

126

The South Indian Teacher

1943 - January

VOL. 16. NO. 1



JL
Tm21, N 30
N 43.16.1
98809

Vol. XVI

Regd. No. M. 2347

No. 1



The South Indian Teacher

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

126

JANUARY 1943

उद्धरेदात्मनात्मानम्.—The Gita.

Raise yourself by your own efforts



ANNUAL SUBSCRIPTION:

Inland Rs. 4

Foreign Sh. 8

Single Copy As. 6.

POSTAGE EXTRA.

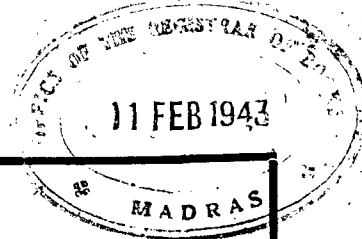
CONTENTS

	PAGE
MESSAGE	I
ARTICLES:	
The Nutrition of School Children	1
The Nation's Health and the Role of the School	5
What I Cherish Most	12
Mathematics Teaching in High Schools and the Mother Tongue Medium	15
OUR BOOKSHELF	19
OUR ASSOCIATIONS	21
EDITORIAL	25

(Continued from page 28.)

regard to workmen's compensation. Teachers are not regarded as workmen, but nevertheless in the conditions of service now prevailing, it is necessary that the teacher should be given a reasonable feeling of security against sickness, old age, and death. It may well be argued that it is the duty of the state to provide for such an insurance so as to ensure that the children of the land are receiving their education at the hands of happy and contented and therefore, efficient teachers. Pending the acceptance of this responsibility by the state as a whole, we feel with the committee of the Bombay Federation of Secondary Teachers' Associations that it is incumbent upon the professional organisations to provide their own scheme of insurance.

The S.I.T.U. Protection Fund which is now registered under the Insurance Society's Act is entering its sixteenth year. By its efficiency it has gained the confidence of teachers all over the province. May we suggest to the Board of management of the Protection Fund to examine the possibility of widening the scope of its usefulness to the teachers by providing a scheme of insurance for the normal contingencies of a teacher's life and work. If a scheme be drawn up it may not be difficult to persuade government to examine its soundness and secure its cooperation in extending the benefit compulsorily even to all teachers.



PICTORIAL CHARTS

ANIMALS OF INDIA. Selected and arranged by Frank Finn, B.A., F. Z. S. (Hon.) Late of the Indian Museum, Calcutta.

A series of coloured wall charts with Notes for Teacher's use printed at sides.

- | | |
|---------------------|---------------------|
| I. Mammals of India | II. Birds of India |
| IV. Fishes of India | V. Insects of India |

Size 42 x 30 inches

Cloth, Rollers and Varnished Rs. 6 each
Unmounted Rs. 2 each:

ALSO MOUNTED ON TOP LATH

above four charts plus additional chart of Reptiles Rs. 20 per set.

PICTORIAL GEOGRAPHICAL TERMS. Size 34 x 28 inches. Mounted on cloth and rollers, varnished. Rs. 7 (Johnston)

The 'A.L.' PHYSIOLOGY CHARTS. Size 40 x 30 inches coloured Mounted on cloth and rollers, varnished. Nos. I - VIII Each Rs. 6-12 Also the complete set on stout Manilla, Lath at Top Rs 15-12. (Arnold)

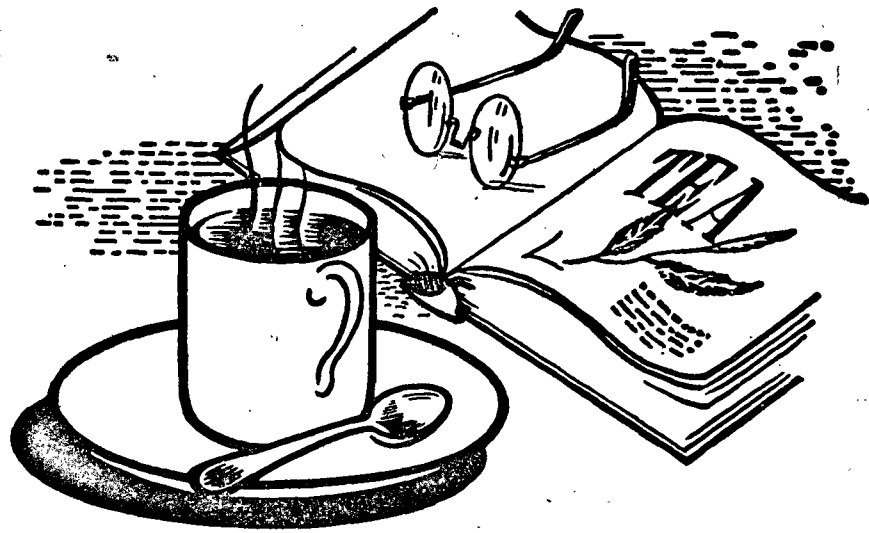
- | | |
|---------------------------------|---|
| 1. The Skeleton | 5. The Organs of Digestion & Assimilation |
| 2. The muscles | 6. The structure of the Eye |
| 3. The Brain and Nervous system | 7. The structure of the Ear |
| 4. The circulation of the Blood | 8. The Skin & Excretory organs |

Catalogue of Wall Maps and other charts will be sent on request.

MACMILLAN & CO., LTD.

(INCORPORATED IN ENGLAND)

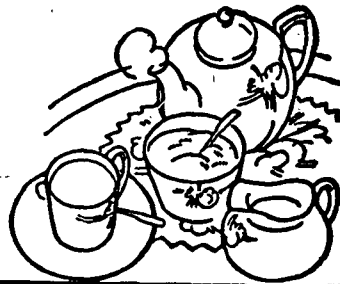
MADRAS — BOMBAY — CALCUTTA — LONDON



STIMULATING

Why do scholars, writers and thinkers—indeed, all intellectual workers depend so much on tea? Because it is from tea they get their inspiration and to which they turn for mental stimulation. Of all beverages tea has that unique quality which stirs the imagination and helps clear thinking. Get your stimulating ideas from tea.

ideas



HOW TO PREPARE TEA : Boil fresh water. Warm up a clean pot. Put in one teaspoonful of good Indian tea for each person and one spoonful extra. Immediately the water boils pour it on the tea. Let the tea brew for five minutes; then pour it into cups adding milk and sugar.



INDIAN TEA

the Universal Beverage

THE SOUTH INDIAN TEACHER

Vol. XVI

January, 1943

No. 1

*With all Best Wishes for
a happy and prosperous New Year*

MESSAGE

1. *From Sri M. S. SABHESAN, M.A.,
President, The South India Teachers' Union.*

1943 will be the sixteenth year for our "South Indian Teacher". This official organ of the South India Teachers' Union has striven all these years to build up a non-official professional opinion on the educational problems of the day. It has given ample scope to teachers to concentrate their attention on the current educational matters and make valuable suggestions for adoption by the authorities. It has also been its object to point out to the government and the public what the needs of the school are and how the problems should be solved.

