as medium of instruction. After August 15, 1947, provinces were trying to cut away from each other. It was desirable to maintain uniformity so far as secondary education was concerned. There should be Provincial Advisory Boards set up and these must be brought under an All-India Advisory Board. At least in High Schools, if English is to disappear, the national language must be compulsorily taught. Personally he would commend the teaching of the Federal Language should be taken up in the junior basic in respect of conversation, not script. The training of teachers was important and the introduction of teaching at the end of Form III was bound to be a failure.

Mr. Avadanam Iyer (Katpadi) urged the need of raising the status of teachers.

Mr. G. Krishnamurthy (Trichinopoly) said they must first drive out the fallacy that 85 per cent of the people were uneducated. To exercise the vote what was needed was education and not literacy. It was the duty of the Central Government to frame a suitable scheme of education for the purpose.

Mr. R. Mahadevan (Mayavaram) said that if they aimed at universal literacy they must have conscription for the purpose. The Government of India must take the responsibility for bringing about free compulsory elementary education.

Mr. S. Vaidyanathan (Alathur) said that the task of translating books in regional and national languages was a

stupendous one but it was an important task. English was still important. Just as Pandit Nehru had called for a truce in industry so he would suggest a truce in education. Let us have no change for the time being. Let us give time to the Central Government to make up its mind and give us a broad framework.

Mr. A. S. Narayana Iyer (Palghat) said that education and literacy should go hand in hand. While the regional language was important, there was no use minimising the value of English. The mother tongue had its place in the primary and secondary stages. In the later stages they could not neglect English or Hindi. As a teacher of science he found translation had brought about havoc. He also pleaded for the provincialisation of the educational service.

Mr. K. Narayanan (Abiraman) said that to make the school going population literate a large number of teachers was required and the problem of supply of teachers was therefore a stupendous one. The university of Bombay had instituted a diploma course in teaching, extending over a period of two years, which matriculates were allowed to take up. A similar course could be adopted here. Another suggestion he desired to make was that graduates might be treated as qualified teachers as it was being done in England as a temporary measure, with a right to appear for the L. T. examination privately.

Mr. Deenadayalu (Madras) said that though political freedom had been achieved, they had not yet secured economic Swaraj which alone would vouch for them better conditions of service and living.

Mr. S. E. Selvam (Malabar) said that they could not build a system of education for free India on the corner stone of a disgruntled dissatisfied teacher. If statistics were taken, it would be found that only a small percentage of persons went to take training in teaching after their education and even these on account of stipends offered. Even now

instances were not wanting of teachers failing in the L. T. examinations and going in search of other jobs more lucrative than the job of teaching. The solution lay in fixing a proper minimum wage for the teacher and wiping out "caste" among the members of the profession.

Mr. K. V. Swaminatha Iyer said that for proper enforcement of compulsory education in the elementary stage, the supervision and management must vest with the Government.

Mr. V. Rajagopala Iyer (Dharapuram) said that the Wardha scheme was based on a high conception of literacy and personality and aimed to create an international co-operative social order. However he would like the setting up of an expert committee in each province under the auspices of the Central Government, to examine the experiment and proceed on a statistical basis instead of rushing through and making it a failure. He advocated complexity and diversity in the secondary stage of education. He considered it would be a tragedy to drive out English from the curriculum or to ration it only for five years. Provision should be available for teaching of science and for the conduct of research through the medium of English.

Mr. K. Rangaswami Iyengar said that he regarded teaching as a kind of vocation and not an avocation. He recalled the ancient Gurukula system and said that just as they have had political freedom almost by surprise, so there was bound to be a social revolution and a revolution in education as well. Education should be secular but provision should also be made for the imparting of moral instruction.

Mr. N. S. Krishnamurthy (Mayavaram) emphasised the importance of physical education in the school curriculum and for the framing of the syllabus in such a manner that the curriculum is not made heavy.

Mr. R. Srinivasa Iyengar (Peelamedu) said that Freedom had been acclaimed by our leaders as being for the common

man. Hence education in Free India should be for the common man and should enable the common man to rise to the fullest stature of manhood and citizenship. It must be the joint policy of the Government of India and the Provincial Governments to secure this elementary privilege of education.

Educational planning should not be for eternity but for a period of five or ten years. Again, educational planning in Madras Province is from the top to the bottom. It starts with the programme of a college for a district and a high school for a taluk; but it does not say anything about an elementary school for a village.

Secondary schools are being threatened with a revolution in education. The curriculum that is being drafted does not satisfy the principle of the three 'A's, viz., age, ability and aptitude. Woodwork that is being prescribed for the First Form is an example. Pupils at this age will not have the muscle-strength to do woodwork.

The scheme of Self-Government by pupils in running school administration is totalitarian in character. Training for citizenship cannot be regimented and ordered on a statutory basis. There must be scope for voluntariness and spontaneity. Training for democracy need not synchronise with training in democracy. Gandhi's views on the organisation of the All-India Hindian Sevak Sangh are an instance in point.

These changes are being hustled through without properly preparing the mental background of the teachers and managements.

At this stage the President announced that he considered the topics had sufficiently been discussed and that he might request Professor Sundaram to offer his remarks.

Prof Sundaram at the outset explained that though he was not there specially at the instance of the Ministry of Education, as referred to by a speaker the previous day, it has been the practice of the Ministry for some years to increasingly associate its members on the administrative side with popular trends of thought in education in

various parts of the country. His only hope was that the time had come in Free India not to have any division between popular movements and governmental agencies. A great deal of the discussions centred on the developments which have to take place if our education is to be carried on on right lines, all of which boiled down to one fundamental fact—finance. What part of the finance of a province or country could they afford to spend on Education? It was a question not only for economists and financiers but also for educationists to study and understand.

The Central Government last year, out of its comparatively larger revenues derived from the provinces, had decided to allocate certain lump sum amounts for large-scale developments and allocated Rs. 20 crores to be distributed among the provinces. Each province was allocated a certain amount according to its needs and if the Centre was satisfied that the development schemes were going to be fruitful. It might surprise them to know that only Rs. 14 crores were availed of by the provinces because they could not put through many schemes for various reasons like lack of material and lack of personnel. This year again, in 1948-49, a sum of Rs. 30 crores has been allocated for distribution among the provinces for their important developmental schemes. Education is included in these schemes. It is for the Education Minister to ask for a certain allocation out of the lump sum drawn from the Centre to be set apart exclusively for educational development. Over and over again when we speak of educational facilities we seem to wreck on the rock of finance.

With regard to school buildings Mr. Sundaram said, the Central Advisory Board of Education stated that it was never contemplated that school buildings could be built out of current revenues. Because if they had to build a net work of schools all over the country side, they had to have expert guidance on the model school building and a department exclusively for maintaining them, according to health and other laws. No effort had so far been made in our country as to what model an elemen-

tary school should be like in rural areas and how a high school should be like. We have made no progress in the matter of rousing local enthusiasm for the opening of schools. In small countries like Denmark, for instance, the school building is the centre of the community's activities. The school building is not merely meant for school children but for certain hours of the day the school is common property. The people in the area take a pride in their school building. They utilise it for all manner of purposes. We have not put our ideas of school buildings to any kind of use except that they should be kept under lock and key of the management or the headmaster, to be used only for crowding in a number of pupils during the hottest part of the day.

In foreign countries, Mr. Sundaram said, people planned for school furniture. "There is a department of research which works exclusively on different types of school furniture—what is good for the vertebrae of a child of nine, six or fifteen, and so on". We have to take up this question and educationists have every right to get their ideas clarified as to what could make a good attractive school. There is an older school of thought which says: "Why require a school building at all. Why not teach children under the shade?" To them, Mr. Sundaram said, his answer was simple. If they still believed in teaching their children under the shade they might as well leave them to hear songs of the birds on the trees."

A third subject which had been discussed at some length was basic education. After ten years of this being current in the educational vocabulary it was somewhat surprising that people did not fully understand what was meant by basic education. Now this basic education was a dream which was devised to comprise certain ideas fundamental to every child. The content of that education was that every child while going to school should also learn indirectly through educational methods, a kind of vocational interest. He should not be merely a repository of information and knowledge. The child must

begin to use limbs and create. The idea was by no means novel to our country. In other countries they call them trade schools and by so many other names. There are a net work of agricultural schools in the United States. They learn practical agriculture while they spend part of their time in schools. Where a country is agricultural the basic industry is agricultural. Our promoters of basic education have more or less ignored the fundamental industry of this country. There are hundreds of crafts in our country which can be utilised to impart education to children. There is no indignity at all in children working. No child after reaching the age of discretion would grudge to labour. As a matter of fact, the energy of the child could profitably be attracted to labour, provided the labour was made enjoyable. He had found children in the United States from the age of nine working throughout their holidays and going for any type of labour. They did not feel there was anything of indignity in any kind of labour. There were tickets checkers, those who distributed newspapers and those engaged in all types of activity for which they were paid and children liked to be paid. Particularly in the rural areas in this country we could harness the energy of children and bring them to intelligent labour. That would be basic education.

The next subject to which a great deal of attention had been paid was the use of the mother tongue, the regional language and the federal language. All educators will agree that a child has the greatest facility to express itself in his or her mother tongue. At the same time it was wrong to say that children suffered a great deal if they were asked to learn another language. They could experiment on making a child learn two languages through play. It would not at all be a strain for a child to learn more than one or two languages, provided it was made to learn them not as a task but just as play. There was no need to legislate on the matter. A child in a multi-lingual area could not be prevented from hearing all sorts of sounds. In a city like Madras it should be possible for every child to learn both

Tamil and Telugu. The mother tongue must undoubtedly be the proper medium of instruction. In that scheme of things quite a large number of children could learn two and later three languages. In respect of English, it was a matter on which they could not legislate. No legislature could say we should abandon English, because English has taken root in this soil for more than 150 years and the process of its disappearance may be as long again as the process by which they had learnt it. A language is not easily acquired or easily forgotten. But every effort should be made to give the opportunity for any new language to assume the importance of an interprovincial language or of a federal language. In the decision taken at the Conference of Vice-Chancellors, Mr. Sundaram said, there was no short-sightedness on their part. There were many Vice-Chancellors who frankly said that Hindustani was as much a foreign language to certain parts of the country as English was. The position therefore was that English being an international language was going to remain. They could not replace that by another and so they had to learn it not because it was the language of the Englishmen but just happened to be spoken at international conferences today. As regards the fact that certain amount of self-respect hurt and made them feel that the time had come to substitute English with one of their own languages, it was quite a normal sense. As he had occasion to speak with many of the Vice-Chancellors informally, one of them (he was from this part of the country) said: "Give us a chance, within five years from now, Hindi or Hindustani is going to be the federal language."

If today you say that the Madrassese speaks English best of all the Indian Nationals, the same thing could be said of Hindustani, which will be very well spoken, written and mastered by the Madrassese. Let us not resist it. Let the teachers of this part of the country give it a little encouragement instead of resisting it. If you resist it, you

far as common All-India progressive ideas go.

Turning to the question of religion in education, Mr. M. S. Sundaram said that the fundamental of all education is religion—conduct towards fellowmen is based on religion, ethics, morality all are religion. But to say that denominational creed should be the basis of education would be too late to uphold because most part of the world had given up the idea. To say that in Free India there ought to be freedom for denominational schools to exist no one would object. For instance no one was going to interfere with Mission Schools (like those of the Roman Catholic Mission or with the principles for which they stood). But only where education was concerned, they wanted it to be secular. No one religion ought to be given dominance over another, whether it was the religion of the minority or of the majority. So it was the rationale of the question which had to be appreciated by believers in religious instruction or education. If a group of people did not see the necessity of going to state schools they were free to send their children to schools after their own heart.

The last of the points discussed related to supply of teachers and how quickly teachers could be trained. "We require about two million teachers for the whole of India," Mr. Sundaram said, "in order to carry out the scheme of universal education from the age of six to fourteen, and selective education from fourteen to sixteen or seventeen. Most of the speakers who preceded him had completely omitted any reference to the place of women in the profession. In Free India they had already recognised the tremendous importance of women, opportunity for them to lend their hand in building up the educational system which is so imperfect today. Of the two million teachers at least 750,000 teachers would be needed for elementary schools alone and by all canons of educational thought they should be women if they had to get the best advantage of a child's education in the proper sense of the term. We have

woman teachers all over India. To increase the number there is only one way and that is to educate the poorest women of this country, not to educate only those who can afford to get education and then become very beautiful ornaments of different households, who would not do any service in return for what the community has spent on them. Every child that goes to school costs the taxpayer something. If women's education is going to assume a very important role, women have got to be asked to respond, when they finish their education, by contributing something towards the community that has educated them. We want these teachers, particularly among women, to be recruited from among the poorest, with a view to get them to enlist in the teaching profession at least for a period of five to ten years. Reference was made to conscription. It was a matter worth thinking about. A few weeks ago the prime minister of India in one of his speeches almost spontaneously described conscription as a last resort to liquidate illiteracy and bring about some semblance of education and training in citizenship. Now we do not have sufficient government teachers to bring all the children, about 45 millions, who have to be brought under any school. It was said we would have an army of teachers if we gave them rations, cloth, food and shelter. The country must face such a measure. One of the provinces has passed a resolution that university graduates after passing their examinations will have to go into training and do social work for a period of six months before they are eligible to obtain their degrees. Let us not scoff at attempts of that kind. You will have to find a solution for the problem and people who are devising various schemes do so out of sheer necessity of the situation. It might be that 50 per cent of those conscripted might be utter failures but given reasonable chance they also might be successful. In all these big changes that are ahead of us what we require in our country is strong public opinion, which we do not have today—public opinion which ought to show itself in the press and in

ments and criticisms on every measure launched either by experiment or by private agencies. It is not alone the task of Government. We do not want our Government which has just installed our Government in power to say we would throw the blame for everything on Government. Education in Free India to me will mean education which can be conducted by a variety of free ways; free from Government shackles, if necessary; and free to show enterprise. One Vice-Chancellor recently said: "I do not want to take any Government grant. The moment I take it, then will come all committees and commissions, ask me to conform to their regulations." The same thing was mentioned by the President of the Columbia University who said: "We do not take a single dollar from the U. S. Government, because any freedom from Government is worth preserving." So education in Free India need not necessarily be dominated by the Government, either at the Centre or in the Provinces. If we keep that as our ideal, give free vent to our sense of enterprise, to our capacity to organise, to give examples to others as to how community life could be lived and built up, Governments would also learn from the free people of Free India."

The proceedings of the Conference then stood adjourned till the afternoon.

A message received from the Minister for Education was read.

Reassembling in the afternoon the Conference took up for discussion two subjects: "Teachers and Public Relations" and "Discipline in schools and colleges".

Mr. A. Satyanarayana speaking first narrated the hardship to which examiners were put during the conduct of public examinations. One of the delegates, Mr. Blake, urged the need of instilling moral courage in children so that they might be encouraged to speak the truth under all circumstances. He said that there was a lot a parent could do at home to promote the discipline of the child.

Mr. A. Ramachandran deplored the action to

educational institutions. If they wanted their children to grow up to be men and women of character, he said, the co-operation of the parent and the teacher was necessary, and the education of women also must be given prominence.

Mr. P. Doraiannoo Mudaliar (Madras) said that the days were gone when youngsters looked upon their teachers with a certain amount of sacred and healthy fear. They found now pupils refractory. In seeking an answer to the present position he wished every teacher to put himself the question as to what led pupils of former days respect their teachers. Was it not the sacred personality of the teacher that was largely responsible to enable the pupils to lead a disciplined life? Should it not be necessary, therefore, for teachers to realise the importance of personality. He thought it necessary therefore that teachers should be models and examples of great personalities to the little children that sit in the class-rooms. Secondly he wished teachers to take note of the trends in modern education, to take the pupils into a sort of formal or informal confidence in the administration of schools. In this connection he commended the example of the Hindu Theological High School where Mr. Rangaswamy Iyengar was able to put into effect ideals they were trying to achieve in respect of discipline in schools and was able to enlist the partnership of his pupils in active school administration. The teachers' personality coupled with their sympathetic attitude towards their own pupils would go a long way in solving some of the problems that confront us in respect of discipline in secondary schools.

Messrs. A. Ramaswamy, E. S. Krishnamurthi, A. Padmanabhan, S. Sivaraman and Y. Vaidyanatha Iyer took part in the discussion.

Education in Free India

A lecture on 'Education in Free India' was delivered on Friday evening by Swami Chidbhavananda of Sri Ramakrishna Thapovanam, Thirupalathurai, at Lawley Hall, in connection with the Educational Conference.