The journal work which the Union has undertaken will be admitted to be by no means an easy task at any time. It has been able to carry on this work because of the support received from the government, educational institutions and some individual members. The present war has, among other things, increased the anxiety of the working committee of the Union in respect of the journal. It has been exploring ways and means of continuing what every member considers as an essential service at this critical moment. All over the world special interest is evinced in the problem of post-war education in the midst of the anxieties of the war. Now is the time to keep the journal going.

Members of the Union will appreciate the decision of the Executive Board for the appointment of a committee to take in hand immediately the study of the several aspects of, postwar education with special reference to the conditions in our province. Our leaders in the political and industrial fields will have their hands too full and they are bound to be preoccupied with various problems affecting the whole country. It will be our duty to study the educational problems which our province will have to face and to make clear to ourselves how the present system should be altered. It is also expected of us to enlighten the public on the necessity for the adoption of suitable measures of reform. It is not enough to enlist the support of the public. What is more important is that we should win its confidence. Our efforts along this line at the present moment will be a clear demonstration of the spirit of our motto "Raise yourself by your own efforts". We shall also have the satisfaction that it is given to us to serve the cause of public education. Such work can be effectively carried on only with adequate financial resources. May I, on behalf of the Union, earnestly appeal to every school and association to realise what it is to run a journal now. Let every one ask himself whether he has done what is possible for him. Your president is confident that the help will be readily forthcoming and that the Union will be enabled to make its contribution to the well-being of the province. It gives me great pleasure to wish one and all of you A. HAPPY NEW YEAR. I am sure you will not take it amiss if I should remind you that our Union expects every member to do his duty.

2. *From Upadhyaya Sangha Karya Praveena,*

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

With faith in the great cause we serve and in ourselves, let us organise and equip ourselves for the task that lies ahead of us which is to teach the world to lead a healthier and more humane life.

THE NUTRITION OF SCHOOL-CHILDREN

BY

W. R. AYKROYD, M.D., SC.D.,

*Director, Nutrition Research, Indian Research Fund Association,
Coonoor, S. India.*

It is particularly important that the diet should be satisfactory in quantity and quality during the period of growth. The growing organism is more sensitive than the adult organism to the ill-effects of faulty and insufficient feeding. The nutrition worker, in drawing up standards of dietary requirements allows for this fact; the needs of children for protein, vitamins and mineral salts are assessed at a relatively higher figure, in proportion to body weight, than those of adults. In England at the present time one of the principal aims of the government's food policy is to ensure that children shall not suffer from shortage of nourishing food. The greater part of the milk supply is consumed by children and in general their diet has not deteriorated as a result of the war and the restriction of food imports. It may even have improved. The health of the child population, after 3 years of war, remains excellent.

In India there is a great deal of malnutrition among children of school age. Many children of the poorer classes never get *enough* to eat. There is also much malnutrition due to qualitative defects in the diet. A diet largely composed of rice and containing no milk and only small quantities of pulses, vegetables and fruits is deficient in the vitamins and mineral salts required by the growing child. Signs of vitamin deficiency are commonly observed among children of the poorer classes; these include exophthalmia, stomatitis and a papular condition of the skin known as toad-skin or phrynoderma. In some poor schools in South India clinical signs of malnutrition may be observed in thirty per cent of children or more.

The child whose diet is deficient in quantity or quality, or both, tends to be small for its age and thin. It will fall sick easily. It lacks the bright clear eyes and the smooth glossy skin of the well-nourished healthy child. Apathy, lack of "pep," of enthusiasm for work or play, are characteristic of the malnourished. An experienced teacher will often be able to point out the children in the class who are malnourished as readily as a medical examiner. The provision of school meals to badly-fed children was instituted in Great Britain in 1906, not on charitable grounds, but because their state of health prevented such children from taking advantage of the education provided by the state. The principle

was adopted that school-feeding is "educational" in character and not in the nature of relief.

The amount of ill-health and disease among the child population in India should be more generally realised. The Reports of the Public Health Commissioner with the Government of India show that nearly fifty per cent of the total mortality in any given year occurs among those below 10 years of age; the corresponding figure for England is only 12 per cent. In Western countries the years of childhood after infancy are in general healthy years. In India proportionate mortality between 5 and 10 years is more than 3 times that recorded in England and the death-rate among children of pre-school age is particularly high. There can be little doubt that one of the main reasons for this lamentable state of affairs is the prevalence of malnutrition among children of these age-groups. De Haas, a Dutch physician, writing about Javanese children, remarks that "since the state of nutrition is nearly always defective, too much significance cannot be given to the causes of death in children of pre-school age." His conclusions can probably be applied to India. An improvement in the nutrition of children of pre-school and school age would have a striking influence on the vital statistics of the country.

The basic causes of malnutrition are ignorance and poverty. The spread of knowledge about food and diet can do *something* to improve standards of nutrition. The first essential is the education of those who in turn can educate the people. Greater emphasis should be laid on nutrition in the training of doctors and public health workers of all grades. School teachers should be taught simple facts about nutrition and impart them to their pupils. The education of girls about this subject is particularly important, since it is the task of women to prepare food for their husbands and families. A Health Bulletin (No. 30) entitled "Food and Diet" (written for children) has recently been prepared by the Nutrition Research Laboratories and published by the Government of India Press (obtainable from the Manager of Publications, Civil Lines, Delhi), at a cost of 3 annas. It is hoped that this Bulletin will be widely used in schools and translated into various Indian languages. The introduction to the Bulletin reads as follows:—

"What this bulletin is about: Children go to school to learn things which will be of value to them in after life and will help to make them good and useful citizens of their country. They have first of all to learn reading, writing and simple arithmetic; later on come history, geography, literature, elementary science and various other subjects which form part of a proper education. There is one subject about which all children should learn something, namely, *health*. In India there is a great deal of ill-health and disease which could be prevented if people understood more about their causes and were determined to remove them.

The kind of food we eat has a great influence on our health and much ill-health and disease is due to eating the wrong sort of diet. This

Bulletin deals with this part of the subject of health, which is of great importance in India. Sir Robert McCarrison, who worked for many years in India and is a great authority on diet, once said: "The greatest single cause of good health is good food and we eat not only to live but to live well". There are of course many other causes of ill-health and disease—mosquitoes, flies, dirty water, insanitary habits and so on—and children should be taught about these also. *Health education* includes a whole variety of subjects, which are all very interesting and important. But here we are concerned with only one of these—Food and Diet, or to use another word which means almost the same thing, *Nutrition*".

People can be taught how to spend the money available for food wisely, so that good value, in terms of necessary food constituents, is obtained in return. But no knowledge of food values will enable a poor mother to make one anna do the work of four. The supplying of food to poor children in schools is a more direct and immediate method of relieving malnutrition. It is a method which has been followed on a large scale in Western countries. In England, the "milk in schools" scheme, instituted in 1935 and subsidised by the government, has proved an enormous success. Under this scheme, the majority of children in elementary schools are supplied with one-third of a pint of good milk during school hours. Teachers have reported with enthusiasm on the improvement thereby produced in the health and vitality of the children.