In building up our educational system, the Swamiji said, we have to consider what is the type handed down to us by our great seers. Man is a born divinity on earth. There is potentiality and everything divine in him. The teacher, more than anybody else, has to decide his place in the national scheme. When we think of a Free India we should also think of the ancient self-sufficient dreaming India. Many travellers and historians have praised the civilisation of ancient India. The life that people lived then was a model to the whole of humanity. The basis on which ancient India built its social structure was not competition but cooperation, help to the entire human race. Unfortunately in the modern world competition has caught hold of the man. Instead of becoming a prey to this current, get back to the ancient system, when alone we can save ourselves and the world. While modern basic education is craft-centred, in ancient days we were a nation of craftsmen—spinners, weavers, carpenters, potters, and so forth. We became great not because of these industries, but because we were great in our thoughts and lives. Contact with a mighty character makes the worthy disciple a mighty character in turn. The wisdom which ancient India gave was such that it made people remain simple, made them steady and people of character. Basic education in ancient India was character-centred and life-centred. The first need therefore was to have a right approach to education. One great philosopher had said: "What if we have gained the whole world and lost our own soul?" Modern man thinks he has no soul to lose. He has no time to enquire into his own personality. If they struck a harmonised balance between the two, then alone they would be able to build a right type of character. Today they had to consider every problem on an international basis. Schoolmasters would be able to make a wonderfully great India in times to come.

Mr. A. Rama Iyer proposed a vote of thanks.

THIRD DAY'S PROCEEDINGS

The third day's session of the Conference was devoted to discussions on resolutions.

The Conference at the outset placed on record its profound sense of grief over the passing away of Mahatma Gandhi. The resolution was as follows:

This Conference places on record its profound sense of grief over the passing away of Mahatma Gandhi, the Father of the Nation, under tragic circumstances and calls upon all teachers to emulate his spirit of goodwill, tolerance and kindness, and to develop a national consciousness among the youth of the country by inculcating in the minds of their pupils the ideals of love, service and sacrifice taught by Gandhiji.

The next resolution, similarly adopted, was:

This Conference records its sense of sorrow at the deaths of Dr. K. R. Subramanyam (Vizianagaram), S. S. Krishnaswamy Iyer (formerly of Karur), T. V. Krishnaswamy Iyer (Trichy), M. C. S. Ananthapadmanabha Rao (Trichy), and A. S. Iravatham Iyer (Vellore).

The third resolution read:

While this Conference is thankful to Government for the revision of the salaries and allowances of teachers in all institutions, it is constrained to say that the revision is disappointing and unsatisfactory, especially in regard to elementary schools.

In moving this resolution, Mr. A. Satyanarayana said that this time last year everything was in the melting pot and many of them were prevented from resorting to a strike. Though the position was still unsatisfactory and disappointing they have had the best of a bad bargain. The object of the resolution was to serve the elementary school teachers who were still hard hit.

Mr. G. Krishnamoorthi wanted to move an amendment. The President, however, ruled it out of order.

The resolution was then put to the House and carried.

Mr. Samuel Muthiah moved the next resolution which read:

This Conference deems it its duty to invite the attention of the Government to the continuance of the feeling of discontent among teachers in non-government schools and colleges owing to the persistence of time-old anomalies in respect of salaries and allowances and is of opinion that the Government should reconsider the problem of salaries and allowances on the basis of the recommendations of the Central Pay Commission and fix the scales of salaries and allowances for educational services irrespective of agencies.

Mr. C. Ranganatha Iyengar seconded the resolution.

The resolution was carried.

Mr. K. N. Pasupathi moved:

This Conference recommends to the Government as a first step the adoption in schools and colleges under local bodies and recognised managements, of the scales of salaries fixed for teachers in Government schools, and also appeals to the Government to enable the managements to take in hand the salary revision by liberal grants.

Mr. Pasupathi said that the Government in the past had justified differential treatment and the Minister for Education had said it was inevitable that teachers serving Government were 'our children' and those serving local bodies were 'our step children' and those serving aided schools were 'nobody's children'. It was time that Government abolished these differences.

Mr. P. Doraiannoo Mudaliar seconding the resolution said that in Free India every one of us was a servant of the people and the perpetuation of invidious distinctions between one set of teachers and another was a perpetuation of the bureaucratic system. It was for them to agitate that the distinctions should go immediately. Now that

Government had opened the doors of high offices in the Education Department to teachers in private services also, it was time the distinctions were removed.

The President said that whatever might be the agency under which a teacher served, he should receive the same salary and allowances. The subject came up during the Advisers' regime before the Postwar Reconstruction Committee over which the Governor presided. It must be said in fairness to the Advisers' regime that they accepted the principle. But our popular Congress Government had gone back on it. The Advisers' regime was gracious enough to recognise that the caste distinction amongst teachers should be done away with. The effect of the perpetuation of the differences was that no Government servant was interested in attending their conference because he felt he belonged to the Brahmin caste, the Local Board employee considered he belonged to the second caste and it was the aided school master, the butt of ridicule who was the victim of all sufferings. This was the most important resolution that the Conference should pass.

The next resolution moved by Mr. L. R. Natesa Iyer read:

This Conference conveys to the Government the great disappointment caused to teachers and managements by the delay in the consideration of questions relating to weightage for service, increased dearness allowance, and the grants promised in connection with the adoption of the Government scales in aided schools, and is obliged to point out that even the benefit promised by the Government cannot be had in time and as a matter of course, owing to administrative delays and difficulties. It requests Government to take steps to avoid such delays and appeals to Government that all these benefits when approved, be given effect to retrospectively from 1st January 1947.

Mr. Natesa Iyer said that in many cases they had been allowed to raise the

school fee and several enlightened managements had already increased the salaries for their staff not only at Government rates but even more. But Government were not in a position to enforce all managements to pay at Government rates, because managements might say they could not then run their institutions and the responsibility would then fall on them to run the schools.

Mr. T. P. Srinivasavaradan referred to administrative delays and difficulties and said the revision of salaries as from 1st January 1947 was not going to be accepted.

The resolution was put to the House and carried.

The Conference then adjourned to meet in the afternoon for consideration of other resolutions on the agenda.

Re-assembling in the afternoon the Conference adopted further resolutions.

Mr. S. Vaidyanathan moved:

This Conference recommends to the Government the immediate appointment of an expert committee for the reorganisation of the Oriental schools and colleges in consultation with universities.

The mover said that students who were sent to these institutions suffered from a handicap in that they offered instruction only in oriental languages and not in any subject of general knowledge. This was recognised by a University Commission as early as 1936. Some years ago a few general subjects were included but these were also not enough so that the students coming out of these institutions were not accepted by the employment market and were only accepted for appointments as Pandits or Munchis in high schools or colleges. In Travancore, on the other hand the instruction offered in such institutions enabled the recipients to become eligible for appointment under Government and they were considered equal in all respects to students coming out of different high schools and colleges. If they kept in view the importance of Oriental languages to

cultural life, they would recognise the urgency of the problem.

Mr. M. V. Subramanyam seconded the resolution urged that the status of the teachers of Oriental languages should be the same as those teaching other languages:

Mr. V. S. Venkatanarayana moved the next resolution which ran thus:

This Conference urges that adequate provision should be made in the training schools and colleges for a special course of instruction to the trainees in the regional language with a view to enabling them to use efficiently the regional languages as media of instruction.

The mover said that it was the complaint of most of the teachers of regional languages that teachers of subjects through the regional language were undoing what they had been teaching in the classes, as they lacked idiomatic expression in the regional language.

Seconded by Mr. K. Narayanan, the resolution was duly adopted.

Mr. S. Srinivasan (Cheyyar) moved:

This Conference urges on the Government the need for an immediate further revision of the pay now fixed for secondary grade teachers, drawing masters, physical training instructors, music and needle work teachers, art and craft masters, clerks and library masters.

Mr. Srinivasan said that it was the secondary grade teachers that had been hit the hardest. Starting on Rs. 45 his annual increment was Rs. 2 and he reached the maximum in his grade, namely Rs. 85 at the end of 20 years, while the maximum for an L.T. was Rs. 145 which he reached in 14 years starting on Rs. 75. The worst of it was that a secondary grade teacher got Rs. 45 after undergoing training two years, while a clerk in a Taluk Office got the same starting salary.

Mr. A. Visweswaran seconded the resolution which was carried.

The next resolution moved by Mr. S. Natarajan read:

This Conference while recognising the improvements effected in the contract to ensure security of tenure of teachers in secondary schools requests the Government to make suitable changes in the service register for ensuring security of tenure of service of teachers in aided elementary schools.

The mover said that for well over a decade the Union had been agitating for a revision of the form of contract and for various other regulations that would ensure security of tenure under all agencies. As a result of these persistent efforts in November last the Government passed orders revising the form of contract and also framing certain rules and amending the Madras Educational Rules, whereby the Director of Public Instruction and the Government could see to it that the terms of agreement entered into by the teacher and management would be kept by both the parties. A perusal of the agreement shows that the contract ensures a definite progress in service regulations.

Mr. J. Vaidyanathan seconded the resolution.

Mr. G. Krishnamurthi opposed the resolution saying it was detrimental to the whole teaching profession.

Mr. G. Srinivasachari said that he wanted them all to think what the resolution meant. The modifications in the contract were effected after consulting the representatives of the teaching profession. He had occasion to study the revised contract with the thoroughness expected of one having to comment on it editorially in a journal and he was emphatically of the view that it was an improvement on the original contract. Whether it satisfied every one or not was a different matter. All he would say was that it went far enough to satisfy them. Personally he and the late S. T. Ramanujam were against this contract itself. To say that there should be no contract was, however, a different matter from one of judging

the merit of a modification. No great harm would be done by accepting the resolution.

Mr. L. R. Natesa Iyer referred to the safeguards in the agreement providing that a school authority shall not terminate the services of a teacher summarily or otherwise without stating in writing the grounds for taking the action and secondly that a school authority shall not, except with the previous permission of the District Educational Officer, terminate the services of a teacher for incompetence if he has put in five years' efficient service after being confirmed in his appointment.

Mr. S. Ramachandran complained that the S.I.T.U. accepted the lowest terms offered by Government with the result that the teachers in the mofussil were the real sufferers.

After some more discussion, the mover said that various District Guilds made suggestions for the amendment of the contract. The Executive of the Union considered them, took all the common points necessary for the modification of the contract. As a result of persistent agitation for the incorporation of those points in the contract, the Government appointed a committee which examined them. It was true that teachers once appointed to their posts would like not to be disturbed. But there were limitations in the existing framework of Government and other agencies running educational institutions. As Mr. Srinivasachari had said they must recognise that the revised contract was an improvement over the original one.

The resolution was carried.

Mr. K. V. Swaminatha Iyer moved :

This Conference reiterates the Bellary Conference resolution that the children of teachers be granted fee concession in secondary schools and colleges as long as they continue to make satisfactory progress.

Mr. R. Mahadevan seconded the resolution.

Mr. G. Krishnamurthi moved for the dropping of the words "Bellary Con-

ference resolution" and substituting instead "Madras Conference resolution".

This was accepted by the mover and the resolution was carried.

Mr. M. Somasundaram moved :

This Conference recommends that the Government be pleased to permit the Madras District Board to grant, with retrospective effect from the date of its discontinuance, hill allowance to teachers in Kodaikanal and to increase the rate in proportion to the revised pay. It further resolves to request the Government to direct the Madras Municipality to pay its teachers salary for the period when they were on strike.

Seconded by Mr. Avadanier the resolution was duly carried.

PRESIDENT'S CONCLUDING ADDRESS

In winding up the proceedings, the President observed : "It now remains for me to thank all those who have helped me in conducting the deliberations of the Conference. We had a large number of speeches yesterday. It is true some of the speakers in their exuberance might have missed their points and in the midst of heat used language sometimes extreme and unpalatable. But knowing as I do the travails and the sufferings of the members of the profession, since the war began, I can very well understand how every teacher whose heart is bleeding wanted to pour forth his feelings. I feel that most of the teachers who appeared to be bitter against Government or the S. I. T. U. were so not because they did not like them but because there was no satisfactory solution for their problems. I am sure the teachers here do not fail to recognise the great work of the S.I.T.U. which as a representative body had to carry on open agitation and sometimes negotiations behind scenes. Do not think the S. I. T. U. or its Working Committee wants to betray your cause. You do not realise how difficult it is to negotiate. Negotiations are always

very difficult and sometimes success is only temporary. We have often to make compromises in order to avail of an advantage and further our cause. Remember 'Union is strength'. The S. I. T. U. represents the teaching profession. The more you strengthen it, the more will our cause succeed. Therefore I would like you to rally round the S. I. T. U. and give it your moral, financial and every kind of support that you can afford to give. With such support it will go on working for your cause.

I have received a number of letters from teachers from all parts of the Presidency and sometimes feel how those in authority do not realise the agony through which most of you are passing. Much of the trouble that persons in authority are causing and much of the misunderstanding for which they themselves are responsible, will not be there if only they will take the teaching profession into their confidence.

I contrasted the attitude of the Government of India towards this Educational Conference with that of the Government of Madras. Have we seen all these days any representative deputed by the Government of Madras? We are very grateful to the Government of India for having sent their representative to listen to the various discussions here. The attitude that those in authority are the biggest Pandits to lay down the law which you must obey, that you are automatons and have no personality, must be deprecated. If you have no personality, how can you assist the growth of personality in children? I am sure the S. I. T. U. will take up this and it will not rest content till its voice is recognised and heard on every educational reform. Why should not the Minister for Education be here? If he had only asked us to arrange the date to suit his convenience, we would have done so. Let alone the Minister. What prevented the Director of Public Instruction, the Divisional Inspector of Schools, or even the District Educational Officer to be present here to take note of the proceedings on various matters on which the Government are passing orders

almost every day? But let us not on that account lose heart. Many speakers have told you that the teaching profession is a noble one. Most of you have taken to it not because you are not fit or you do not want to take up any other profession. Nobody who pursues any other profession sacrifices so much as the teacher does. Especially the elementary school teacher gives up the amenities of city life and lives in the midst of dirt and squalor. But for these teachers would we have got freedom, would there have been such an awakening in the country as to have made the British quit India? If we want to retain the freedom that has been won, we must assist the Government and the community. You teachers are the centres of influence for good or evil and it is the business of the State to see that your influence is always exercised for good. It is in the interests of the State to see that they do not alienate your sympathy and support. After all, what are your demands? You simply ask enough to enable you to work. You say: "Do not ask us to go to school with an empty stomach to teach children who are equally half starved."

This leads me to the other subject—equally important—provision of midday meal to school children. I am one of those who believe in it. One of the prominent features of the postwar educational programme adopted by the bureaucratic Government was the giving of a free midday meal for all elementary school children. A popular Government has come and scraped that. Of course various reasons are given for scraping it, though I feel that this scraping of the provision for a midday meal is going to retard the progress of elementary education. It has been the experience of the Labour Department that wherever children throughout the presidency are given a free midday meal, the attendance is good. If an elementary school has to establish itself in a particular place, the strength must be good, the attendance must be good. It is only later we have to think of instruction that is imparted to them. The midday meal will not only improve the health of children but also enable

them to be regular in attendance and benefit by the instruction imparted.

Friends, I do not know how to express my gratitude to the Reception Committee for giving me the opportunity to meet you and to listen to all that you had to say not only about your lot, but to the views you hold on the different aspects of education. Being in the profession, you know what your difficulties are better than those like me or like those who sit in Government offices and issue instructions. That is why I strongly deprecate any attitude on the part of Government to force a reform without previously ascertaining the opinions of those who have to work that reform. The teaching profession must claim the right to be heard. If that right is not conceded who is going to suffer? It is the community, the tax-payer.

I am grateful to Mr. Rama Iyer and to the Reception Committee for making us all comfortable here. To the volunteers who have been at work day and night attending to our needs to them also we are all grateful. I cannot also forget the authorities of the Catholic Mission who have placed this beautiful hall at our disposal. I must thank the delegates, some of them for their exuberance and for the patience with which they submitted to my rulings. It is very difficult for a person who feels very much on a point to be told he is out of order. If you feel that the rules are wrong, revise them. After all, the S. I. T. U. is your institution. You model it as you like, but once the constitution is framed, obey it.

You are the creators of the future generation. Let that be your consolation. In the building of a new India, a Free India, the feeling that you are enabled to play your humble part must enthuse you. I think I forgot to thank those who have contributed to the success of the Exhibition. They have done very good work.