During recent years school feeding schemes have been organised here and there in India by Municipal effort. In some places milk has been supplied, in others a meal of rice and vegetables; in others, sprouted gram. As has already been said, many poor children do not get enough to eat, so that any kind of food which provides extra calories is of value to them. Qualitatively speaking, a meal consisting largely of rice is not ideal. Milk is rich in the constituents in which the home diet of poor children is lacking and hence of great value as a supplementary food. From the standpoint of nutrition, a meal consisting of solid food and milk is to be recommended, but in practice lack of funds may make its provision impossible. Milk is expensive and in many places supplies of fresh milk of good quality are not available. Ragi porridge would make a good school meal; ragi is rich in calcium and a good alternative to rice. The prejudice against ragi has prevented its being used for this purpose. The Corporation of Madras has supplied a meal of cooked rice with some dhal and vegetables to children in Corporation schools. On some tea plantations, a meal consisting of reconstituted skimmed milk powder and rice has been given to children who are too young to work on the estates and whose parents are absent at work throughout the day. (Imported skimmed milk powder is now practically unobtainable). Without this meal children may get no food all day, after an inadequate breakfast. The fact that poor children usually have their main meal in the evening and get little food in the morning before going to school,

makes the provision of a meal in school particularly valuable and indeed necessary.

The problem of school-feeding is a financial and economic, not a nutritional, one. Nutrition workers can readily recommend the kind of meals which are most desirable from the standpoint of nutrition. But the type of feeding which they recommend is usually beyond the means of the authorities concerned. Municipalities are inclined to take up school-feeding schemes with enthusiasm and drop them after a year or so in some period of financial stringency. It must be strongly emphasised that **public money spent on improving the nutrition of children—i.e., in improving the health of the rising generation and their capacity for learning—is money well spent. Healthy well-informed citizens are the most important asset a country can possess.**

The proper feeding of children in institutions is a simpler problem. There has been a great improvement in institutional diets within recent years, since those in charge have learnt how to make wise use of the often very limited amount of money available for the purchase of food. At the present time, however, many children's homes are in serious difficulties owing to the high cost of foods and restricted supplies. One method of relieving such difficulties is to grow as many vegetables as possible in the compounds of boarding schools.

The war and the food situation hinder the development of school-feeding schemes at the present time. It is hoped that when the war is over a great deal more will be done in this field. There is no public health measure of greater value and importance.

EDUCATION

FOR TEACHERS, PARENTS
AND EDUCATIONISTS.

Founded in 1920

Proprietors:

T. C. E. JOURNALS & PUBLS. Ltd.

Deals with the theory and practice of Education in all its scientific, academic and practical details

Subscription Rs. 6; 10 s.; \$ 2.00. Post Free.

Have you seen the following Specials, each Copy Re. 1/4/- Post Free?

National Education, Holidays & Timings, Tagore Memorial, Chintamani Special, Conference Specials.

'EDUCATION' OFFICE

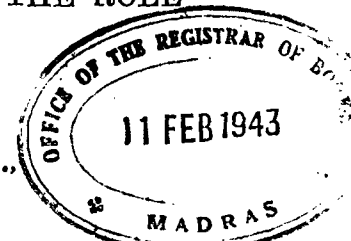
Post Box 63, Lucknow (U.P.), India.

THE NATION'S HEALTH AND THE ROLE OF THE SCHOOL

By

C. C. ABRAHAM, B.A., M.P.E.,

India's Health Status.



"All through the life of a feeble bodied man his path is lined with memory's grave stones which mark spots where noble enterprises perished for lack of physical vigour to embody them in deeds," said Horace Mann. How true is this statement of very many men and women of India and of the people as a whole! The greatest resource of a nation it is asserted, is the health of the people. India has become terribly lacking in this resource. The following facts will substantiate the truth of these statements.

1. The average span of life in India is 26 years. (The expectancy of life in some of the Western countries has reached over 60 years.)
2. Over 6½ millions of people die each year from various diseases, most of which are preventable. (The exact figure is 6,685,120 according to the annual report of the Public Health Commissioner with the Government of India for 1938).
3. It is estimated that between 100 and 200 million persons suffer from Malaria each year, killing at a minimal estimate at least one million persons.
4. Recent observations show that Tuberculosis is becoming a very serious menace. (Exact figures of the number of people who suffer from Tuberculosis are difficult to obtain for various reasons.)
5. Serious outbreaks of epidemic diseases like cholera, plague, typhoid and dysentery occur all over the country.
6. Hookworm infection in certain parts of the country is very widespread.
7. The low economic status of the people is undermining the health of the nation, creating acute problems of:—
 - (a) Widespread malnutrition among young and old throughout the country, especially among children, which make them easy victims of disease and infection.
 - (b) A high rate of infant and maternal mortality.
 - (c) General illiteracy, and certain centuries old customs, traditions and superstitions which have unwholesome influence on the health of the masses.

The hazards to wholesome living in India are many. They are either hereditary, or environmental, or both. The life of any individual reflects the play of two sets of forces upon him. One is represented by his biologic inheritance, commonly called heredity; the other is his social inheritance commonly classed under environment. It is known that heredity contributes definitely to the vigour, vitality or constitution of man. Tendencies for robust health are passed on from parents to the child. Similarly tendencies for "catching everything" are also passed on. To improve our racial stock and to prevent propagation of the biologically unfit, social action is necessary and this will take time in India as the problem itself is very complicated. But environment is always under the control of man, and therein lies our hope, because environment determines things finally for the individual.

The environmental hazards to healthy living in India must be removed. They cannot be removed by wishful thinking or by offering prayers and sacrifices to the goddess Hygeia. The laws of health are stated by science. They come from biology laboratory, chemistry laboratory, food laboratory, hygiene laboratory, health departments, statistical bureaus, and the public health agencies and organisations. India can hope to become a healthy nation only if the country is prepared:

1. to tackle all the forces of illhealth in the country in a scientific way, imbued with the spirit of science, utilising every possible experience and results achieved along these lines in some of the progressive Western countries.

2. to carry on a nation-wide education, in all matters relating to the health of the individual, the community and the nation.

A Gigantic Task but not Impossible.

The problem of improving the health of 400 million people is a gigantic one, but not quite impossible of solution. The Panama canal stands out as a striking monument of man's ingenuity to overcome health hazards in order to accomplish an engineering feat. In an enterprise directed to improve and maintain the health of millions of people, two things are necessary.

1. A determined and sustained effort on the part of the State to remove all environmental hazards in India, without counting the cost. Poverty and ignorance must be eradicated because these are inseparable companions of disease and low vitality. Slums and cheries must disappear. In their places must appear simple but clean dwelling places for the poor. Malaria must be controlled, using all the knowledge man possesses to accomplish this. So should be our water supply, in every town and village.

There is the urgent need of developing a deep social health consciousness and responsibility in the masses. Without this, much of

the public health work will be in vain. Legislation will be necessary in the beginning to enforce public health laws. The sooner we start such legislation, the better.

2. The intelligent and wholehearted cooperation of all the educational agencies, particularly the schools and colleges in this effort.

Objectives of School Health Education. 126

In order to make the school, an effective agent in this health campaign, school health education must be properly organised. Health education in schools may be defined as a systematic programme for developing the ideals, habits, attitudes, and knowledge that will contribute to the physical, mental and emotional health of the child. Simply stated, it is helping children in schools to better health. The general objectives of school health education are:—

1. To instruct children and youth so that they may conserve and improve their own health.

2. To establish in them the habits and principles of living which, throughout their school life, and in later years, will assure that abundant vigour and vitality which provide the basis for the greatest possible happiness and service in personal, family and community life.

3. To influence parents, through the health education programme for children, to better habits and attitudes, so that the school may become an effective agency for the promotion of the social aspects of health education in the family and community as well as in the school itself.

4. To improve the individual and community life of the future; to insure a better second generation; and a still better third generation; a healthier and stronger nation and race.

Health education, when adequately organised in schools, will have four important phases:—

1. Health Service,
2. Health Instruction.
3. Health Supervision.
4. Physical Education and Recreation.

Health Service

The Health Service programme of the school comprises the several administrative procedures designed to determine the health status of pupils, to inform parents of defects that may be present and to help in every way possible in the correction of remediable defects and the prevention of disease. The responsibilities of the school in providing efficient Health Service are as follows:—

1. A thorough and complete physical and medical examination of every pupil at least once in three years. This must be done by a qualified doctor, with the help of a trained teacher in health and physical

education, the school nurse, the dentist, and the class room teacher. Parents of children should be compelled to be present at such examinations.

2. A systematic recording of all findings. Health records of pupils should be simple, cumulative, and uniform. When the pupil transfers from one school to another, his health records should be forwarded to the new school.

3. An effective follow-up programme to secure the correction of remediable defects discovered at the health examination. A health examination, however complete it may be, will not warrant the time or energy spent, if the examination is not followed up, in the case of every child. Defects there will be like diseased tonsils, adenoids, deflected septum, enlargement of the turbinates, and ear trouble which will require the skilled services of an Ear - Nose - Throat specialist; errors of refraction, and other defects of vision which will need correction by an oculist; dental caries and pyorrhea which will need treatment by a dentist; malnutrition of all forms which should be combated in the home through the parents and through special feeding in the school, and postural defects which will need correction by remedial and corrective exercises to be prescribed and administered by the physical educator. The follow-up work, it will thus be seen is a very important part of Health Service and needs thorough planning and patience so that each child will get the benefit of the programme. Hospitals, clinics, specialists, dentists, oculists, the school, and the home should all be used in order to make this programme of real value to the child.

4. Immunization programmes for the control of smallpox, typhoid, cholera, diphtheria and other preventable diseases to be sponsored by the school authorities. Most adults fear inoculation from a fear or fright of the doctor's needle. Children must gain this experience in school and get over the fear while they are young.

5. A morning inspection or parade of all the children. A daily parade of the school children before the school begins gives the teacher an opportunity of judging the cleanliness standards of the children and of supervising the practice of cleanliness. The scope of the parade can be extended to the detection of minor ailments among children, like sore eyes, cold, influenza, fatigue, malnutrition and other departures from health.

6. The provision of a First Aid Clinic where children can be treated of minor injuries. The habit of treating minor injuries like scratches and small wounds with proper antiseptics can be easily developed at school.

Health Instruction

The aim of a Health Instruction programme is to aid in the development of healthful behaviour in pupils. Such behaviour should be revealed through daily habits, the expression of desirable attitudes, and the grasp of

a body of scientific knowledge which will give a basis for intelligent self-direction. It is recognised that all experiences of the child condition his behaviour, and that health education is the product of a variety of experiences in home, school and community. The instructional programme in the school should be so organised that it will make its contribution to the development of a scientific, wholesome, intelligent attitude, concerning individual and community health, and the shaping of behaviour in accordance with recognised scientific behaviour.

1. The health instruction programme in the primary grades should be informal. It should be concerned with helping each child to live most healthfully each day. It should be adapted definitely to the interests, needs and capacities of individual child. Facilities and equipment should be conducive to good health practices.

2. There should be an adequate health instruction programme in the Middle and Secondary School. The content of health courses should meet the needs of pupils and should include Anatomy, Physiology and many phases of personal, home, school and community hygiene. Details of health courses might well include such factors as heredity, nutrition, exercise, rest, play, mental hygiene, sex hygiene, first aid, community control of milk and water supplies, safety in the home, school and community or any other subject matter that may be important to the group.

Health Supervision

Health supervision deals with the environment in which the child lives at school. It relates to the sanitary administrative problems associated with the school site and buildings; the health aspects of class rooms, verandahs, lavatories, and water supply; lighting and ventilation of class rooms, school feeding and the provision of adequate facilities for play and recreation.

The primary essential for effective health education is a wholesome and clean physical environment for the school. Most of this responsibility will fall on the shoulders of the school administration, but in several ways the co-operation of the children may be sought, like gardening or keeping up the school site and playgrounds clean and tidy. Herein lies the educative value of Health Supervision.

Physical Education and Recreation

Physical education is concerned largely with the growth and development of children through the medium of big muscle activities. Big muscle activity is essential to biological growth, and scientific studies show that high school and even college students are still in the period of maturation. The results of physical activity on the vital organs of the body are acknowledged by the medical world. Optimum exercise is the best known means for the development of organic fitness resulting in strength, endurance, and ability to withstand fatigue and strain.

Physical education with proper leadership will help in the development of sound mental health. In games and sports the individual experiences self-expression. He knows the joy and elation of activity for its own sake. Through contact with other individuals he obtains an objective point of view, learns to co-operate with his fellows and to be at ease with them. In addition, confidence and leadership develop from the attainment of skills. Sports and games furnish a laboratory experience in which emotional self-mastery is demanded. Athletic contest with its hopes, its elation of victory, and its disappointment in defeat helps to prepare for the emotional crises of life. A planned programme of physical education should aim at the concurrent development of a healthy physique, alert intelligence, and sound character.

Experience the Keynote.

The Keynote of the entire programme of Health Education should be experience. The aim of the school should be to provide as many healthful experiences as possible. A complete appraisal of the health status of every pupil should be the starting point, with individual guidance and follow-up work. The child must experience the joy of wholesome play, games and competitions. The whole environment of the school should be clean, attractive, and even beautiful. A minimum amount of factual knowledge is necessary to develop a scientific attitude. The school should thus become a place of living, where health becomes the natural result of very many factors associated with work, play, rest, relaxation, fresh air, sunshine, good food, correction and removal of all defects, avoidance and prevention of infection, and a wholesome mental attitude towards life and society.

Leadership and Personnel.

From the foregoing discussion, it will be readily seen that the school can become an effective agency in the promotion of our national health. To accomplish this fully, Health must be accepted as one of our cardinal principles of education. The programme will need the services of doctors, specially trained in school health work. In our country we have only one doctor for an average population of 10,000, whereas in England the proportion of doctors to the population is about 10 to 12 times greater. The school nurse is unknown in India. In Western countries, she plays a prominent part in school health education. Surely we will need more doctors and a large number of trained school nurses.

In view of the fact that the physical education teacher is expected to help the doctor at the health examination, and the follow-up work, teach personal and community hygiene, nutrition, and other health subjects, his training will require to be of a comprehensive nature. One year of training as given in the Physical Education Colleges in Madras, Bombay and Calcutta is not adequate. The training must be extended to one more year of post-graduate study, where the physical education teacher may be thoroughly trained in Health Education as well. A graduate with two

years of training in Health and Physical Education will be best fitted to assume the responsibility of a co-ordinator of the whole Health Education programme in a school.