Mr. A. Rama Iyer, Chairman of the Reception Committee, said he did not feel half as proud when he presided over a Provincial Educational Conference as

he felt now. He had been full of misgivings about the success of the Conference owing to dearth of active workers. The 1933 Conference was successful because of the exertions of the late S. T. Ramanuja Iyengar. At every stage he could not help feeling the loss sustained by their organisation and by Thiruchirapalli in particular in the death of that great friend of his. If he had been alive today this Conference would have been infinitely more successful than it had been. He said so because he felt that the Conference had been a success in spite of all shortcomings. He did not believe that any other session was attended by such a large body of fellow teachers during all the three days of the session as this session had been, and this, as the President had said, could not have been possible without the help of the authorities of the St. Joseph's College

Mr. Rama Iyer continued: I now propose a vote of thanks to one individual who has been mainly responsible for the success of these three days' session, namely, our president. He is the most constructive thinker and critic on the problem of education facing us today. I said this in my address and you realise I was not mistaken. His Presidential Address is a document, carefully studied. Though he is not performing the task of teaching he is certainly an educationist in the sense that he has taken the trouble to study the problems of education and is capable of speaking on them with authority. It is very necessary for us to associate now and then with persons who are not actually teachers and are capable of guiding and directing them with the authority of knowledge and wisdom. This President has not only shown himself an authority on educational problems but during these three days has so moved with them as to evoke the admiration of one and all and they all felt perfectly at home with him. He never spoke or acted as if he looked upon himself as a non-teacher.

It is an anomaly that the President of the Conference should not guide and direct the work of the S. I. T. U. for the

rest of the year. He is not like the President of the Indian National Congress. There is the President of the S. I. T. U. "But may I tell you, Sir," Mr. Rama Iyer said turning to the President, "you do not cease to be our President because our constitution does not recognise the President of the Conference as one of the authorities of the Union. Till the next session of the Conference, I am quite sure, your guidance and direction will be sought after by the authorities of the S. I. T. U. and I am perfectly confident that such guidance will be always forthcoming."

Mr. S. Natarajan seconded the proposition moved by the Chairman of the Reception Committee. He said that they all believed this session to be a success and it would be long remembered so. Their President felt himself

to be one with the teachers. He had always championed the cause of the oppressed. His presence in the Legislative Council as a healthy opposition though he was a nominated member, had been a great help particularly to teachers who counted him their doughty champion. This Conference had also become important by the association of Mr. M. S. Sundaram from the Government of India, who had been kind enough to open it and to address them on the Government of India's educational plan.

Mr. Natarajan next thanked the Reception Committee for making the Conference the success it had been.

Messrs. N. S. Krishnamurthi and T. A. Ramachandra Iyer on behalf of the guests thanked the Reception Committee for the arrangements to make the stay of the delegates comfortable.

MESSAGES RECEIVED

From H. E. the Governor of the United Provinces

I am desired to acknowledge with thanks the receipt of your letter of the 25th April 1948 and to say that Her Excellency regrets her inability to attend the Madras Provincial Educational Conference to be held at Thiruchirapalli on May 13th, 14th and 15th, on account of her indisposition.

From the Hon'ble the Deputy Prime Minister, Government of India

I am directed to acknowledge with thanks the receipt of your letter dated the 25th April 1948 addressed to the Honourable Sardar Vallabhbhai Patel. He has asked me to thank you for your kind invitation to the 38th Madras Provincial Educational Conference on the 13th, 14th and 15th May 1948, but regrets that owing to his health he is unable to accept the same.

From the Hon'ble Sri T. S. Avinashi-lingam Chettiar, Minister for Education, Government of Madras.

Let me thank you for your kind invitation for the 38th Madras Provincial Educational Conference.

India is at the cross roads. If Swaraj that we have won is to be preserved, education on sound and national lines must be built up. The future of this country will depend very much upon the way in which we educate our children, today. What is wanted is idealism, devotion to the child and nobility of character.

As one who has identified himself with the teaching profession for nearly a life time, I must appreciate the great work done by the teaching profession in the past. But, we must remember always that there is yet a great deal more to do in quality and quantity. We have our difficulties. But, that should not cloud our mind to the real necessities of the situation. What is

wanted is character and devotion to duty and that, in the long run, will bring us respect and devotion in the world. I had very much wished to be present at the conference, but due to other engagements, could not accept your kind invitation.

I wish the conference all success under the chairmanship of my honourable friend Sri B. Suryanarayana Rao, M.L.C.

From His Excellency the Governor of Orissa, Cuttack

I am directed by His Excellency Dr. Kailas Nath Katju to thank you for the invitation which you were good enough to send him with your letter of the 25th April 1948. His Excellency wishes the session all success.

From the Hon'ble Dr. T. S. S. Rajan, Minister, Government of Madras

Thank you for your kind invitation for the thirty-eighth session of the Provincial Educational Conference at Tiruchirappalli on the 13th, 14th and 15th May 1948. I wish the conference all success.

From the Hon'ble Sri V. Kurmayya, Minister, Government of Madras.

I thank you for your kind invitation to be present at the Provincial Educational Conference to be held at Tiruchirappalli between the 13th and 15th inst. Owing to previous engagements already fixed I regret very much my inability to accept your invitation. I wish the Conference all success.

From the Hon'ble Sri R. B. Ramakrishnan Raju, President, Legislative Council, Madras.

Many thanks for your kind invitation to the Conference. I very much regret I am unable to be present. I send my hearty best wishes for the success of the Conference about which I have no doubt as my esteemed friend Mr. R. Suryanarayana Rao, M.L.C. is presiding over the deliberations.

From Dr. B. V. Narayanaswamy Naidu, Member, Indian Tariff Board.

Received your kind invitation. Owing to other engagements, it will not be possible for me to attend the function. I am sure the conference will be a great success and I am happy to note that my esteemed friend Sri B. Suryanarayana Rao is presiding over the conference. I wish the conference all success. Please convey my regards to all the delegates.

From Dewan Bahadur Sri K. S. Ramaswami Sastri, Royapettah, Madras.

I am in due receipt of your kind invitation to be present at the 38th Provincial Educational Conference. I recall vividly the conference in 1918 at which I was the Chairman of the Reception Committee and Mr. K. V. Rangaswami Iyengar was the President. In these 30 years mighty changes have taken place. India has become independent, the regional language has become the first language, and a new spirit is resurgent in the land. The present conference must show the world how the gifts of science and democracy and socialism can be harmonised with the gifts of Satya and Ahimsa and Yoga which India has given to the whole world. Our Secondary Education has to be made national, practical and up-to-date. I wish the conference every success. Owing to ill-health I am not able to be present at it.

From Prof. K. A. Nilakanta Sastri, Mylapore, Madras.

I am very glad to see from an invitation that has been kindly sent to me that you are Chairman of the Reception Committee for the XXXVIII Madras Provincial Educational Conference assembling on 13th to 15th May. I shall not be able to give myself the pleasure of attending the session but must rest content with sending you my heartiest good wishes for a very useful and successful session under the

guidance of the eminent publicist Sri B. Suryanarayana Rao who is to reside over it. With renewed thanks and good wishes.

From Sri V. Saranathan, Bangalore City.

Being on a holiday here, I much regret my inability to be present on the 13th at Trichy. I send you my best wishes for the conference as a whole and a brief speech to be read on the occasion of the unveiling of Landhiji's portrait.

From Srimati Lilavati Munshi, Bolarum

I thank you very much for your invitation to the XXXVIII Madras Provincial Educational Conference. I am unable to come but I wish the conference every success.

From Dr. G. F. Andrews, Madras

I regret that due to illness I am unable to attend the Conference and to take part in the programme. I wish the conference every success.

From Mr. A. A. Hayles, Editor, the Mail, Madras

I regret professional duties prevent my attending the Provincial Education Conference, but hope the Conference will be a success.

From Mr. Vedantam, Bellary

(Telegram) Wish Conference every success.

From The Hon'ble Sri M. Bhaktavatsalam, Minister, Government of Madras

Hon. Sri M. Bhaktavatsalam thanks the Chairman, Reception Committee, XXXVIII Madras Provincial Educational Conference, Tiruchirappalli, for the invitation to the Conference to be held on the 13th inst. and wishes the Conference every success.

From Mr. J.A. Borron, British Information Service, Madras

Thank you very much for your invitation to attend the 38th Madras Provincial Educational Conference on the 13th, 14th and 15th May.

I have much regret, owing to ill-health, I shall be unable to attend this Conference, but would like to give you my very best wishes, and I hope that this Conference will be a great success.

As you are probably aware, this office has a great number of pamphlets on "Education in Great Britain", which you and your members could see if you care to visit this office.

From Mr. G. V. Mavalankar, Ahmedabad

I am thankful to you for your kind invitation on the occasion of the Thirty-eighth session of the Madras Provincial Educational Conference. I regret I shall not be able to attend the session on account of my preoccupations here. I wish the Conference every success. With best wishes.

From the Hon'ble Sri R. K. Shanmukham Chetty, Finance Minister, India

I am in receipt of your kind invitation for the Provincial Educational Conference. I send my greetings to the Delegates and wish them all success in their efforts.

From Sri G. T. Sastry, Station Director, A. I. R., Madras

We thank you for your invitation to the Provincial Educational Conference. Mr. V. Ramanathan, our Press Liaison Officer, will be attending the Conference on our behalf.

From Hession, Campion School, Kodaikanal

(Telegram) Regret absence. Wish Conference every success.

From Natarajan, Madras

(Telegram) Wish Conference every success.

From Mr. M. S. Kotiswaran, Secretary, A. I. F. E. A., Secunderabad.

On behalf of the All-India Federation I have pleasure to convey our congratulations on the achievements of the South India Teachers' Union under whose auspices the 38th Madras Provincial Educational Conference is held in historic and sacred place of Trichirappalli.

The subjects chosen for the Conference for general discussion "Education in Free India" and the "The Supply and Training of Teachers" are the vital problems of the day, and I am sure the Conference through its deliberation will be able to offer valuable suggestions in this direction. The unveiling of Mahatma Gandhiji's portrait shows the regard the Teaching Profession has for the Father of the Nation. Under the inspiring guidance of Sri Suryanarayana Rao I am sure this year's Conference will make another milestone in the history of South India

Teachers' Union. The selfless services of Sri M. S. Sabhesan, the President of the Union, have won for him the loving regard of the profession and I am sure that he would continue to guide the profession. With fraternal greetings.

From Rao Bahadur Sri S. K. Yegnanarayana Iyer, 'Kumari', Madras 18.

Owing to reasons of health I am unable to go over to Trichy to attend the Conference.

I wish the Conference all success. I am glad that my friend Sri R. Suryanarayana Rao, is presiding over the Conference. Whether technically he is inside the Servants of India or outside it, he has always been a champion of the underdog. Under his wise guidance the profession will be able to pass resolutions, reasonable and practical. Once again wishing you all success.

"EDUCATION ABROAD"

PROF. M. S. SUNDARAM, M.A., D.LITT.

Deputy Secretary, Ministry of Education, Government of India

"Our Educational Experiment Abroad" was the theme of an address delivered by Prof. M. S. Sundaram, at Lawley Hall, Trichy, on Saturday, the 15th May 1948 on the concluding session of the 38th Madras Provincial Educational Conference.

Prof. Sundaram prefaced his remarks by saying that he chose this subject mainly because there were present not only educationists interested in educational work in foreign countries but parents and guardians who had of late shown tremendous interest in their young boys and girls who had been sent in large numbers in recent years to foreign countries.

It was in U. S. A. in the last three years they began for the first time a large scale experiment of sending on students for higher studies particularly technological and scientific subjects. India today has sent about 3,500 young men and women to foreign countries, a number quite unprecedented in the history of our educational effort for many years. No other country in the postwar era has launched on this experiment. The only other country which had done so was possibly China. Today in the U. S. A. there were about 17,500 foreign nationals in American institutions. The State Department in United States put up statistics and last year it was found that India had the third largest number. When he went there in 1945 he found 70 or 80 of the Indian students spread over well-known centres like Massachusetts Institute of Technology and Michigan University. When he left there in 1948 he found he had left behind nearly 1600 spread over nearly 120 institutions. The Americans look upon this invasion of their universities by foreign students as a great credit to them and they could not help stating the fact that their leadership has been acknowledged by the rest of the world. The discerning ones among them, the highest type of educationists have, however, felt some concern whether they have attracted

foreign students by rightful means and whether they have as much to offer as those who came to them expect to get.

The war had been primarily responsible for bringing American institutions to the forefront to the attention of the rest of the world. Before the war American students used to go to European countries. The Rhodes scholarship was mainly to encourage Americans to go to Oxford. Now the reverse has become true in that the devastated countries of Europe have also turned to America for facilities for higher education.

The educational system in America, Prof. Sundaram said, was something totally different from what we have in our country, which are all based on the British method. The American method was based largely on the old German system. The lower stages of education were very well planned in that they had very clear-cut divisions—what is meant by elementary, junior high and senior high. The senior system in United States has come to some pattern, some precise demarcation of various levels, that is, pre-kindergarten and kindergarten stage up to five years, then six up to 12 the child goes to the elementary school which is of six years duration. Then there is a six years of high school stage divided into two parts—three years of junior high school and three years of senior high school, making a total of 12 years of school education. In addition to these 12 years large numbers of children were encouraged to branch off into vocational schools at the end of the junior high school.

In 1917 the Federal Government introduced the system by which vocational schools could be established in many parts of the country in order to encourage children to become industrial workers. Those institutions were still popular. The interesting point about them was that most of the children who went to these vocational

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North Malabar	...	8
Rannad	...	7
North Arcot	...	6
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Anantapur	...	3
South Kanara	...	2
South Arcot	...	1
Tanjore	...	1
Tinnevely	...	1
Coimbatore	...	1
Total	...	33

THE S. I. T. U. PROTECTION FUND LTD.

520, High Road, Triplicane, Madras.

(Established 1928)

Position as on 31—12—1947 :

		Rs.
Total Assets	...	5,12,750
Life Fund	...	4,99,691
Assured Amount	...	15,20,000
1st Year Premium	...	17,500
Renewal Premium	...	61,882
No. of Policies	...	2,767
No. of Units	...	6,036

schools were also permitted, after completing their vocational training, to go into universities and colleges for studies in Engineering, so that there was nothing to prevent trade and industrial schools being considered fit for higher education, so that there was a certain amount of flexibility of higher education. The variety of schools they found was something phenomenal. There were as many as 200 subjects taught in high schools and pupils could choose very widely differing subjects for specialisation in the upper forms. Hair-dressing was one of the subjects taught. This wide variety stimulated in children, according to their aptitudes, tastes which become indispensable to enable them to select various branches of higher education.

Turning to collegiate education in America college, university, institute of technology, polytechnic, are all terms which are interchangeable which are of equal status and importance. A college is also a university. It only goes by the name of college and awards its own degrees. There are 1760 institutions of higher education listed by the Federal Government as being institutions offering degrees of university standard and value, although not all of them are really institutions of higher education from our point of view. But like everything else in the United States, education is largely also private enterprise. Any body of people can join together and start an institution. It does not require a charter from anywhere. A body of educationists, a body of town representatives, a municipality or country which has sufficient local enthusiasm can start a degree college. This has enabled a large number of institutions to spring up, both denominational and otherwise, that no one makes an attempt to give an authentic list of recognised institutions for fear of offending any one or other of the institutions by inclusion or exclusion. So every institution is automatically listed as an institution of higher education by the Federal Government.

Prof. Sundaram said however that he would be wrong in saying that they

did not have any standards at all, because the standards were imposed by certain representative bodies like the American Association of Universities corresponding to the Inter-University Board in our country. With such a responsible body in existence, regional associations had also come into existence and there were five or six such associations which listed quite a number of institutions and accorded them recognition.

The under-graduate course was of four years' duration uniformly in all colleges and universities and polytechnics and technological institutions. In about four years a person took a degree in arts or science, engineering or agriculture, or in teachers' training. In the first two years which corresponded very nearly to our Intermediate, they had most of their general cultural subjects but at the end of the second year they started on their professional subjects of their choice specialisation, so that an engineering student started his engineering studies soon after his matriculation of 12 years, the agricultural student did the same, so did the law student. After getting diverted to the different professions they were allowed to specialise, if necessary, in the Master's Degree. When our B. E. Degree students arrived in American Universities, therefore, having done two years in the Intermediate and four in the Engineering, they found their degree equivalent to a B. Sc. (Bachelor of Science) in Engineering and able to do post-graduate work in Engineering. But it was also their experience for the last three years, particularly his experience gathered at first hand, that the standards in our universities have deteriorated so much that very often our post-graduate students who went abroad had large gaps in their under-graduate studies which they had got to make up. In our scientific studies, particularly in our universities, there had been so much of one-sided specialisation in subjects like Zoology or Botany or Agriculture or Metallurgy or any number of minor branches in which specialisation could be carried on, that they found our students fit in only

with an effort, because specialisation started far too early in their under-graduate period and when they went to post-graduate work the basic under-graduate work was found to be very insufficient.