The success of such a programme will no doubt depend on two important factors; the interest evinced by the Headmasters of schools, and the spirit in which the programme is organised and conducted, and secondly the nature and extent of the co-operation extended by the ordinary class room teacher. There is work for all in a scheme of Health Education and all must work towards the same goal, of building up a generation of children robust in health, physically, mentally and spiritually. The School must assume these larger responsibilities in a spirit of service and as an expression of its eagerness to build up a New India. Then the cost of the education of the child will be justified, and the school will be making a real contribution to the national regeneration of our Motherland.

EDUCATIONAL INDIA

A monthly record of education for British India & Native States

Edited by Prof. M. VENKATARAMAIA, M.A.

EVERY NUMBER CONTAINS

- * *Original Articles* written by eminent educationists.
- * *Thought-provoking and inspiring Editorials* on current topics in education.
- * *Through Different Provinces*—Educational News of British India and Native States during the month; *Public Opinion*—Utterances of eminent personages and educationists; *Foreign Currents*; *Correspondence*; Book-reviews, etc., etc.

IT IS INDISPENSABLE TO EVERY TEACHER, PARENT AND
EDUCATIONAL INSTITUTION.

INLAND Rs. 3—8—0

FOREIGN Rs. 5—0—0

“EDUCATIONAL INDIA” OFFICE

MASULIPATAM, (S. INDIA)

WHAT I CHERISH MOST *

By

The Rt. Hon'ble V. S. SRINIVASA SASTRIGAL, C.H.

What I cherish most is not necessarily what I pursue most. The distinction is important. It is the hiatus between profession and practice, between the ideals to which one pays homage and one's actual conduct. This hiatus is often the result of hypocrisy. But even when it is not so it is not a matter of indifference to a genuine man, but one of grief and humiliation. Still ideals cannot be dismissed as embarrassing or burdensome; they are indispensable. One must have a clear perception of the best that one would attain, or one's life would be an utter waste. I am now arrived at a stage when long and varied experience enables me to state the qualities, things or institutions that, during the greater part of my active life, have commanded my admiration and inspired my conscious endeavour. I request listeners to be good enough to extend their sympathy and understanding when they hear of the beacon lights that have guided me as man, as teacher and as politician.

The elders of our race have left us proverbs, maxims and precepts by which to regulate our steps in the journey of life. Each man has a selection of these to which he turns by habit. Faith, hope and charity, charity the greatest of the three, appeal to a certain class of people. Others, philosophically disposed, look upon truth, beauty and goodness as the value which remain in the ultimate analysis.

The highest ethical concepts of the Aryan people are the twin abstractions, truth and duty. To bring them to the concrete sphere, an old writer declares, as the cream of the teachings of the Sastras, that to do good to others is virtue and to do evil to others is sin. In spite of the modern education that I have received, instinct draws me to our own categories. Truth, justice, benevolence form my triad. Benevolence, as I understand it, includes kindness to all life and what in our code is called (कृपा) *Kshama*, one word for the negative virtue of forbearance and the positive virtue of forgiveness together. My lapses, alas, from these and other virtues, have been many and serious. In all humility, however, I may claim that I have watched myself narrowly and at every fall brought myself before the judgment of my conscience, which in consequence retains its sensitiveness and power to punish.

For nearly twenty years I taught boys, loving and loved in return. When after twenty-eight years of political work, I returned to education,

I might have confined myself to the administrative side, but took part in the actual instruction. This I did because I found happiness in it. Our lawgivers of old were wise to ordain that it was the duty of a Brahmana to learn and then to teach to learn in order to teach and to teach in order to learn. Modern conditions do not tolerate caste and its monopolies, and the high calling of the educator is open to all. Blessed are they that enter the profession and feel its joys. Not all are so blessed. The supreme test is, are you unhappy when you can no longer teach? Do you seek opportunities of teaching even when you need not teach? Having learned some things of use and picked up experience in different parts of the world, I feel I should be a despicable miser of knowledge if I passed away without imparting it all to those who could profit by it. Satirists of all ages have sharpened their pen and tongue on the pedagogue who can never forget that he is a pedagogue but must scold and labour the obvious even before his equals and superiors. Leave these to their fate. But is not the man blameworthy who, having gathered wisdom from society, fails to return it to society with such addition as may be possible to him? In the long story of our culture, men and women have crowded at the feet of sages ripe in years and lore of books and never missed the spiritual sustenance that they sought. Often it was a set discourse which their questions evoked. But quite as often they had informal and scattered talk, but it was no less profitable. An old saw recommends you to resort to learned men at all times. What if they do not deliver prepared lectures? Even their random talk will be rich with learning and guidance.

Two corollaries of this duty must be mentioned in this place. One is the need of reading and adding to your knowledge. No man's conversation is worth anything if he is not in touch with the events around him and if he does not keep abreast of the movement of thought and opinion. Also let every teacher of the young remember always that they learn largely through imitation, that imitation is unconscious as well as conscious, and that it is therefore incumbent on him for the sake of his pupils as much as for his own to set a good example in all respects. Among us now, while public life is in the pangs of growth and we are learning the ways of democracy, a model citizen is worth a library of civics. This fact lays an obvious obligation on the schoolmaster and the professor to take an honourable part in the duties of citizenship.

All through my public life, whether as teacher or subsequently as politician, a noble vision has shed its lustre on my path. Pray do not consider this as propaganda or as controversy. It is a sober statement of conviction. The pioneers of the political movement of our country, going back to the days before the National Congress, dreamed of a united India and a united Indian people. Sometimes they called them a nation, sometimes they called them a nationality; but always they conceived them as one whole. They knew that Asoka and Akbar had dreamed the great dream, and hoped that it could be realised under the aegis of Britain.

* By kind courtesy of the A.I.R., Madras.

When I was a lad at school Surendra Nath Banerjee thundered forth the evolution of the Indian nation and made the names of Mazzini, Cavour and Garibaldi familiar to our ears. In the west, Ranade enforced the same lesson from the press and the platform, showing how the different cultures that had been thrown together, Hindu, Moslem, Sikh, Parsi and Christian, were blending gradually to form one rich composite Indian culture, how further more this process of amalgamation was going forward to its consummation through peaceful and constitutional means, and how patriots should devote themselves to this great purpose in a spirit of sacrifice and suffering. I taught this doctrine to thousands of students, that nation building was the noblest task to which they should dedicate their lives. Tell me, dear friends, don't you feel elated and buoyed up when you see in your mind's eye the Prime Minister of India drawing himself up to full height at the Council-table of the Brittannic Commonwealth or at that of the future world-order and speaking in the name of 390 millions with a voice and authority equal to that of Winston Churchill or Field-Marshal Smuts? Before my day is done, I trust fervidly and devoutly, the ideal of a united nation that I have always cherished will be placed beyond all danger.

The Indian Educator MADURA

A HIGH CLASS JOURNAL DEVOTED TO
TOPICS OF EDUCATIONAL AND
LITERARY INTEREST

*Started in 1925, and widely circulated
throughout India*

**Patronised by Schools, Colleges
and Libraries**

A good advertising medium to
publishers and others dealing in
educational requisites

Annual Subscription Rs. 2/-

V. ARAVAMUDA AIYANGAR, B.A., L.T.
Managing Editor.

THE INDIAN GEOGRAPHICAL JOURNAL

Formerly

**The Journal of
The Madras Geographical
Association**

is a valuable Companion
to the Teacher.