Although on a number of universities and colleges in America they accepted our graduates as equivalent to theirs, in actual practice it was found necessary to ask our students to do again parts of undergraduate work in order to qualify themselves for post-graduate continuation.

It had been asked several times both by parents and guardians as well as educators whether we were doing the right thing in sending such large numbers of our students for foreign studies at a time when we need all the ablest man-power that we have for immediate requirements for building up our nation. The answer to that was that unless we began on a big scale to provide for higher education forthwith, it would not be possible to stop our young men and women from going abroad. He had repeatedly stated this to our own students when they arrived in foreign countries that a country like ours could not afford to lose, let alone the cost of training, the intelligent man-power needed at the moment. We are actually doing without the services which might have been otherwise available, of about 3,500 to 4,000 of our young people whom we have exported for about 2, 3 or 4 years.

Side by side with the process of sending our students abroad, therefore, the time had now come to look at our own higher education at home. We could not do this by repeatedly sending our students year after year, without minimising the opportunities for certain very necessary students. At the same time it was not unwise to avail ourselves for the facilities afforded abroad if our policy of industrialisation of this country was going to be implemented. We want in our country now about a thousand mechanical engineers for a period of five years. In order to get them we have got to do two things side by side. While we send our children abroad, we have also to establish insti-

tutions at home that we ought to avail ourselves of these young men who return and utilize their services for producing more engineers and more agricultural scientists. In England we have nearly 2,500 of our young men and women studying at various centres. The time was now long past when the mere glamour of having had a foreign degree should enable a man to obtain a comfortable career. It used to be so for several years. Now foreign degrees were not going to be considered particularly great achievement. It was the result of the training got and how they proved their worth on their return home that was going to be the test. In many of the American Institutions they used to be surprised why a man who had got an M.A. degree should want another M.A. degree there. The average American, both layman and the educator, did not care for degrees. The success of a man was not measured by the academic qualifications he obtained. That was so contrary to our attitude towards academics, where we have by ancient inheritance a lot of prestige attached to academic achievements. But in the United States people were very shy even to mention they have a B.A. or M.A. degree. It was almost immaterial. The men went to work and proved their capabilities by showing to the organisers of the concerns in which they worked that they were indispensable to the concern. If we apply that test to the young men and women who return to us, we might be able to assist the work of the training we have obtained for our people. The cost to Government on the education of our people abroad was quite considerable. No one university got as much as the amount spent on the education of our students abroad. Last year we spent about Rs. 65 lakhs on scholarships alone for these people. Besides this, we have released a lot of foreign exchange to large numbers of independent candidates who were also spending their country's money in acquiring foreign qualifications. When some of the educationists in America asked him how we were so bold as to spend such

(Continued on Page 227)

“ EDUCATION IN FREE INDIA ”

N. KUPPUSWAMI AYYANGAR, M.A., I.T.

Synopsis of the Paper.

“ Whenever conferences were called to form a plan for education in India the tendency as a rule was to maintain existing system with slight modifications.”—Pandit Nehru.

The main decisions of the Secondary Education Committee appointed by Free India closely follow the Sargent Scheme thus forming an apt example of this observation of Nehru—Why is this so?

Secondary Education is the pivot of the Educational Framework.—In the Organisation of Secondary Education you reveal the kind of social order which you want the people to be educated to live in and to support.—There is at present a good deal of confusion of thought regarding the meaning, aim and scope of what is called Secondary Education and its relation to Basic Education.—What is Secondary Education?—What is Basic Education?—The identification of Basic Education with Elementary Education and the idea that Secondary Education should begin at 11 are both inconsistent with not only the Wardha Scheme but with any kind of Education on democratic principle of equal opportunity for all.

The division of Basic Education into Junior and Senior Basic and the proposal to separate the goats from the sheep at the age of 11 by means of Examinations and tests are the most reactionary, unpsychological, undemocratic and anti-social of all the proposals that have ever been made for Educational Reconstruction in India.

Reactionary because it seeks to introduce into India a discredited system which was found necessary to be abolished in England.

Unpsychological because no educationist of standing will venture to say that he has discovered a measuring rod by which he could with any degree of fairness and justice, predict that a

particular child of eleven is unable to profit by a high school course.

Undemocratic because the rich and the urban class have a better opportunity to have a high school course than the rural poor.

Anti-social because in the face of the findings of modern psychology, you can never satisfy the unselected about the fairness of the selection. As the rich have a better opportunity for higher education, the bitterness of feeling against the rich will be increased and unhealthy superiority complex will be engendered in the minds of the selected—the gulf between the educated classes and the masses will be made wider.

This bifurcation is fundamentally opposed to the Wardha Scheme mainly because it is anti-social and works against the evolution of a Co-operative Social Order—When Gandhiji asked Sri. Ariyanayagam as to how the proposal came to be accepted by Congressmen the reply was revealing. It was “ if some rich people wanted to give their sons a different kind of Education we could not prevent it ” to which Gandhiji replied “ Whatever rich and foolish people may do, whatever Congressmen may say or do—I have no authority over Congressmen except moral persuasion—I am quite clear in my mind, that this diversion of pupils from the V class of a Basic school to a High School before they have completed the seven years of Basic Education is inconsistent with the system of Basic Education I have to recommend.”

Principles for Educational Reconstruction in Free India

Education should help in the achievement of the aim of Free India.—Education is the only means known to mankind that can help in this achievement.

Aim —

Social and Economic Democracy. The evolution of a perfectly demo-

cratic co-operative social Order out of the present order based on competition and exploitation.—No caste or class superiority—Equalisation of status—Every one should be a worker—No drags or parasites—Social service and not money should be the main object of every educated man.

“ The creation of self sufficient self directed co-operative Community ”—New definition given by Gandhiji in the last meeting of the Hindustani Talami Sangh—April 22 and 23.

Method of achieving this aim.

The old dualism of culture versus utility, liberal education versus vocational Education must be given up. No system of education can be satisfactory if one section of pupils is to be led even subconsciously to assume an air of superiority over other sections.

“ There should be no special class of children brought up to book learning only; for then through idleness they spend their time to find out policies to advance themselves to be lords and masters over their labouring brethren which occasions all trouble in the world. Therefore it is necessary and profitable for the Commonwealth that all children be trained to labour and to learning ”—Terrard Winstanly. 1652.

“ Everyone from the king's son downwards should learn to do something finely and thoroughly with his hands.”—Ruskin Manual. Productive work should form part of the education of everybody without exception. Modern educational problem is not how

soon pupils can be separated for different occupations.” but “ how long pupils can be kept together in the same institution ” so that all pupils rich or poor, urban or rural may rub shoulders with one another during the most impressionable period of their lives and made to feel the equality of status.

When it becomes necessary to separate, “ care should be taken that the choice is made by the individual himself—absolute freedom of choice is his inherent right.”—National Vocational Guidance Association of America.

“ I have no right to fix my child's character irrevocably—I must do what I can to get him ultimately to the place where he can and will intelligently decide for himself what ought to be done.”

An Educational Framework that would satisfy these principles—

(1) Basic Education for all (without bifurcation at 11 +), till the pupils are 14 years old.

(2) Higher Education for at least two years—The same school for all, but having parallel alternative courses of equal status so far as the University and Government services are concerned.

(3) A university course of 3 years.

(4) Provision for Post graduate work. No public Examination for General Education, suitable Competitive examinations for public services, professional work and research work.

[Paper read at the 38th Provincial Educational Conference, Tiruchirapalli.]

(Continued from Page 225)

large sums in postwar years, when other parts of Asia and Europe were not favourably situated with regard to their financial resources, he told them that we at least were spending our money thus in the hope that it would contribute to the prosperity of our country when our people returned home. Other countries spent on defence and he said that what others spent on battleships, we spent on thousands of our young people. If their battleships were going to serve any purpose at least we could judge these young men who went abroad for travel and study would make

for progress and advance and not for purposes of destruction. And now they were watching this experiment and not merely blindly go on encouraging large numbers of our people to go abroad for mere vanity of the business. We have a great task ahead in that the standard of living of the masses of this country has got to be raised by slow stages. Poverty could not be endured over an indefinite period. In a Free India it was the task of these people to prove that the money and the time given to them for qualifying themselves was turned into good and great achievements.

EDUCATIONAL REFORM

Reorganisation at Secondary Stage

The Government have had under consideration for some time past a scheme for the reorganisation of Secondary Education with a view to making more efficient, practicable and useful and at the same time to provide scope for a variety of courses to suit the aptitudes of the pupils. The Board of Secondary Education was asked to go into the question and suggest a comprehensive scheme and the Provincial Advisory Board for Education considered the scheme and made their recommendations, states a Government Press Note.

The Government, having carefully considered the recommendations made by these Boards, have passed the following orders:—

(1) With regard to the opening of separate technical High Schools, they have decided that it would be sufficient if the diversified Secondary School courses are introduced in the existing High Schools providing for literary or academic courses. They have, therefore, sanctioned the introduction of certain bifurcated courses of studies in selected High Schools commencing from Form IV in the current year.

(2) With regard to the abolition of optionals in High School classes, the Government have decided that optionals be abolished in High School classes. This will come into effect from 1949-50, as the reorganised courses will be begun in the Form IV from the year 1949.

Hindustani to be Optional Language

With regard to the position of various languages, the Government have considered the recommendations of the Provincial Advisory Board and of the universities. They have decided that as Hindustani is to be taught from Form I it will be sufficient if English is taught in Forms II to VI. On the question of the study of Hindustani

and of Sanskrit and other languages in future, the Government, after reviewing the recommendation of the Provincial Advisory Board have decided as follows:—

(i) That Hindustani should be taught in Forms I to III instead of in Forms II to IV;

(ii) That student should be allowed the option to take Hindustani, or any other classical language such as Sanskrit, Arabic or Persian, or Urdu, in Forms I to III and once they exercise that option they should appear for examination in that subject. Students who offer Urdu should learn the Nagari script also at both stages of Forms I to III and Forms IV to VI;

(iii) That henceforth throughout the Secondary School course the regional language should be the first language. Hindustani or its alternative should be the second language and English the third language; and

(iv) That the study of Hindustani or its alternative in Forms I to III should be compulsory in Andhra, Kerala and Karnataka, but optional in Tamil Nad. In Tamil Nad,* unless the parent expresses his wish not to exercise the option for one of the languages in the group, it will be presumed that the boy has exercised the option if he attends the class for any of the languages. Examinations will be held for these languages also. In Forms IV to VI, pupils will have the option to study in addition to the regional language a second language such as Hindustani or Sanskrit, Persian or Arabic, or Urdu or any foreign language, and in the case of those students the regional language should be taught for four periods in a week and the other selected language for four periods and that those who want to take the regional language alone should take eight periods in that language. Pupils will be permitted to study a language different from the one studied by them

in Forms I to III, provided their attainments in that language are upto the standard.

(v) The Government have accepted the recommendations that formal moral and religious instruction should be avoided, without prejudice to the existing provision for religious instruction under a conscience clause. In schools specially intended for Muslims, religious instruction will be regulated with reference to G. O. No. 1727, Education, dated 22-9-1933 and No. 266, Education dated 7-2-1948.

The Government have considered that it is very necessary to have citizenship training and, accordingly, direct that it should be made a part of the school curriculum. The syllabus for Forms I to VI has been prepared and will be approved separately.

Other Subjects of Study

The Government consider that education in Forms I to III of Secondary Schools should be a natural continuation of Basic Education in the elementary schools and that the curriculum of studies for Forms I to III should be based on a main craft and the teaching of all subjects should be correlated with that craft. They have approved for the present three crafts for boys schools viz. handloom weaving, woodwork, gardening and agriculture, among which one or more may be chosen. In girls' schools, home-craft will be the basic craft in Forms I to III and after Form III domestic science will be a specialised subject of study and examination in high schools for girls.

The other subjects to be taught in Forms I to III will be the first and second languages from Form I; third language (English) from Form II; mathematics, general science, social studies, citizenship training, arts, physical education and religious and moral instruction. The Director of

Public Instruction is authorised to finalise the syllabuses in these subjects.

The draft syllabuses are in the course of finalisation and orders on them will be issued as soon as they are ready. The Government consider that the introduction of a new scheme need not be delayed on this account. They have accordingly directed that the new scheme be introduced in Forms I and IV in all schools in 1948-49. The old scheme will continue to be in force in Forms II and III, V, and VI in 1948-49 and in Forms III and VI in 1949-50. The Director of Public Instruction has been authorised to introduce and reorganise syllabuses in anticipation of the approval of the Board of Secondary Education and the issue of necessary amendments to the S. S. L. C. scheme. In respect of languages during 1948-49, the existing syllabus should be followed in all forms except in Form I and the new syllabus in the I and II languages should be introduced in 1948-49 in Form I and the new syllabus in English should be introduced in Form II in 1949-50.

The Government would like to make it clear that the contemplated reorganisation is essentially a matter of a change in the outlook on education rather than merely the content of instruction. It is essential that our education must be through activities intended to bring about the best in our children. The school must become an active social centre and attempt to train the children for life. Civic and other social studies must be taught through actual organisation in the schools and by maintaining cleanliness of personal and social habits in the school itself. The Director of Public Instruction has been authorised to issue such further instructions as may be necessary to clarify the principles underlying the scheme for the reorganisation of secondary education.

* Subsequently revised.

EDUCATION IN CENTRAL LEGISLATURE

Five-year Scheme to be launched

The Education Minister, Moulana Abul Kalam Azad, exhaustively reviewed the Government's blue print of India's future educational edifice as well as the schemes already taken on hand, in Parliament.

Replying to the debate on the demand for grants under the head "Education", the Education Minister modestly claimed that though this edifice had not yet been built, the foundations had been laid on true and sound lines. "Though obstacles and difficulties have prevented us till now from completing the house, yet no obstacle, no difficulty, no diversion, no opposition could make us desist from our task."

Emphasising the need to spend more money on education, the Education Minister pointed out that in 1946-47, the total Central Budget for education was only 0.4 per cent of the total budget. This represented an unhappy state of affairs and must be remedied as early as possible. It was true that education was a provincial subject but during the present phase of the country's development, it was absolutely imperative that the Centre must take the initiative.

"No Clean Slate"

When the National Government took over in August last, they had no clean slate to write upon but a palimpsest on which was scrawled the marks of generations of scribes who had each his own mode and style. The first task of the National Government was to avoid being swallowed up by the past. The slate had not yet been wiped clean—the work of generations could not be swept away in a day—but the National Government had resisted the temptation of being swallowed up by the past and sought to create new traditions, a new point of view and a new attitude towards our problems and their solution.

The Education Minister announced that from the First of July this year, the basic education plan for universal com-

pulsory education would begin to work in Delhi. He regretted it had not been possible to begin it earlier. The centrally-administered areas should have served as a model and even if there were delays elsewhere these areas should have put the scheme into immediate effect.

According to the original plan, the adult education scheme was to be spread over a period of forty years but the people of India were not prepared to wait even for half that period. As a result of the All-India Educational Conference which he had called in January this year, it was decided that a target of five years should be aimed at and in any case the plan should be fully executed and worked out within a period of ten years.

"Educational Conscription"

To deal with the allied problems of trained teachers and finance, the conference had held that while every effort must be made to increase facilities for training teachers, the country could not wait till a sufficient number of trained teachers were available but must go ahead with the existing material. It was, therefore, proposed that there should be some kind of educational conscription for five years during which every literate man in the country would be expected to put in a period of service as a teacher of the nation. The finance involved would be an additional expenditure of Rs. 24 crores per year for the next five years. The conference suggested that a committee should be appointed to examine all available methods for meeting the financial requirements.

Scholarships Abroad

Expressing disappointment at the manner in which the previous Government had chosen overseas scholars, the Education Minister said that the capacity of existing institutions in India and how far they could be quickly expanded to meet the country's requirements should have been carefully examined before sending out these scholars. The

Overseas Scholarship Committee as well as the Scientific Manpower Committee, which he appointed after he took charge, had now submitted their recommendations and new plans were being made in the light of their recommendations. "From now on more money will be spent on the expansion of Indian institutions and only in exceptional circumstances would selected candidates be sent for training abroad at Government expense."

In pursuance of these recommendations, provision had been made in the budget for improvement and development of existing technical institutions. The most important in this respect were the establishment of the eastern and western higher technical institutions near Calcutta and Bombay respectively. In regard to both, sites for buildings had been selected and a start made in regard to recruitment of expert staff from India and abroad. Provision had also been made for the establishment of regional committees for the All India Council for Technical Education.

Central College of Music for S. India

While emphasis on scientific and industrial training was important, he felt that a country like India with its age-long traditions could not ignore the humanities without jeopardising her ancient culture and civilisation. Provision had, therefore, been made for the reorganisation of the Marris College of Hindustani Music at Lucknow and the establishment of a new central college of Carnatic music in South India, and more important, the establishment of a National Cultural Trust. The Cultural Trust would have three academies to cater to the arts, architecture, letters, music, drama and dancing, which would serve to focus the artistic and cultural life of the nation in one common centre.

The Education Minister also announced that schemes had been formulated for the establishment of a training college for physical education as well as for a training college for teachers in Domestic science. These two colleges were from one point of view, designed

to meet the increasing need for trained teachers. For the general training of teachers, in addition to the existing schemes, provision had been made for expanding training facilities at the Viswabharathi where training would be provided in the arts and crafts, dancing and music and in basic education.

Provision had been made for establishing a central Braille press for the service of the blind. With India's expanding contacts with all countries of the world, the need for study of foreign languages had increased and it was proposed to set up a Central Institute of Foreign Language. Plans for setting up a central bureau of psychology, a national central copyright library, a central school of Indian architecture and regional planning had also been considered but had to be postponed due to financial stringency. He hoped this slowing down would be only temporary.

Despite housing shortage, the Central Institute of Education had been started in December last year in tents. He hoped the foundation stone for the permanent buildings would be laid soon.

The Tata Institute of Science had been given grants, and provision had been made for a library of educational and cultural films. Provision had also been made for the establishment of a National Museum of Art, Anthropology and Archaeology. To help the universities, in schemes of fundamental research, funds had been allotted. Funds had also been provided for research in higher physics and chemistry and the establishment of a power engineering department at Bangalore.

The Education Minister announced that he was setting up a committee of eminent philosophers with Dr. Radhakrishnan as Chairman to write a history of Indian philosophy, one of the proudest possessions of human civilisation. It was his intention to set up another committee for supervising the preparation of a history of India—the proud heritage of every Indian citizen. There did not to-day exist any true national history of our land.

Pleading for more funds to execute the educational programme, the Education Minister said whatever be the country's programme for industrial, scientific, agricultural, commercial or material progress and development one of them could be achieved without an improvement of the human material which was the basis of our national wealth. It seemed to him that whether we took defence, food or industries and commerce every step should be taken to give education the first priority among all our national requirements. He himself would have liked to present to the House a more ambitious scheme of educational programme and development. Conditions, however, were against us and we had to fight against tremendous odds unprecedented in the history of the country. The Government had no Alladin's Lamp which could build palaces overnight but must rough days, months and years strive to erect the edifice which everyone desired.

Grants to Universities

Referring to the point raised by Mrs. Hansa Mehta regarding grants to the Universities, the Education Minister said that it was for the University Grants Committee to make recommendations to the Government on this issue. The Government had upto now been responsible for giving aid only to the centrally administered universities, but the very idea behind the reorganisation of the University Grants Committee was to widen the scope of its activities and make even provincial universities eligible for grants from the Central Government. If such universities had any new plans which might prove helpful to the Ministry's educational programme their application for monetary help from the Centre would be considered.

As regards the names of the Benares and Aligarh Universities, Maulana Azad said that he would be very happy to change the communal character of the names but the two universities had been established by an Act of the Legislature and the names, too, had been given according to that Act and now the

House alone was competent to bring about a change. He would welcome any amendment to that effect.

Admission to Colleges

The Education Minister agreed with Mrs. G. Durgabai in her criticism of the policy of admission of students on a communal or caste basis, and said that he would approach the Government of Madras in this connection. Admission in educational institutes on the basis of community or caste was wholly wrong. While the Government would oppose any distinction, for instance, between Brahmins and non-Brahmins, it was obvious that Harijans should have special help from the Government in order to achieve social, economic and political status which they deserved by right.

Future of English

Replying to Mr. Frank Anthony, Maulana Azad said that the Standing Committee of the Ministry and the Educational Conference which had met here recently had agreed, firstly, that English must be replaced by a national language and, secondly, that the change should be brought about by a gradual process covering a period of five years. There could be no immediate replacement of English without seriously impairing their systems of education and administration. The representatives to that conference from different provinces had agreed to adopt this policy in their educational institutions. He would have liked to extend the same policy to Government administration also. He had read in the newspapers about the decision of the Government of the United Provinces to publish its gazette in Hindi with effect from January 1, and had written to the Prime Minister of the Province advising him to have Hindi and English side by side for some time and the U.P. Premier had accepted his counsel. The Government of India would give similar advice to other Provincial Governments if and when necessary.

Adult Education

The House then took up cut motions relating to the Education Ministry.

Mr. R. R. Diwakar moved a cut to discuss adult education. He urged Government to undertake a five-year programme of mass education which would enable the people of India, who would soon have adult franchise, to know the elements of citizenship, their rights as well as duties. Both the Central and Provincial Governments should take up this question in right earnest and see that within five years almost every citizen in the whole of India acquired this knowledge. He recommended education through films, through posters, through "Bhajan Mandals" and other indigenous means to quicken the process. Every citizen must be made to feel that he was an integral part of the Nation. Mass education would also help eliminate the evils of communalism and lopsided provincialism.

Dr. Punjabrao Deshmukh, moving a cut to discuss provision of increased facilities for technical training, said that the very existence of a country in the modern world depend on technical education. The much maligned predecessors of the present Government had done quite an amount of spade work for educational progress but that spade work had not been fully utilised and no real progress seemed to have been made. He had before him the report of the Advisory Committee on technical training produced by the Department of Labour. He did not know whether in this field also the Government worked departmentally, but in any case he had not seen anything coming out from the Educational Department for furthering the objects detailed in that report. Again, there was the very ambitious plan produced by the Committee on higher technical institutions in India. As yet no steps had been taken to implement that report also.

Dr. Deshmukh referred to the backwardness of the Central Provinces and Berar, especially in technical education, and pleaded for the establishment of poly technical institutions in that Province.

Grants to Universities

Mrs. Hansa Mehta, moving a cut to discuss grants to universities, said that

there was a feeling that while some of the universities got lavish grants there were others equally deserving which got nothing at all. It was, therefore, necessary to have some basis for the distribution of grants. The point at issue was whether any distinction should be made between the central universities and other universities as far as distribution of grants was concerned. She felt that there should be no distinction. It was true that education was a provincial subject but the provincial revenues were mostly spent on primary education and secondary education and the universities got very meagre grants from Provincial Governments. It was, therefore, necessary for the Centre to help those universities if we wished to keep up the high standard that they had so far maintained. Besides a province which had more than one university within its boundaries would find it extremely difficult to help substantially all the universities within its jurisdiction. It was for the Centre to come to the help of those universities. Besides, our education had to expand according to our national needs which were considerable. The burden of that expansion would fall on the universities and the Centre should help them. The Centre did help universities which furthered their development schemes but she also wished the Centre to give them general grant, not merely grants for specific purposes.

Mrs. Mehta pleaded that the time had come to change the names of the Benares Hindu University and the Aligarh Muslim University. A university could specialise in Hindu culture or Islamic culture but that was no reason why it should be called a Hindu or Muslim University.

Admission to Universities

Srimati Durgabai moved a cut to discuss the policy of admission of students to universities and non-Government arts colleges on caste and communal basis. She said that there was a monster even greater than the Hindu-Muslim problem in the part of the country which she represented, namely the Brahmin-Non-Brahmin problem but she would have disliked to talk

about this if it was only a matter affecting distribution of patronage in the services. She would not mind if people belonging to one community got more ration of food-stuffs than people belonging to another community. But in her province (Madras) law recognised patronage even in the matter of admission of students to the Universities. Merit did not count but community counted. Seats in arts, science, engineering, technology and other colleges were allotted communitywise. By law the heads of institutions were directed to overlook merit. The right of education was one of the most fundamental rights and if we did not permit the free enjoyment of that right, the constitution would not be worth the paper on which it was written. Of course economically backward communities required encouragement. But that encouragement might be given in other forms. Under the guise of giving encouragement to backward communities, one section or group of the community should not be deprived of the elementary right of education. When we were building up a secular State, religion, caste, community or sect, had absolutely no place in any university. If it was maintained directly or indirectly by any university, that university should not get the grant.

National Language

Mr. Frank Anthony, moving a cut to discuss the need for a uniform language policy, pleaded for a planned, liberal evolutionary and statesmanlike approach to the question. He warned that if in this formative period, the Centre looked on and allowed a linguistic policy to develop in a haphazard and unplanned manner, inevitably, sooner or later perhaps sooner we would reach a stage of linguistic chaos in the country. It would then be too late to retrace our steps, to undo the harm, to unscramble a scrambled egg. The Centre should lay down a uniform plan for the evolution of our national language, and in that uniform plan we should also find an appropriate place for the respective provincial languages.

It was natural and inevitable that India must and would develop her own

national language. It was more than likely that Hindi would be that language. But he for one could not understand the reason for aggressive, intolerant, narrow policies in the matter of our national language. We must evolve our national language but it must be an evolutionary and not a revolutionary process. If it was sought to be imposed by revolutionary methods then those responsible for such a policy would stultify their own purpose.

Those who were over-enthusiastic in this matter should remember that only ten crores out of thirty crores of people were Hindi-speaking, and that not only statesmanship but commonsense should make the Hindi-speaking people realise the necessity of an evolutionary programme in the matter. He was very distressed and disappointed over the precipitate linguistic policy of certain provinces such as U.P. Apart from the harm it had done to the minorities, it had its repercussions, say in Bengal, where Bengali had already become the official language and was likely to become the medium of instruction in the universities. His friends from the South told him plainly and unequivocally that they would resist any attempt to impose an ill-conceived, illiberal or precipitate policy, and if necessary they would even break away from the Indian Union. That was why he was pleading for a liberal, statesmanlike attitude in this matter. Ten, twenty or even thirty years for a planned evolution of our national language was not going to place any serious obstacle in the way of national progress but a precipitate linguistic policy on the part of certain sections and certain provinces was provoking retaliatory linguistic measures in other provinces.

"Avoid Linguistic Communalism"

We had experienced the bitterness of religious communalism and quite rightly we were in a state of revulsion against what we regarded as religious communalism. But in its place provincial and linguistic communalisms were raising their heads and they would do infinitely more damage to the country

(Continued on Page 245)

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EDUCATION IN THE MADRAS LEGISLATURE (MARCH)

Demand under Education

The Madras Legislative Assembly accepted the motion of Mr. T. S. Avinashilingam Chettiar, Minister for Education, and made a grant of Rs. 8,21,77,900 in respect of the demand under the head "Education".

In the course of his reply to the debate, the Minister for Education, indicated that the Government proposed to close down "uneconomic" institutions and also stated that it was the intention of the Government to have schools and colleges distributed throughout the districts instead of having them concentrated in cities and towns, so that people in rural areas might take advantage of the facilities for higher education.

Continuing Mr. T. S. Avinashilingam Chettiar referred in detail to the several provisions made under this head. It was absolutely necessary, he said, that elementary education should be put on an efficient basis and for this reason the Government had taken "a number of steps for improving the status and conditions of work of teachers, so that better personnel might be attracted to the service." Government had issued orders that as far as possible uneconomic schools should be amalgamated, even where they were under different managements. Frequent transfers of elementary school teachers in the past had hindered the development of proper traditions and now orders had been passed abolishing transfers as an experimental measure. Now more and more women were coming in as elementary school teachers. Women were considered more suitable than men for teaching children and this abolition of transfer would give them a sense of fixity and enable them to live with their own relations or parents. Provision was made for securing greater attendance of pupils in elementary schools where "compulsory primary education" was in force and provision was made

taken, he claimed, would confer "a lot of benefit" on elementary school teachers and raise their status.

Secondary Education

The number of Secondary Schools had increased in recent years as also the number of students therein. It was the policy of the Government that for every taluk there must be at least one High School and the Government had therefore come forward with provision for extra-grants for managements who agreed to open High Schools. They had made provision for grants to local bodies in this connection on "half the net" basis as in the case of aided agencies. The Minister said that the Government had accepted Basic Education as their policy and were fast training the requisite staff. It was expected that in a few years all training schools in the province would be giving training on the "basic method." Orders had been issued that all aided training schools should come into line with the basic education scheme in the next five years. Provision was also being made for starting ten Basic training units next year. Reorganisation of secondary education was now coming to its final stages and provision was being made for introducing the bifurcated course in fifty select High Schools. To improve the status of secondary school teachers, steps had been taken for revision of their basic salaries, increasing the proportion of selections to higher grades from 20 to 33½ per cent, better arrangement for selections from the ranks of local board and aided school teachers to appointments as D. E. Os. Orders had been passed that all aided schools must pay teachers at rates corresponding to the local board rates and that "two-third net" grant will be made available to them. The agreements between managements and teachers had also been revised to give greater protection to teachers.

College for each District

admissions to the arts and technical courses in the last few years and said that it was the policy of the Government that there should be at least one college for each district. Provision was made in the budget for opening a Second Grade College at Cuddapah. Facilities for the education of defective children were also being provided for, and the rate of grant for orphanages increased from two-thirds to three-fourths.

The Education Minister said that the Government had spent increased amounts towards the maintenance of hostels attached to private Colleges in the last two years and added that the policy of the Government was to see that there were common dining rooms in the hostels. He also pointed to the enhanced grants for Harijan students.

Referring to adult education, Mr. Avinashilingam said that student volunteers were coming forward to take up the work during the vacation and the Government proposed to give them training in adult education work. He emphasised the importance of developing the regional languages and said that in this matter, the Government had taken steps to increase the status and pay of language teachers, to introduce the regional language as the medium of instruction, to create poet laureateships and to award prizes for the best written books in the regional languages. He mentioned the donation of Rs. 68,000 offered by a lady (Mrs. Dora Lazarus) to the Madras University for instituting a professorship in Tamil.

Mr. Avinashilingam Chetti also stressed the value of research and said that the Government were taking steps to provide facilities for research in the Presidency College in all branches of science. He hoped that with the co-operation of the members of the House and the public, great strides would be made in the Education Department.

He briefly explained the work of the Education Department during the last year and pointed out that a sum of Rs. 8

Labour schools, Veterinary, Agricultural and Medical colleges as well. For Labour schools alone a sum of Rs. 40 lakhs had been provided, Rs. 10 lakhs for the industrial schools and for professional colleges, Rs. 26 lakhs. For elementary education Rs. 5 lakhs and more had been provided, since elementary education was the basis on which the edifice of the nation should be built. In the past, the spread of elementary education had not proved very effective, for a variety of reasons. In the first place it was uneconomic and the single and double teacher schools did not work well. The entrustment of elementary schools to District Boards had proved to be a failure. The majority of teachers in charge of elementary schools were also found to be of very poor material. Now steps have been, under this budget, taken to rectify those defects. The Government have got proposals to improve the conditions of elementary education by various methods; the salary of elementary school teachers had been increased. Most of the teachers in charge of these schools would be higher grade trained teachers and their salary had been raised. The lowest grade teacher would get now Rs. 44 a month. Though it might be stated that this too was not quite adequate, he would point out that under the present circumstances, the Government would not be able to give more.

School Buildings

Mr. Suryanarayana Rao urged the Government to clarify their policy regarding basic education. He said it was a hardship on aided institutions that a maximum limit should have been fixed in respect of building grants at Rs. 30,000 for High Schools and Rs. 15,000 for Colleges. Even if such maxima should be fixed he suggested that the balance should be advanced as loans, recoverable in forty or fifty years. He pleaded for the closing down of denominational schools.

Educational Policy

Mr. C. Veerabhadra Rao said that

the outlook on the content and method of education must be changed.

Denominational Schools

Mr. Narayana Menon deprecated the existence of denominational educational institutions and suggested the denominational names should not be given to schools and colleges, where students of all communities were admitted. He added that he was opposed to the Communal G. O. with regard to employment and admission in colleges, because it drove away merit. They should start more colleges to get over the difficulties of admissions in colleges.

Sanskrit, Mr. Narayana Menon emphasised, should be taught well in all schools, because it was the one cultural link between communities and between the provinces of India from Himalayas to Cape Comorin. Through Sanskrit, they had acquired an inheritance which they should cherish and not neglect. The language was also useful as a feeder for the vocabulary of all languages in India. Referring to Hindi, he pointed out that they should not consider the question from the South Indian or North Indian point of view, but bear in mind the fact that it was the only language which could become the common language for the whole country. If they had no common language, they would become isolated, without any understanding between the various provinces.