*Apply to :—THE SECRETARY,
INDIAN GEOGRAPHICAL
SOCIETY,
Gopalapuram,
MADRAS.*

MATHEMATICS TEACHING IN HIGH SCHOOLS AND THE MOTHER TONGUE MEDIUM

(With Special Reference to Tamil)

T. S. RAJAGOPALN, B.A., L.T.

(Hindu High School, Triplicane)

The change in the medium of Mathematical Teaching was begun in right earnest some four years back and has been adopted by almost all institutions. The gentlemen who were responsible for this great move, were actuated by a two fold motive, the first being to enable the pupils to learn the subject easily and quickly, and intensively too if possible, and eliminate the enormous waste of time in first comprehending the foreign tongue and then using it to learn new, difficult principles and processes, and the second being to enrich the mother tongue with new technical terms and thus bring it on a par with the languages of the great civilized powers of the west and the far east. This change was not at first welcomed by many of us, though at the same time there was a consciousness that we were unnecessarily taxing the minds of the pupils and allowing our own mothertongue to rust gradually with disuse. Our first mathematics class, I dare say, was a failure: we could not use Tamil freely and we had often to resort to English quite unawares. Though we are slowly shaking this off, yet we sometimes feel that the subject, when taught in any medium other than English, is deprived of its naturalness. Hence the opinion of the teachers regarding this question is naturally divided, though everyone, almost without any exception, certifies to the great utility of this reform.

There are a great many difficulties yet to be overcome, and these obstacles when removed completely, will lighten the difficulties of the teacher and ultimately be a great blessing to the pupils. The teacher of mathematics, having been so long accustomed to teach in English, to think in English, and having himself learnt everything in English as a pupil finds it rather difficult to teach in Tamil. Even Arithmetic, the simplest of the branches of Mathematics, and which is devoid of the high technicalities met with in Algebra and Geometry, offers some difficulties. To mention a few examples, we have no corresponding Tamil terms for the signs like 'plus' and 'minus', the fractions like $\frac{1}{2}$ and $2\frac{1}{2}$ and ratios like 2:3. Our forefathers could write and name even difficult fractions like $\frac{1}{4}$, $\frac{1}{10}$ and could write and read even difficult algebraic expressions like $3x^4 - x^3 - 4$; but the words and modes have sunk into oblivion with the march of foreigners and the sway of the foreign tongue. The sign of equality we use even now and find it difficult to read in Tamil a line like the following: $3x + y = 7$.

Geometry is rich in technical words and is full of signs and symbols, and in Algebra we meet with nothing but signs and symbols, the verbal part being very little. The very first difficulty is in naming figures and in the use of letters and symbols, and we are at a loss to decide which alphabet we should use—the English alphabet or the Tamil. At the very early stages, some teachers who were bent upon maintaining the purity of the language, were using only Tamil letters, that too being of a varying nature. One book gives the name of a triangle as 'அ ஐ இ', another 'ஸ ரி க', while a third book contains such funny things as the following: "முக்கோணம் அ சோ கா.....", "ராமா நு ஜ ன் ற சதுரபுஜை..." gradually this came to be given up owing to the great inconvenience felt in reading and understanding the same properly and also due to the typographical difficulty. In Geometry where we have the enunciations of theorems, we find it easy to read them, but when we come to the proof stage, the signs and symbols offer, an unconquerable resistance. How to read lines like the following, still puzzles many of us:

$$\triangle ABC\text{-ல் } \angle B = \text{நெர்கோணம்};$$

$$\therefore AC^2 = AB^2 + BC^2.$$

The difficulty is greater in Algebra. $(a+b)^2$, $a^3 - 3a^2b + 3ab^2 - b^3$ are too difficult to be read in Tamil; there is first the use of foreign letters, and then the sign and indices.

This difficulty is greatly enhanced by the lack of uniformity in the Tamil equivalents of technical terms. Though the Department have begun giving a proper lead in this direction and have published a glossary of such words, they have not taken a firm stand and insisted on using their glossary till a better one was published. The Tamil equivalents as given by the Department were found unsuited by bodies of Tamil scholars specially appointed to find out or coin pure Tamil words, and the result is we now have three different glossaries, each containing different words for the same English words. A committee of leading educationists met recently to discuss the question of standardising technical words and resolved that words chosen as equivalents should be common to all Indian languages. This means indirectly that Sanskrit words alone have the preference, and in consequence such simple words like "முக்கோணம்," and "கோடு," which everyone knows, must become "தரிபுஜை" and "ரேகை." It is surprising that within the period of a few years, the Department too have changed the equivalents, as revealed in the S. S. L. C. Examination papers set in Tamil. What is "குணங்கம்" in one year becomes "சின்ன" the very next year, and "சித்தாந்தம்" changes into "தேற்றம்." Owing to these circumstances, writers of text-books have taken great freedom to invent and coin words according to their own taste or views, with the result that such simple expressions, like "parallel straight lines" have a number of Tamil equivalents—"இணை கோடுகள்," இணை நெர்கோடுகள் சமாதார நெர்கோடுகள்," "சம இடை நெர்கோடுகள்," "சமதூர நெர்கோடுகள்," "ஒரு போரு நெர்கோடுகள்," all these signifying the one expression "parallel

straight lines." This multiplicity of equivalents have a disastrous effect on those pupils who have to go from one centre to another for continuing their studies. They have to forget what they have learnt, then learn a new set. To obviate this difficulty, some teachers teach the corresponding English words also; but this, though it solves the difficulty temporarily, conduces to much waste of time.

There is yet another difficulty which is met with in teaching Geometry. Pupils generally think it easy to master the theorems properly, simply because they are taught in Tamil, and this over-confidence leads to careless and inaccurate wording of theorems and their proofs. They forget entirely that the language of mathematics is terse and that every word has something to signify and cannot be left out. Further, most of the pupils who hope to take the university course, look upon this medium as a very temporary one, which cannot help them in their higher education and thus they do not take much interest in their work.

What could be done at this stage to remove these obstacles? We are not at an obstacle race where the competitors have to take their own chance and devise their own methods of getting over the obstacles. We have, as it were, to pave a smooth way along which we can take our pupils safely for an easy walk. So we must remove the stones and thorns and level the ground. In the first place, as the immediate purpose of the change in the medium is to enable the pupils to comprehend the subject-matter, principles and processes easily, we may retain the English terms in such trivial cases, as "plus," "one-third," "equal to" and "is to." At the same time we must be slowly preparing ourselves for the complete change when everything will be in Tamil and Tamil only. Special words used in Mathematics may go under three heads—words used in everyday life, which must hence be known to all, elementary technical words which are useful in building up the elementary branches of mathematics, and highly technical words which are useful only in higher Mathematics. As the words of the first two classes have to be used by a vast majority, they must be rendered in Tamil. But the highly technical words must be in English or some other common Indian language to enable easy exchange of views from province to province. For examples, words like "perpendicular," "parallel," "index" must be in Tamil, while words like "integral," "sine" must be in English, though they may be written in Tamil for purposes of pronunciation.