Grants to Aided Schools

Mrs. Mona Hensmar referred to the difficult financial condition under which many aided educational institutions had to work and said that the grant-in-aid code should be more elastic. She suggested the raising of a three per cent forty-year loan to help the aided institutions. Adult literacy, she pointed out, could not be taken up by private bodies or the Universities but was the primary responsibility of the Government if adult franchise should be introduced. Mrs. Hensman also pleaded for better hostel accommodation for students.

Admission to Colleges

Dr. U. Rama Rao said, there was now a cry everywhere for more and

more colleges, but the authorities insisted on lakhs and lakhs being raised before they would agree to new colleges being opened. Having regard to the poverty of the country they should welcome all private effort in this direction and agree to starting of new colleges with the minimum expenditure on buildings and allow classes to be run to sheds or even under trees if necessary. Every candidate who sought admission to colleges should be given admission. The Government must provide necessary facilities in this direction or they did not deserve to be there. In the Engineering and Medical Colleges, year after year they witnessed the sad spectacle of highly deserving candidates, with first class academic records, being turned away without admission, and men with inferior qualifications securing seats and taking seven or eight years to finish a four or five-year course. He had no objection to people being given admission on certain considerations, but, for God's sake, why turn away the candidates in every way deserving admission simply because they belong to a certain community? This "communal business" must be put an end to.

Expansion of Basic Education

Mr. Muthuranga Mudaliar desired advance of Basic education. He desired the Education Minister to stand firmly for basic education and stop all training of teachers for working the present system of elementary education. For one or two years, till the required personnel was available for Basic schools, elementary education could be imparted with the help of untrained teachers.

Adult Education

The provision of Rs. 1½ lakhs for adult education, Begum Amiruddin said, was not sufficient. At least Rs. 20 lakhs should be spent in order that the adult population might become literate in the course of next 25 years. She suggested that in regard to medical inspection of school children, a permanent establishment of medical officers should be created. She criticised the indifferent attitude of the Government in the matter of providing building

grants and urged that the practice of transferring professors in the middle of an academic year proved detrimental to the students and contributed for the unsatisfactory results of Government colleges in examinations.

Mr. P. Venkateswarlu, seconding the cut motion, said that instead of taking over more and more colleges, the Government seemed to be anxious to hand them over to private individuals. He added that the Government adopted a step-motherly attitude to the Andhra University.

The Finance Minister: Rs. 2 lakhs more is given to the Annamalai University, because there is an engineering college in that University.

Mr. Venkateswarlu: "You can have another engineering college attached to the Andhra University." He urged that Andhras being poor, the Government should come forward to start more colleges.

Mr. Kallur Subba Rao approved the proposal of the Government to start ten basic education centres. He complained that a number of elementary schools had been closed in Anantapur district. He also urged that the Government should open a medical college and an agricultural college for Rayalaseema.

Improvement of Kumbakonam College Urged

Mr. Ammapet Venkataram Aiyar pleaded for increased educational facilities in villages. The concentration of secondary and high schools in towns, he said, was responsible for the backward condition of the villages. If steps were taken to provide at least a group of villages within a radius of two or three miles with a Middle School and a High School, they would not only increase literacy but also help the rehabilitation of rural parts. If the public were willing to start such schools, the Government should give all encouragement and relax rules relating to playgrounds. On the other hand the Government could insist on setting apart land for cultivation to teach

gardening to students. The member asked the Government to do away with mixed education and to improve accommodation and other facilities for the Kumbakonam College.

Mr. R. Venkata Reddi said that the Government should take steps to extend basic education over the province rapidly. He said that the present school hours were not suited to a hot country like ours and should be changed to the morning and afternoon hours.

Mr. T. S. Avanashilingam Chettiar, Education Minister, interrupting, said that it was even now open to the management to adjust the hours to suit local conditions.

Mr. Venkata Reddi said that it was for the Government to enunciate it as a policy, once the need for a change was recognised instead of leaving it to managements to do or not do a thing, desirable as it was.

Mr. Avanashilingam Chettiar said that hours suitable in one locality might not be suitable in another place. It was therefore left to individual managements.

The Deputy speaker, Mrs. Ammanna Raja, who was in the Chair at the time, asked if the minister could not answer the point while replying to the motion. The Education Minister said that he thought it better to deal with it then and there as it might not perhaps be possible to deal with all minor points in the course of the reply.

Mr. Venkata Reddi urged the Government to take speedy steps to extend teaching of Hindi in the province as otherwise Madras might find herself very much handicapped in the councils of India without a knowledge of that language.

Mr. Chinai Khaziar said that in many matters "the Education Minister had to be educated" particularly in regard to the medium of instruction in schools and the policy pursued in regard to denominational institutions.

The member had not concluded his speech when the Assembly adjourned for luncheon interval.

Liquidation of Illiteracy

When the Assembly resumed after the luncheon interval, Mr. Chinan Khaziar, continuing his speech, urged that Urdu should be the medium of instruction in schools where the mother tongue of the majority of students was Urdu.

Mr. M. A. Iswaran said that educational institutions should not be run on communal lines. He suggested that Gandhiji's message and teachings should form part of instructions in schools and that the National Anthem should be sung in educational institutions. He heard that Muslim students did not take part in the singing of the National Anthem in a Muslim College.

Begum Amiruddin: From where did the member get the information that Muslims were not participating in the National Anthem?

Mr. Iswaran: From the non-Muslim students of the College.

Begum Amiruddin: The information is absolutely wrong.

Mr. M. S. Abdul Majid suggested the formation of Attendance Committees for ensuring attendance of pupils in schools. He pointed that the District Education Councils which had been abolished, were doing useful work and added that the Government should give liberal grants for libraries. He also pleaded for more building grants being paid to educational institutions for solving the problem of accommodation.

Mr. M. D. Thyagaraja Pillai said that if the Government were to discharge their primary responsibility of spreading education, they must get rid of the costly and showy Western system of education and adopt a simple system suitable to the needs of the country. The laboratory needs could be met by introducing shift system. He wanted the Government to take active steps to spread elementary education and also desired that the Government should adopt a policy of encouraging private agencies.

Mr. W. J. Fernandez referred to the closure of certain schools as uneconomic units and said that the managements of

such schools should be given sufficient time to enable them to provide for the education of pupils who would be affected by such closure.

Basic Education

Mr. V. Ponnuswami Gownder desired that the Government should take steps to introduce Basic Education in all districts and compulsory primary education throughout the Province. One primary school for a population of 1,000 should be the goal of the Government. The Government should not only run the schools themselves, but also provide quarters for teachers. The member desired that before granting degrees, every graduate should be made to teach children and adults for a fixed period. He also wanted that English should be taught from Form I onwards.

Srimathi K. Lakshmi Bharathi regarded the allotment of Rs. 8 crores and odd for education as utterly inadequate. The Government should employ larger number of lady teachers and also provide them with quarters. She deprecated the frequent change of text books and desired that the Government should themselves undertake the responsibility of publishing books for elementary schools. Separate schools should be provided for girls and all educational institutions should be managed by the Government. From this point the decision of the Government with regard to the Muslim Women's College was regrettable.

Mr. M. N. Anwar said that what had been done for elementary school teachers was precious little, because unless every teacher was given a basic pay of Rs. 40 a month, they could not have a contented teaching profession. He urged the Government to evolve a scheme for liquidating illiteracy in a period of 20 years. He also pleaded for the Government doing the needful for the Islamia College at Vaniyambadi.

Dr. D. S. Ramachandra Rao said that the desire to liquidate illiteracy should become a passion with the Government. The Education Department was over-worked and it was necessary to have a separate department to liquidate illite-

racy. In the Colleges the Government should make sufficient provision for laboratory equipment.

Minister's Reply to Debate

Replying to the debate, Mr. T. S. Avinashilingam Chettiar, the Minister for Education, thanked the members for the various suggestions and said that all the suggestions would be examined and what was feasible would be adopted.

The Minister made it clear that "uneconomic schools" would be closed.

Dealing with the suggestions of Mr. Ammapet Venkatarama Aiyar, the Minister said that the Government were also anxious to see that educational institutions were not concentrated in cities and towns but were distributed throughout the districts. The future policy of the Government would be along those lines. The Government had also evolved a design for a High School building which would cost only Rs. 63,000. It was on this basis that the Government had fixed Rs. 30,000 as the amount of building grant.

Regarding the admission of non-Hindus into the Pachaiyappa's College, the Minister said that when the question was last taken up, the atmosphere was not favourable, because of the incidents in Noakhali and other places. He hoped to approach the management again and persuade them to admit into the college persons other than Hindus also.

The Education Minister informed the members that the Government had sanctioned the extra amount (Rs. 1 lakh) that would be needed for completing the administration blocks of the Andhra University. They also hoped to provide funds for the construction of hostels after the receipt of estimates from the

Public Works Department. He welcomed the suggestion of a member for the imparting of Gandhiji's teachings to school children. He had not received any complaint that Muslim students showed disrespect to the singing of National songs in the Muslim College. Referring to the Flag Code circulated by the Government, the Minister hoped that all educational institutions would fall in line in observing it.

Eradication of Illiteracy

Dealing with compulsory elementary education, Mr. Avinashilingam admitted that he was not satisfied with the present pace of progress but hoped that when the finances of the Province were re-organised on a better basis, the eradication of illiteracy would proceed much faster. Regarding adult education, he said that non-official agencies would be of much greater use and appealed to the members to take their part in tackling the problem. It was the intention of the Government, he added, to provide syllabuses for the adult education colleges proposed to be started.

Education, the Minister concluded, was one of the great tasks of the Government, in which the members of the House should give their "full and enlightened" co-operation.

Mr. Salam, seeking clarification of a point, asked the Education Minister whether the "threat" of closing uneconomic schools implied that the Government looked upon educational institutions from the commercial point of view and that they were not aiming at the spread of education. The Education Minister stated that they expected certain standard of results for the money they spent on a school.

BIFURCATION OF COURSES

Scheme to be Started in Fifty Schools

To implement the recommendations of the Board of Secondary Education for the introduction of bifurcated courses, the Madras Government have decided to make a start in 50 selected schools in the Province from the school year 1948-49.

The Government do not consider it necessary now to establish separate high schools but think that the purpose will be substantially served if technical courses are provided in the existing high schools which provide academic courses. They have decided that the diversified courses may be introduced from Form IV as recommended by the Board. The courses of studies include Secretarial, Engineering, Agriculture, Drawing and Painting, Domestic Science and Cookery and Music and Dancing. The question of extending the system to high schools other than the 50 schools selected will be taken up later. "Teaching Practice" will also be one of the varied courses to be introduced under the new scheme. The introduction of this subject is under consideration. Other subjects will be added as and when necessary.

In 1947, it may be mentioned, the Board of Secondary Education was asked to consider the question of reorganisation of secondary education with reference to the changes that had taken place since the original scheme was prepared in 1940 and to suggest a comprehensive scheme. The Board accordingly considered the matter and made the following recommendations: (1) Bifurcation into technical and academic courses should be made from Form IV instead of Form V. (2) There should be three types of schools after the III Form stage, namely, (a) trade schools preparing pupils exclusively for a trade at the end of three years, (b) technical high schools preparing pupils for a technical career through a subsequent course at a poly-technic or for a secretarial or commercial career or for domestic or

aesthetic pursuits in life and (c) academic high schools preparing pupils for entrance to a course at the University. This classification was accepted by the Provincial Board of Education. The question of opening trade schools is being examined and orders will be issued separately.

Draft Syllabuses

The draft syllabuses for these courses will be placed before the Board of Secondary Education and finalised shortly. The S.S.L.C. scheme will also be amended embodying the revised syllabuses. Pupils taking the academic courses will move on to University courses as they do at present. It is the intention that pupils taking the technical courses should also be enabled, if they wish to do so to move on to University courses. The question of admission of the students taking the technical courses into University courses has been taken up with the Universities: final decision has not yet been arrived at, but the Government consider that the introduction of the bifurcated courses in the selected high schools need not be delayed on this account. On the other hand, in keeping with the main intention of the scheme of bifurcated courses, it is being arranged that pupils taking the Engineering courses under the scheme would not only be eligible but would be preferred for admission to the polytechnic courses appropriate to the particular subjects chosen by them under the bifurcated scheme.

It has been decided also that the secretarial course will alone be the primary qualification for appointment to posts of lower division clerks and similar posts in Government service except that this would not preclude Government from fixing higher qualification for such posts in any Department or office where the special nature of the work requires it. However, until the secretarial courses are opened, in a large number of schools in the Province, the number of candidates who have undergone the secretarial course may not be

sufficient to meet the demand; when candidates who have undergone the course are not available, others will continue to be appointed to service as at present.

The Director of Public Instruction will be authorised to introduce the syllabuses for the new courses of studies in anticipation of the approval of the Board of Secondary Education and the amendment of the S.S.L.C. Rules. The time that will be allowed for the study of the various subjects for students taking up the bifurcated courses has been fixed up. Orders will issue separately in regard to the schools in which the bifurcated courses will be introduced from the current year.

Teaching Grants

With a view to enabling local bodies and the managements of aided secondary schools to meet the extra cost involved in the organisation of the new courses, the Government have decided that teaching grants should be made as a special case calculated at three-fourths of the net cost of running the courses during the preceding financial year subject to a maximum of Rs. 1,450 a year to each school for a period of five years from the introduction of the courses and that the question of revising the arrangement should be considered at the end of the period. The teaching grant for 1948-49 is payable only in 1949-50, but as the managements may require some financial assistance during the first year of introduction, an advance teaching grant of Rs. 500 will be made to each school in which the bifurcated courses are introduced in the current year and the balance will be paid in the next year after the grant for 1948-49 is assessed. In addition, a non-recurring grant equal to three-fourths of the cost of the equipment to be purchased for the new courses will be paid in the current year subject to a maximum of Rs. 5,700 for each school.

Orders will be issued separately on the other recommendations of the Board of Secondary Education in regard to other matters.

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6. "THIRUKKURAL" By Yogi Shuddananda Bharathiar—Parts I to V For Forms I to V. As. 3½; 4; 5; 5; 6.

H. E. Dr. C. Rajagopalachariar, Governor-General of India writes: "Your 'Thirukkural Virundhu' was received and perused by me with pleasure. Sri Shuddananda Bharathi's selections and notes are as may be expected VERY-GOOD." (15-2-48)

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The South Indian Teachers' Union Protection Fund Ltd.

*Proceedings of the Twentieth Ordinary General Meeting
held on 14-5-1948*

The Twentieth Annual Meeting of the General Body of the South Indian Teachers' Union Protection Fund, Ltd., was held at the National College, Trichinopoly, on Friday the 14th of May, 1948 at 3 p. m. with Sri. M. S. Sabhesan (President) in the chair.

Eighty-five members were present.

Sri. V. B. Murthi, the Honorary Secretary, read the notice of the Meeting dated 1-4-1948.

The Secretary presented the Annual Report and the Statement of Accounts for the year ended 31-12-1947. On the motion of Sri. S. Natarajan and seconded by Sri. S. Srinivasan, the Report and Statements were taken as read.

Sri. T. P. Srinivasavaradan proposed that the Report be adopted. The proposition was seconded by Sri. A. S. Narayana Iyer. There was a discussion on the Report. Messrs. K. N. Pasupathi of Kurnool and S. Srinivasan of Cheyyar, spoke in terms of appreciation of the progress made by the Fund and congratulated the Board of Directors on the good work they had done. A. S. Narayana Iyer of Palghat, G. Krishnamurthy of Trichinopoly, and others took part in the discussion. After the Secretary had replied to the points raised by the members, the Report was adopted unanimously.

The election of Office-bearers was next proceeded with. The following were elected *unanimously*:

- (i) Sri. M. S. Sabhesan as *President*.
- (ii) „ D. Thambuswami as *Vice President*.
- (iii) „ V. B. Murthi as *Secretary*.

Fifteen names were proposed and seconded for the membership of the Board of Directors. A ballot was held and the following were declared elected.

- 1. Sri. B. R. Ebenezer of Shiyali, 2. Sri. E. H. Parameswaran of Ambasamudram,
- 3. Sri. K. N. Pasupathy of Kurnool, 4. Sri. V. Jayarama Iyer of Villupuram,
- 5. Sri. V. Rajagopala Iyer of Dharapuram, and 6. Sri. E. N. Subramanyam of Madanapalle.

The Meeting placed on record its appreciation of the services to the Fund by the retiring Directors Messrs. S. Subramanyam and V. S. Venkatanarayana.

Election of Auditors: Proposed by Sri. V. B. Murthi and seconded by Sri. S. Srinivasan, Messrs. V. Soundararajan & Co. were elected Auditors unanimously for 1948.

Remuneration of Auditors: Proposed by Sri. V. B. Murthi and seconded by Sri. S. Natarajan that the Auditors' remuneration for the year 1948 be fixed at Rs. 250 was passed unanimously.

Amendments to the Articles of Association: Proposed by the Secretary and duly seconded, it was resolved unanimously that the following additions and alterations be made in the Articles of Association of the Fund:—

THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND LTD. 245

i. *Article 2: Interpretations*: Delete the existing definition of 'Unit' on page 7 and substitute the following:—

"Unit means and denotes the contribution by a member of the prescribed premium to the Life Insurance Fund according to the period of membership".

ii. *Article 32*: Add at the end of the first paragraph the following:—

"Provided that the rate of Rs. 1-2-per unit under Table IV shall apply in the case of members joining the Fund on or after 15-5-48.

iii. *Article 32—Table IV of Tables of Benefits*: Delete 'Re- 1-0-0 (per unit)' and substitute 'Rs. 1-2-0 (per unit)' in its place.

The Secretary, in regard to the resolution for increasing the age of admission from 40 to 45 given notice of, explained the views of the Board of Directors. After a full discussion in which a number of members including Sri. K. Mon Singh of Musiri, T. P. Srinivasavaradan of Madras took part pleading for a cautious policy in relaxing the age limit, Sri J. Vaidyanathan of Madras proposed that the resolution be referred back to the Board for further consideration and consultation with the Actuary and it was carried.

The Secretary proposed a vote of thanks to the Chair and the authorities of the National College.

520, High Road,
Triplicane
20th May, 1948.

M. S. SABHESAN
(President)

V. B. MURTHI
(Secretary)

(Continued from Page 234)

than even religious communalism. Once provincial communalism, which was on the march to day, was fostered by linguistic communalism, then inevitably this country would not be marching towards its goal of national integration, but would be disintegrating from top to bottom into water-tight cultural, linguistic and political enclaves.

He urged the Central Government to be guided by the example of other countries which had had to face the problem of multiplicity of languages. In the U.S.A. for instance, while respecting the culture and language of the different cultural groups, the Federal Government did not allow the different units to pursue their own linguistic policies. Instead, it evolved and implemented a liberal over-all policy calculated to foster a real national language. He asked the Central Government in India to do precisely the same thing.

After the Education Minister's reply the cut motions were withdrawn.

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THE SOUTH INDIA TEACHERS' UNION

ANNUAL GENERAL BODY MEETING

The annual general body meeting of the South India Teachers' Union was held on the morning of Saturday the 15th May 1948, at Lawley Hall, with Mr. M. S. Sabhesan, President, in the chair.

Mr. S. Natarajan, Secretary, read the notice of the meeting.

The minutes of the last year's meeting were read and adopted.

The annual report was then presented and taken as read, as copies had been distributed to members earlier.

Mr. L. R. Natesa Iyer said that the proposals for the reorganisation of secondary education were well under way and in spite of controversies in respect of the inclusion of some subjects, the content and scope of the proposals would commend themselves to all teachers.

Mr. M. S. Sabhesan: We shall consider the proposals irrespective of what the Government may do.

Mr. G. Krishnamurthi said that the portion referred to by Mr. L. R. Natesa Iyer needed suitable amendment. Our duty should have been to draw a scheme of National Education at least in respect of our province. It was the duty of the Conference to frame a special resolution at least now to see that the subject was backed and a non-official plan of education was given to the Central or Madras Government to be implemented.

Mr. S. Srinivasan (Cheyyar) said that very often people complained that the S. I. T. U. was an extinct volcano. He was afraid that they were moving in the air nothing. The finances of the S. I. T. U. were miserably inadequate. Last year when the Council of Action was brought into being, it was expected that every Guild would contribute the quota required of it. But only a few did so. Others did not. Those who were loudest in complaining were those who did not pay. They had a right to criticise but they must also supply the sinews of war. It was their duty to see

that their work was not handicapped for want of funds and it was their duty to pass a resolution to increase the subscription.

Mr. T. P. Srinivasavaradan: We do not know anything of basic education. We are all one in asking for reorganisation in Education. But what kind of reorganisation? The secretarial course was given a decent burial on account of the efforts of the S. I. T. U.

Mr. R. Mahadeva Iyer asked what the S. I. T. U. had done to pull up Guilds which had been inactive. Last year he had urged the need of a whole-time paid worker. The interest of a lakh and half teachers could not be sufficiently attended to by honorary officers.

Mr. A. Sankaranarayana (Virudhunagar) said that already teachers were suffering from many disabilities. They were not allowed to contest political elections. The S. I. T. U. instead of fighting for the removal of those disabilities, he wondered, why it should put a ban on political activities. By doing so it would be committing political suicide.

Mr. V. Guruswami Sastri (Tirukattupalli) said that in England the Board of Education did not take up any educational matter without consulting the National Union of Teachers. But here our Government does not hear the views of the S. I. T. U. The Headmasters' Association, which is now defunct was of course consulted. The Headmasters' Association in Madras City was now getting some hearing. The Headmasters of the province as a whole were not being consulted. Why should they not suggest that the S. I. T. U. should first be consulted on all matters.

Mr. Deenadayalu of Thyagaraya Chetti High School, Madras said that it was absurd to say that teachers or for that matter any others could not participate in politics.

Mr. G. Srinivasachari said that the Executive of the S. I. T. U. might explain the position.

Mr. S. Natarajan said that from 1937 the Union had been submitting proposals for reorganisation of education at all stages and the Union was keenly watching what the Government were doing and at every possible opportunity was pressing on the Government what their conference had in previous years been deciding in the matter of educational reorganisation.

Mr. Mahadevan raised the question that certain guilds were inactive and the S. I. T. U. had not done anything to evoke response or life in those organisations. He might assure Mr. Mahadevan that whatever had to be done by the office of the union to make the guilds function had been done. In Chingleput and South Arcot the guilds had ceased to function. The Executive of the S. I. T. U. at its meeting held day before yesterday resolved with reluctance to disaffiliate the South Arcot District Teachers' Guild and at the same time to take steps to go to the district, meet teachers and get them to reform the organisation.

In respect of the revision of salaries and improvement of conditions a lot of information had to be obtained, an amount of lobby work had to be done. The Council of Action which met on two occasions reviewed the position and did not feel competent to do anything more drastic but on the other hand felt that in view of the poor response, we had to be very cautious in spending the little money we had collected. More could have been achieved but the assistance needed was not forthcoming. In the matter of weightage to teachers the Union had to place before the authorities correct figures. The authorities had figures from departmental agencies which were colossal which frightened the Cabinet and ultimately they passed an order that the question of weightage would be held in abeyance. But the Executive of the S. I. T. U. collected that information from local body schools in the presidency. He had to work at it one month single-handed.

They had to show to the authorities, particularly to the Minister for Local Administration, the cost involved in giving effect to the principle of weightage which they themselves had recommended

for their servants, in secondary schools in local bodies and show to him how it was a small amount and the Provincial Government could not say they could not afford it. It was after that work was done that orders were issued granting weightage though we are not satisfied with the order because it still lays down certain differences. Local bodies are classified under three headings and there is difference in respect of the date from which weightage is to be given.

Mr. S. Natarajan continuing said that Mr. Guruswami Sastri had raised the question of membership of Union. From July onwards he had been writing to Associations and District Guilds to send him lists of members. Some District Guilds did not respond. Most others contented themselves by merely saying that they had so many associations affiliated and asking to send them voting papers.

On the question of consultation of the S. I. T. U. it was not for them to tell the Government to do this or that. They had to work up to a state of efficiency when they could make the Government feel they could not go forward with any scheme of educational reorganisation if they do not carry the Union with them.

As regards politics the Union did not question the right of any teacher or member of the Union to belong to a political party but the Executive reviewing the circumstances that arose in the country felt that there would be complications of a nature which would seriously hamper the work of the Union if the office-bearers identified themselves with political parties.

At this stage a motion for the closure of the discussions was put and carried. The report was then put before the meeting and adopted.

The following were elected office-bearers of the Union for the ensuing year:-

President: Sri M. S. Sabhesan.

Vice-Presidents: Messrs A. Rama Iyer and A. Satyanarayana.

Secretary: Sri S. Natarajan.

Joint Secretary: Sri G. Krishnamurthi.

Treasurer: Sri V. Arunajatai.

MADRAS

Advisory Committees for Aided Colleges :

The Government have advised the managements of aided Colleges in this province to constitute Advisory Committees in their Colleges with the principal as convener. The committee will include one representative from the staff, two from the parents, two to be nominated by the managements out of its donors and sympathisers and three to be chosen by the Government. The function of the Committee is to advise the management on framing of rules for admission of students consistent with the rules laid down by the Government, adding new groups of subjects for study, provision of hostel facilities and extra curricular activities.

Ban on school teachers.—The Government have decided that teachers employed in elementary schools should not be allowed to become members of political organisations.

Sanskrit study.—Speaking on the occasion of the Founder's Day celebration by the Pennathur Subramania Aiyer High School, Mylapore, on the evening of March 7, Chief Justice, Rajamannar said that a course of study in Sanskrit should be made compulsory for all boys and girls in schools, if we wanted them to acquire our ancient culture.

Mr. R. B. Ramakrishna Raju, President of the Madras Legislative Council in his address, as Chairman, on the occasion of the Bharathi day celebration of the Sanskrit Academy said it was a pity that in this ancient land a time should have come when there was need for propaganda to stress the importance of the study of Sanskrit. Every effort should be made to give that study the highest priority in the national education.

Justice V. Govindarajachari who presided over the Madras Sanskrit College Founder's Day Celebration on March 10, suggested to the educational authorities to make Sanskrit a compulsory subject of study in schools and colleges.

Basic Training Schools.—It is proposed to construct during 1948-49 about 18 Basic training school buildings in rural areas of eleven districts.

Diploma in Physical Education.—

The Senate of the Madras University, at its meeting on 30th March has accepted the recommendation of the Syndicate to institute a diploma course in physical education.

Basic Education: The Government of Madras have decided to convert all the Elementary and Middle schools in the province into Basic education schools within the next ten years. For training teachers to be employed in these Basic education schools, it has been decided to start immediately Basic Training schools one in each district for the present. The construction of buildings for locating these training schools is to be taken up immediately and the cost of construction of each training school is expected to be 1 lakh.

Delhi. A committee is shortly to be appointed to consider the question of the medium of instruction and examination at the university stage in India. The following will be the subjects of reference to the Committee. The place of the national language in Secondary and Higher education and of its script, the place of English as a language in University education and the stages by which English should be replaced by the national language or regional language as a language of instruction, preparation of Text books, scientific terminology, and requisites for the purpose of implementing its recommendations.

Disbursement of Teaching Grants :

The Madras Government in their order in May last asked the managements of aided secondary schools to adopt for teachers in their service at least the revised scales of pay fixed for teachers in secondary schools under local bodies. In order to enable them to meet the additional cost involved in the adoption of revised scales the basis of the assessment of teaching grant was raised from one half to two-thirds of the approved net cost of maintenance of these schools with effect from June, 1, 1947.

The Government now desire to make it clear, in this connection, that it is open to managements of aided secondary schools to adopt for their teachers the revised scales of pay fixed for teachers in Government service, if they could

afford to do so, and in such cases the expenditure incurred by the management on payment of salaries in these cases will be treated as an approved item of expenditure, and will make them eligible, with effect from June 1, 1947, for teaching grant on the basis of two-thirds of the approved net cost.

The Government have decided not to insist on managements of aided secondary schools granting advance increments to the teachers, to give weightage for their service upto December 31, 1948, and refix their pay in the revised scales, but it is open to managements to give such weightage, if they can afford to do so; and in cases, where the managements have allowed advance increments in the revised scales of pay adopted by them, according to the principles laid down by Government for the grant of weightage in the scales of pay fixed for teachers in Government secondary schools or in the secondary schools under local bodies, as the case may be, the expenditure incurred by them on payment of salaries, as fixed, will be taken into account for purposes of assessment of teaching grant from the date from which the revised scales have actually been adopted and pay has been fixed in those scales, giving weightage for service.

Amendment of grant-in-aid Code.—The Education Minister, Mr. T. S. Avinashilingam Chettiar, called a conference of Headmasters and Correspondents of Aided secondary schools in the City in his office at the Secretariat, for the purpose of discussing the question of how best the Grant-in-aid Code might be amended.

The amendment has been thought of in view of the fact that the Government have agreed to give two-thirds of the net cost as teaching grants to these schools besides accepting 80 per cent of the standard rates as the fee income for reckoning the net cost. Further, the Government had also undertaken to compensate the loss sustained by the managements in granting concessions to backward communities at the management rates.

After discussion, it was decided to meet again with more details relating to the proposals.

DELHI

The Ministry of Education, Government of India, have appointed a committee to formulate a scheme for the establishment of a Central Institute of Psychology in Delhi for conducting research in selective methods and standardising tests of various types in the educational field.

The proposed institute will prepare, it is stated, intelligence tests for the selection of primary school children for secondary education and entrants to teachers' training institutions as well as higher technical institutions. Intelligence tests to grade the children of backward tribes or areas in order that they may develop educationally to the fullest extent as well as tests to determine the vocational aptitudes of different people will be devised by the institute. A Child Guidance Clinic in Delhi will also be attached to this institute which will give all possible assurance to similar provincial institutions.

It is disclosed that the Government also propose to start a National Institute of Physical Education. A sub-committee appointed for the purpose has recommended a four years course leading to a degree in Physical Education and the syllabus is being drawn up.

UNITED PROVINCES

Five hundred and fifty young graduates, some from aristocratic families are working as labourers in Almora hills ploughing the fields, felling trees and breaking stones and constructing roads. These are cadets receiving the final lessons under the social service, or citizenship training scheme.

The scheme is still in the experimental stage and if successful, training under the scheme will be a compulsory qualification for service under the U.P. Government.

ENGLAND

From 1951 the reformed examination system will come into force in England for the completed Secondary School Certificate holders. The question papers will be set at ordinary, advanced and scholarship levels in the different subjects. No pupil below 16 is eligible to appear for the examination.

FROM OUR ASSOCIATIONS

The Tinnevely District Teachers' Guild, Ambasamudram

The Annual Educational Conference organised by the Tinnevely District Teachers' Guild was held in the Tirthapati High School, Ambasamudram, on April 24th under the presidency of Prof. A. Srinivasaraghavan, Vice-President of the S. I. T. U. The conference was attended by about 150 delegates representing almost all the schools in the district.

The following office-bearers were elected for the year 1948-49:—

President: E. H. Parameshwaran, M.A., L.T., Headmaster, Tirthapati High School, Ambasamudram.

Vice-President: K. M. Sundaram, B.A., L.T., Headmaster, Tilak Vidyalaya, Kallidaikurichi.

Secretary: H. Visvesvaran, B.Sc., L.T., Tirthapati High School, Ambasamudram

Treasurer: Y. S. Jayaraj, B.A., L.T., Schafer High School, Tinnevely.

Representative of the Guild on the S.I.T.U. Executive Board: Mr. Samuel Muthiah, B.A., L.T., Headmaster, Caldwell High School, Tuticorin.

The following are some of the Resolutions passed at the Conference:

(1) This Conference deems it its duty to invite the attention of the Government to the continuance of the feeling of discontent among teachers in non-Government schools owing to the persistence of the time-old anomalies in respect of salaries and allowances and is of opinion that the Government should, in view of the universal demand of the employees in the several departments reconsider the salary problem and allowances on the basis of the recommendations of the Central Pay Commission and fix the scales of salaries and allowances for educational services irrespective of agencies.

(2) This Conference reiterates the Bellary Provincial Educational Conference resolution No. 6 that the children

of teachers be granted full fee concession in secondary schools and colleges as long as they continue to make satisfactory progress.

(3) This Conference recommends to the Government that a declaration of the rights of the teaching profession be made by the enactment of a Teachers' Charter in consultation with organised teaching opinion and in this connection invites the attention of the Government to "The Teachers' Charter" approved by The All India Teachers' Federation at its Nagpur session in 1935.

(4) In view of the increasing number of candidates for the S.S.L.C. examination and the difficulties of accommodation etc., this Conference recommends to the Government the holding of the S.S.L.C. Public Examination in September also as is done in the case of the University Examinations.