The difficulty of uniformity of language must be attended to at once. Technical words and expressions must be standardised immediately. A committee of expert teachers and those who have done some useful work in this direction, must be appointed to prepare a glossary of technical words and to standardise the enunciations of theorems, and the suggestions made by the committee should be followed *in toto* without any deviation, everywhere in the Tamil speaking area. Thus in course of time the artificial air about the Tamil medium will die a natural death. The members

who constitute the committee, should find out, coin or invent Tamil equivalents which are quite common, short and expressive. To mention a few examples, “மக்கோணம்,” “நாற்கோட்டம்,” “நேர்குத்து” may be preferred to “தரிபுதை,” “நாற்சிதை” and “லம்பம்” respectively, for the words of the former class are quite in common use and can be understood by all. “மட்டாயம்,” “நெட்டாயம்” are used by masons and can be understood by all, and from these we can easily derive the equivalents for “vertical,” “horizontal,” and “axes of coordinates.” “நேர்முக்கோணம்,” “விரிமுக்கோணம்,” “குறுமுக்கோணம்” may, for the sake of brevity, replace “நேர்கோணமுக்கோணம்,” “விரிகோணமுக்கோணம்,” “குறுங்கோணமுக்கோணம்” respectively, the condensed forms being as much expressive as the long ones. Words which have different connotations and those which are not agreeable to the ear should be discarded mercilessly. For example, “சின்” for “factor” is, a very good Tamil word, but what is the primary meaning? (eggs of fish etc.) “கஜம்” in one glossary is written without the mixing up of the Sanskrit letter “ஜ,” and the word becomes “கசம்” and conveys an idea which even the meanest commoner would not relish (“கசம்” being a colloquial term for shabbiness or flippancy).

The Department has a vital role to play. Till the words get standardised, the Department will do well to put in the question papers, as they do even now, the English terms in brackets. They must also publish a glossary of technical words and their equivalents as found in all the standard text-books in use and leave with the chief superintendent a copy of the same for reference by the examinees. Further, since the goal is complete “vernacularisation” even in college classes, the authorities of the universities should be made to go into the question at once, of beginning instruction in the mother tongue and at the same time encourage speedy production of suitable books in the various arts and sciences.

The Madras Teacher's Guild, which represents a body of highly cultured people keenly interested in the education of the masses, will do well to give a lead in this matter. The recommendations made by a committee of chosen mathematics teachers appointed by the guild, may be published in the South Indian Teacher for perusal and criticism, and modified in the light of suggestions made by the teachers of the Tamil speaking area. The modified suggestions may be sent to the Department for final approval and the Department cannot but approve of them as being the outcome of the hard work on the part of the entire teaching world. But all this cannot be achieved in a short space of time. If, now we begin this uphill task in all sincerity, we can hope to see the bright dawn of the happy future in the course of a year or so. What applies to the Tamil medium applies equally to the other languages, and what has been said of Mathematics holds equally well for the other subjects, and the Madras Teachers' Guild, if it takes up this kind of work, has indeed a difficult ordeal to face, which, when achieved, will bring to the Guild the undying reputation of having rendered one of the most important services to the Tamil world at the right time.

OUR BOOKSHELF

An Outline History of English Language, by Frederick T. Wood, B.A., Ph. D., published by Messrs. Macmillan & Co., Ltd., London. Price 4/6.

Time was when every graduate of atleast the Madras University was expected to know the elements of history of English Language and Outlines of English Literature. Grim's Law and Verner's Law were quite familiar things to every graduate if not *umlaut* and *ablaut*. With the introduction of Honours courses and alterations in the course of English required of every graduate the axis fell upon the two subjects mentioned before. The loss would not be serious if English be handled only by those who have made a special study of it. Every headmaster, whatever be his optional subject for the degree course, thinks it *infra dig* if he does not teach English in the High school classes.

For those who have not made a special study of English through its long course of evolution and who yet teach it to the High school classes we would recommend the book under review. It is not technical, but sufficiently learned. It is written in such a way that the average layman would find the subject grips him and would be tempted to read on to the end. The chapter on 'Change of Meaning' would be found particularly useful to teachers of English. The latest additions to the vocabulary such as Black-out and Blitz have been included.

Those who want to make a more detailed study once their interest in the subject is roused will find a useful bibliography appended. We heartily commend the book to every high school teacher of English.

S. K. Y.

ALPHABET OF SUCCESS FOR THE TEACHING PROFESSION

Attend carefully to your professional work.	Never try to appear what you are not.
Be prompt in all things.	Observe good manners in dealing with all.
Consider well and decide positively.	Pay your debts promptly.
Dare to do right; fear to do wrong.	Question not the veracity of your friend.
Endure trials patiently.	Respect the counsel of your senior colleagues.
Fight life's battles bravely and manfully.	Sacrifice money rather than principle.
Go not into the faults of fellow-teachers.	Take a live interest in professional problems.
Hold integrity sacred.	Use your leisure for your self-improvement.
Injure not other's reputation.	Venture not upon the threshold of wrong.
Join your Teachers' Union.	Watch carefully over your passions.
Keep your mind free from evil thoughts.	Xtend to everybody a kind salutation.
Lie not for any consideration.	Yield not to discouragement.
Make your example felt by pupils.	Zealously labour for the welfare of your pupils.

K. N. PASUPATHI.



KEEP YOURSELF FIT for Work and Play with **LIFEBUOY**

There's so much to learn—so much to enjoy—you can't afford to miss a minute. Regular frequent washing with antiseptic Lifebuoy protects you from germs and infection. Lifebuoy Soap, with its health-protecting element, keeps you clean, healthy and fresh—fit and eager to enjoy each full day as it comes.



L 71-43

LEVER BROTHERS (INDIA) LIMITED

OUR ASSOCIATIONS

Ramnad District Teachers' Guild

The first conference of the Guild for the year came off on 5-12-1942 in the premises of N. S. M. V. P. S. High School, Devakotah, with Sri A. Ramanuja Ayyangar, B.A., L.T., President of the Guild, in the chair.

68 delegates representing eleven affiliated associations attended the conference.

After prayer, Sri M. Vanchi Iyer, B.A., L.T., Headmaster, High School, Devakotah, welcomed the delegates and observed of that as teachers our responsibilities in these days, when circumstances change rapidly, are great, and as such, teachers, as a body, must safeguard the interests of children, by meeting often and discussing the various problems which confront us. Then a paper on "Library Service" was read by Sri M. B. Sundaresa Iyer of S. M. S. Vidyasala, Karaikudi.

The following are some of the resolutions passed:—

1. This guild places on record its deep sense of sorrow at the sad demise of Prof. P. Seshadri, Mahamahopadyaya Dr. *உ. அ. சுவாமிநாதா* Iyer and Sir K. V. Reddi, and at the great and irreparable loss sustained by the teaching profession.

2. (a) This Guild congratulates Sir R. M. Statham, Director of Public Instruction, on the conferment of Knighthood on him, which is a well-merited recognition of the great service rendered by him to the cause of education in the Madras Presidency.

(b) This Guild congratulates Sri Mahamahopadyaya Pandithamani Kathiresan Chettiar on the conferment of the "Mahamahopadyaya" title on him, himself being a distinguished son of Tamilnad and for having done meritorious service in improving the status of Tamil.