SOUTH KANARA

A meeting of the General Body of the S. K. District Teachers' Guild was held at 2-30 p.m. on 11-4-1948 at the S. V. S. High School, Katapadi, S. K.. Sri M. S. Ekambara Rao presiding.

The following resolutions, among others, were passed.

Resolved to request the Government to adopt the Central Pay Commission Scales, allowances, etc. for teachers under all Managements.

This meeting requests the Government to cancel G.O. 416 (Education and Public Health) of 1939 and permit teachers to form Unions in any manner they choose.

The following office bearers were elected.

President: Sri M. S. Ekambara Rao.
Vice-Presidents: Sri G. R. Shenoy, U. Umanatha Rao.

General Secretary: Sri M. V. Bhat.
Representative on the Executive of the S. I. T. U.: Sri U. Srinivasa Kini.

OUR BOOK-SHELF

Indian Historical Records Commission Proceedings, Vol. XXIII. (Govt. Press, Delhi.)

The volume is a record of the twenty-third meeting held at Indore in December 1946. Apart from the report of the conference proceedings, a number of papers contributed by experts as the result of their search into original documents are published, particularly relating to the Holkar State. A list of records exhibited is also given. This will enable scholars to have access to them easily as and when they require.

Latest methods of preservation of old documents seem to be engaging the attention of the authorities, as evidenced by the exhibits. The volume is a very useful guide to research scholars and should be in the library of every university and public library in the country. A group photo and photos of important personages associated with the organisation of the conference add to the usefulness of the publication.

Bulletins 2, 3 and 6 of 1947. By *Federal Security Agency of U. S. Office of Information.*

These deal with Education in Ecuador, San Salvador and Nicaragua—some of the South American States.

Tales of Burma. By *Maung Maung Dye.* (Macmillan & Co. Ltd. Price Re. 1).

These are interesting stories of the traditions of Burma and their reading gives an insight into the beliefs and ideas of the native Burmese mind. Books like this may be prescribed for non-detailed study in V and VI Forms, where the students are curious to learn about other lands and peoples and are burning with a spirit of adventure.

Machines. By *F. E. Joselin.* (Oxford University Press, Price 1/6).

This is a publication in Science at work series and contains with simple illustrations accounts of common machines, as the lever, wheel, screw, bicycle and inclined plane. Any reader can easily learn the principles of these machines. The language used is very simple.

Modern Geography:—Book IV: North America. By *Coysh and Tomlinson.* (Oxford University Press, Price 3/6.)

As the name itself indicates, the book is written according to modern ideas and standards of a geography text book and is amply illustrated. The printing, binding and general get up leave nothing to be desired.

Better Education. By *K. N. Dutt.* (T. C. E. Journals and Publications, Ltd., Lucknow. Price Re. 1-4-0).

This is a pamphlet dealing with the education of adolescents during the age period 14 to 19, that is to say, the first four years of an ordinary college education. The author has very good suggestions to make regarding re-orientation of college education, particularly through camp organisations where emphasis will be laid on education for citizenship.

Discipline and Attention in the classroom. By *K. Narayanan.* Pamphlet No. 1 of the "Ramnad District Headmasters' Association Series" (Muslim High School, Abiramam, Price 8 annas.)

This pamphlet is an authoritative treatise on the subject of discipline in the classroom and is supported by suggestions from standard works on Education written by such authors as

Adams, Bagley, Benson, Bossing, and fourteen others. To these engaged in classroom work and to whom the subject of discipline is a day to day problem, the pamphlet seems to give a good guide. The Headmasters' Association of the Ramnad District deserves to be congratulated on this line of activity, i.e., bringing out a series of pamphlets based upon study of psychological problems facing the teacher in his daily life. It is hoped that this venture will continue without break. Sri P. N. Chamu Nair, B.A., L.T., Divisional Inspector of Schools, Madura, has written a foreword to the pamphlet appreciating the contributions of the author, Sri K. Narayanan, to the literature of education. A copy of this pamphlet should be in each teacher's library.

Ajanta: Vol. I, Parts 1 to 4 from January to April 1948. (Tamil). (Chiranjeevi concerns. 1, 186, Mount Road, Madras—2. Annual subscription Rs. 6/-, price per copy-8 annas.)

This monthly journal in Tamil is a recent addition to the vernacular periodical world. In about 140 pages of the volume are articles of varied kind and taste contributed by competent writers for the benefit of Tamil knowing readers. The topics cover historical and factual narratives, stories of imagination with moral and social motives, and puranic and traditional accounts, dance, art with illustrations. The colour pictures on the front page and in the inside form a valuable and artistic sidelight to the magazine.

In these days of Tamil renaissance and urge for adult education, this periodical serves a very good cause and if continued successfully, is bound to become very popular among the Tamil knowing readers. The journal is very handy in size, being crown octavo, printed on newsprint, and is bound in thick art paper.

How Radar Works. By Kenneth Ulliyett. (George Harrap & Co. Ltd., London. Price 7 sh. 6 d.)

This book of crown octavo size of about 170 pages neatly printed on

featherweight paper and well bound belongs to what is called the 'Torch Books' series designed by the publishers for the inquiring reader who wants to find out about developments in science which, although they may seem to be specialised, have yet a direct influence on our life and times. The chapters in this book deal with the principles of the Radar, the discovery of it, its functions and applications and how war developed systems have been harnessed for peace time needs. The part that Radar played in the defence of England against enemy raids in the World War II and how it is now used as a navigation aid are all well known to any intelligent educated citizen of the world. Illustrative plates are a good feature of the book and find their places in the appropriate contexts.

The Wisdom of Dr. Johnson. By Constantina Maxwell. (George Harrap & Co., Ltd., London.—Price 10 sh. 6 d.)

What is said about printing and binding for the previous book applies to this book also. The size is demi octavo and contains 190 pages of matter. An account of the life of Johnson running to 55 pages forms a useful introduction. Extracts from the writings of Dr. Johnson containing collection of sayings, aphorisms, and witty observations of the great man for all time will serve as reference work for those who would like to find pleasure in quotations.

On the playbill in old London. By Lynett Feasy. (George Harrap & Co., Ltd., London.—Price 7 sh. 6 d.)

The printing, binding and general get up of this book are similar to those of the book on Radar. Glazed thick paper is used.

That the people of London immensely liked the stage in the old days even as they do now though the cinema houses have replaced most of the old time play houses is shown by the remark of a preacher in 1578—"Look

(Continued on Page 256)

THOUGHTS ON CURRENT EVENTS

'THINKER'

An Anachronism:

At the Provincial Educational Conference recently held at Tiruchirapalli, the resolution on extension of agreement between teachers and managements now existing in aided secondary schools to aided elementary schools was subjected to much discussion. None of the speakers seems to have thought for a moment whether the principle of agreement should persist even in aided secondary schools under the new dispensation after the 15th August 1947. The agreement practice savours of commercial transaction and offends against the dignity of the teacher. The British Government was interested in maintaining aided schools particularly mission aided schools, and in the name of freedom for private managements refrained from interfering in the relationship between teachers and managements. But when the evil practice of appointing and dismissing teachers at the sweet will and pleasure of managements became very intolerable and a hue and cry was raised by the teachers at their conferences, a remedy in the form of an agreement was sought to be introduced. Though it might be said to have somewhat mitigated the evil, still there was always the danger of the teacher being thrown out of employment or his salary reduced right in the middle of his career. The recently revised agreement is of course an improvement in the sense that a teacher cannot be sent out after five years of service without valid reasons and there is right of appeal. But the service conditions regarding salary, leave and allowances remain sore points and vary under different managements. There is no reason why uniform service conditions on a par with those of Government servants in the education department should not be insisted upon

and incorporated in the M. E. R., the observance of which should be made a condition of recognition of a school, as so many other things are demanded of managements. The agreement system must be scrapped and the Advisory Board of Education in our province should see to this and not encourage an old practice which has become out of date and an anachronism after the advent of the popular Government.

Constructive criticism wanted

In the symposium on "Education in Free India" at the Provincial Educational Conference, several speakers took part, as many as 30, and offered constructive suggestions for the reorientation of education in Free India. The President, Sri. R. Suryanarayana Rao, M.L.C., said that these speeches would be reported in full and the whole discussion sent to Government for information and necessary action. One or two speakers had nothing to suggest but only indulged in opposing the views of their predecessors. This is hardly the way to conduct a symposium. At this rate there could be no end to discussion and the whole show would become a debating society. Fortunately there were only a few of this type and their opposition mentality failed to impress the audience apart from their inability to contribute to the constructive side. It would have been better if speakers had been selected well in advance to dilate on the different aspects of the subject. There would have been time for them to think and prepare for the discussion in a constructive manner. At the Rishi Valley Conference there were similar symposia and these were well conducted and successful because the main speakers were fixed up several weeks in advance. It is hoped that this practice will be adopted in future.

EDITORIAL

The late V. Saranathan

We deeply regret to record here the sudden demise after a short illness at Bangalore of Sri V. Saranathan, M.A., retired principal of the National College, Tiruchirapalli on the 20th of June at the age of 57.

Having graduated from the Presidency College, Madras in 1912 with First Class in English language and literature, Sri V. Saranathan was a tutor in the St. Joseph's College, Tiruchirapalli wherefrom he appeared for the M. A. Degree examination in English and passed it. He had successively worked as lecturer in English in the Hindu College, Tirunelveli and the National College, Tiruchirapalli before he occupied the distinguished position as Principal of the latter institution. Sri V. Saranathan was an enthusiastic educationist and took active part in the Tiruchirapalli District Teachers' Guild, of which he was also President for some years while the late lamented S. T. Ramannuja Aiyangar was its Secretary. The Provincial Educational Conference of 1933 held at Tiruchirapalli owed its success to his guidance and advice.

The late V. Saranathan was a great friend of the poor. Hundreds of students are beholden to him for his generous help in enabling them to continue their studies. His zeal in the cause of Education was so great that he identified himself with the National College, Tiruchirapalli. He strove hard, not without success, but often against odds to make that college a real centre of learning and culture, and at his death he had given away his life savings to

the National College. South India has lost a great patriot and a great Educationist.

Owing to weak health even as a student, Mr. Saranathan remained unmarried throughout life. We offer our condolences to his kith and kin. May his soul rest in peace!

Equal Pay for Equal work:

The portion of the Presidential address of Sri R. Suryanarayana Rao at the Educational Conference at Tiruchirapalli in May last relating to the injustice of teachers in Local Board and Aided Schools being treated differently from those in Government Schools in the matter of emoluments seems to have been resented to by a certain 'gentleman' in Coimbatore who obviously seems to be a Government servant though his full address is not disclosed. Mr. Suryanarayana Rao has forwarded his letter to us. There is nothing new in the gentleman's argument, except that he has gone down to vulgar depths in his condemnation of the Aided School teacher. We still maintain, with all the gentleman's attempts to consider himself and members of his fraternity as heaven-born beings, that the teachers in non-Government schools are as qualified if not more, as those in Government schools and that the latter have been able to find employment under Government not by merit but through god-fathers having influence in Government circles. We don't object to special pay and allowances being given for special or extra work but refuse to accept the differential scales of salaries for the same kind of work.

Reorganisation

A number of press statements appeared in quick succession for some weeks and the authorities tried to explain their point of view in regard to educational reorganisation. Somehow or other the public came to have a feeling of confusion and indecision. It was not possible for them to see all the relevant portions together and have a correct idea of the picture.

The Government have just now published their final decision in regard to the reorganisation proposals. We hear that the Minister is thrusting his novel ideas and proceeding very much in a hurry. The position of the second language which was announced to be *only optional* in Tamil Nad as against other regions in South India added a good deal to the confusion.

The scheme now officially published is not the scheme of the Minister, though he might have had his say at certain stages. Reorganisation has been before the public for over ten years and our Union has complained again and again that the authorities do not seem to be keen on taking any definite step. It has pointed out the danger of delay and urged the Government to place the educational system on a sound footing in accordance with the recommendations of competent experts. While we complain about the delay on the part of Government, the cry that the Minister is hurrying up has no justification. It is to the credit of the Minister for Education that he has made up his mind to give effect to the fundamental recommendations as early as possible. The province should be grateful to him for his vigilance and alertness. All these years teachers and non-teachers, officials and non-officials have been pressing the following more

important aspects for immediate consideration:—

1. The adoption of the mother tongue medium.
2. The provision of facilities for technical bias in the high schools.
3. The diversion of students to suitable courses and the prevention of overcrowding in colleges, and
4. The importance of social activities in a wide sense in respect of the real education of the individual.

What we have been all along asking is seen to be incorporated in the Government scheme. There may be some difference of opinion in regard to some ideas here and there, but the fact remains that the Government scheme is a step in the right direction. The one obvious objectionable feature in the Government scheme is its original decision in regard to second language. This order makes the second language (a group comprising Hindi or Sanskrit or any classical language or Urdu) compulsory only in areas other than Tamil Nad, while it is left as optional in the Tamil Nad. Under this scheme it is quite possible that a large number of Tamil Nad pupils will leave out completely the second language and thus make their course less burdensome and exacting. These pupils may not realise the folly of their action now. But when they enter life later on, they may realise that they are considerably handicapped by their ignorance of Hindi, the National Language of India. Representations must have been received by the Minister in this regard. It is very good of him and the Government to be willing to make a small change so soon. The change announced by the Minister at the meeting of the headmasters of the city makes it obligatory upon the pupil to take up

any one language from the second language group. For educational and other reasons the Government have acted wisely in including in the second language the South Indian languages as well. Hence Tamil students who have no aptitude or liking for Hindi or Sanskrit may take up Telugu or Tamil and interprovincial harmony will be promoted. This modification also makes it possible for pupils learning subjects in a regional language other than the mother tongue to select their mother tongue as their second language.

Only one thing remains for the teachers and their organisations to do. The emphasis laid on social activities by the Minister should be properly understood. These social activities constitute a vital part of the education of the pupil though there may be

difficulties in arranging the programme and carrying it out. This programme need not be and should not be the same in all schools. It is up to every school to understand the real idea of social activities and frame its own programme suited to the locality and to the type of pupils therein.

So far as the Union is concerned, it expects good progress from the inclusion of social activities and appeals to every affiliated association to study the social activities in their general and special aspects and suggest practical and useful ideas for the enrichment and vitalisation of the school programme. This cannot be done in a hurry and the associations may be doing a service if they should take this topic for continued study.

(Continued from Page 252)

but upon the common plays in London and see the multitude that flocketh to them and followeth them. Behold the sumptuous theatre houses—a continual monument to London's prodigality and jolly". Another preacher remarked that a play could with blast of trumpet sooner call thither a thousand than an hour's tolling of the bell bring to the serman a hundred. The authoress deals with the plays of old London in pre-Elizabethan and Elizabethan times, and introduces us to the works of the most important dramatists, e.g., Shakespeare, Marlowe, Ben Johnson, Beaumont and Fletcher. The introduction deals with play-houses of old London and is followed by select scenes from the London Merchant, Dr. Faustus, Eastward Ho!, and Katharine of Aragon.

Memorial Volume of P. S. G. Rangaswami Naidu. (Published by the old students of Sarvajana High School, Peelamedu.)

A fairly big size volume, royal octavo size, runs to about 130 pages printed on glazed paper and contains accounts from different pens, of the life and work of the late P. S. G. Rangaswami Naidu. Educationists and public of South India cherish the memory of this great philanthropic public spirited man, who made Peelamedu famous as the centre of educational activities in the Tamil Nad. Mr. R. Srinivasa Iyengar's pen picture of this noble soul gives an insight into the heart-throbbings of the founder of the Charities, based as it is, on his intimate acquaintance with the founder for well over two decades.

C. R.

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"It is always dangerous to say that any particular thing in this solid-seeming world of ours is absolutely indispensable, but it looks as though Mr. Martin has written an indispensable work of reference for our students and teachers in schools and colleges."—*The Educational Review*, Madras (April, 1942).

2. MARTIN'S AN EXPLANATORY DICTIONARY. Pages, 654. Size, 8" x 11". Price, Rs. 18. Postage, Re. 1-8.

"...I don't think that any better dictionary published in India is available so far as I know than this monumental work."—*The Whip* (Dec. 30, 1946).

"The definitions of the words given are simple and easily understandable, and Mr. Martin has made liberal use of illustrative sentences and phrases to make the Dictionary really 'Explanatory'."—*The Illustrated Weekly of India* (Nov. 17, 1946).

"This is a first-class dictionary and Messrs. Cooper are to be thanked for giving it to us with such a choice get-up, with clear typography and fine printing paper."—*The Whip* (Dec. 30, 1946).

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