3. This meeting of the Ramnad District Teachers' Guild invites the attention of the Department of Education and managements of institutions to the enormous increase in the price of foodstuffs and the cost of living and therefore requests the Government to place at the disposal of managements, District Boards and Municipalities sufficient funds to enable them to grant dearness allowance to teachers on scales similar to those granted to Government employees.

This meeting requests the managements, District Boards and Municipalities to support the claim of teachers, to impress upon the Government the justice of the claim of teachers and to take all necessary steps to enable them to grant dearness allowance to teachers.

4. In view of the dearness of the articles in rural parts and the abnormal rise in prices, this conference requests that full rate of the dearness allowance sanctioned by the Government may also be granted to the teachers, without making any invidious distinction between the teachers and other employees of the Local Board since all are entertained and governed under the same conditions of service.

5. This conference resolves that the Annamalai University Authorities be requested to reserve a full free scholarship for the winner of the Raja Sir Annamalai Chettiar Prize, from the Guild.

The above resolutions being passed, it was declared that Mr. R. Jagannathan, a student of S. M. S. Vidyasala, Karaikudi won the Raja Sir Annamalai Chettiar medal from the Guild.

After dinner, there was a symposium on 'Education and post war reconstruction,' which was initiated by Sri M. Rajah Iyer, M.A., L.T. There was a lively and spirited

discussion on the subject. Since no specific solution could be arrived at, at present, on the subject, it was decided to take up the subject again for discussion in a future conference and it was suggested that, in the meanwhile, the members may think over the question and try to place before the House some constructive proposals.

After the Chairman's concluding remarks, the secretary proposed a vote of thanks to the delegates and to the associations that contributed to the success of the Conference.

The Northern Group of the Guild played the host.

Tinnevely District Teachers' Guild

The Half-yearly Conference of the Tinnevely District Teachers' Guild was held at the M.D.T. Hindu College School, Tinnevely on Saturday, the 12th December, 1942. Mr. T. N. Sundaram, Secretary of the Guild welcomed the distinguished guests and the delegates to the Conference from the affiliated associations.

Janab Gulam Dastagir Sahib Bahadur, Divisional Inspector of Schools, Madura, in opening the Conference, pointed out that the Teaching Profession is not only the noblest but also the hardest and regretted that the difficulty of the teacher's work is not sufficiently understood by the lay public, and appealed to the teachers to see that the conferences of the kind are directed to bring home to the public the different problems of their profession.

Rev. Father T. N. Siqueira, S.J., Principal, St. Xavier's College presided. In his presidential address, he said that the present war has brought home to us our *helplessness* as individuals and as a society and that the Post-war Education shall have to be so shaped as to help every individual to recover and increase his own inalienable personality so as to create a society which will be in a position to adjust and accommodate itself in the spirit of the times.

Then there was a discussion on War as affecting Education in the Primary, Secondary, and Adult stages. Among those that took part in the discussion were Rev. Canon G. T. Selwyn, Principal, St. John's College, Palemcottah, Rev. W. C. Dukewitts, M.A., Vadakkankulam, and Sri G. Subramania Iyer, of Ambasamudram.

Mr. D. James Gnanamuthu the president of the Guild having resigned, Rev. Fr. T. N. Siqueira, was elected president.

The following are some of the resolutions that were passed.

1. This meeting of the Guild places on record its deep sense of loss sustained by the death of Sir S. Kumarasamy Reddiar, the ex-minister of Education, Government of Madras, Sri A. Anbudaiyan, Retired Head Master, C. M. High School, Tinnevely, Sri T. L. Balakrishna Rao, Head-master, Cornation High School, Srivaikuntam and Sri S. M. Pandian, the Zamindar of Uthumalai.

2. This meeting of the Guild congratulates Sir Randolph Melville Statham on the signal honour of Knighthood conferred upon him and Sri M. V. Subramaniam, M.A.L.T., on the title of Rao Saheb Conferred on him.

3. This meeting of the Tinnevely District Teachers' Guild invites the attention of the Department of Education and managements of institutions to the enormous increase in the price of foodstuffs and the cost of living and therefore requests the Government to place at the disposal of managements, District Boards and Municipalities sufficient funds to enable them to grant dearness allowance to teachers on scales similar to those granted to Government employees.

4. This meeting requests the managements, District Boards and Municipalities to support the claim of teachers, to impress upon the Government the justice of the claim of teachers and to take all necessary steps to enable them to grant dearness allowance to teachers.

5. This meeting requests the Tinnevely District Board to make no invidious distinction between the elementary school teachers in their service and other employees.

6. This conference requests the South India Teachers' Union to impress upon the Government the necessity for passing the Teachers' Service conditions Bill as early as possible.

7. This meeting places on record its sense of appreciation of the services rendered to the Guild by Mr. James Gnanamuthu, who for reasons of health, has resigned from the office of the President of the Guild.

8. That the following committee be formed with powers to coopt to consider and formulate proposals regarding all aspects of the post-war Education.

Rev. Fr. T. N. Siqueira, S.J.

Mr. J. L. P. Roche Victoria.

„ W. C. Dukewitts, M.A.

Sri A. Sundaresa Iyer.

„ Canon G. T. Selwyn.

„ T. V. Arumugam, B.A.L.T.

Sri Balasundaram, B.A.L.T.

„ Narayana Rao.

The Secretary of the Guild and

The Treasurer of the Guild.

Kurnool Teachers' Guild

On 20—11—42, a meeting of the Kurnool District Teachers' Guild was held in the Coles Memorial High School, Kurnool under the presidentship of Sri P. Raju, Guild President. Over 100 teachers attended. Sri K. N. Pasupathi, Secretary, explained the objects of the meeting and spoke at length on the need for Government's active sympathy and support regarding the granting of dearness allowance to teachers in the Aided, Municipal and Board Schools.

Sri S. Vaidyanatha Aiyar moved a resolution requesting the Government, and the D.P.I., to make provision for the grant of dearness allowance. Seconded by Sri K. Neelakanta Rao, it was unanimously adopted.

Sri K. N. Pasupathi also moved a resolution conveying the Guild's grateful remembrance of the valuable services rendered by Sanga Karya Praveena S. K. Y. Iyer, ex-president, S.I.T.U., and its hearty felicitations to him on the occasion of his ensuing 61st birth day. It was adopted.

North Arcot District Teachers' Guild

The 18th Annual Conference was held in the premises of the Board High Schools Kaveripak, on Saturday the 31st of October 1942 under the presidency of Sri R. Kuppu, sami Ayer, B.A., L.T., the president of the guild. Nearly 70 delegates from the various parts of the District attended the Conference. Sri M. Subramania Sastri M.A., L.T., Headmaster, Board High School, Kaveripak, welcomed the delegates. Mr. R. Kuppuswami Ayyar B.A., L.T., president of the guild, then delivered his presidential address.

The secretary of the guild then read the Annual Report and a statement of Receipts and Charges for 1941—42.

Mr. P. Doraiswami Naidu, B.A., Secretary, District Board, North Arcot spoke on "The problems of Education with special reference to North Arcot District."



EDITORIAL

National Education

The Rt. Hon'ble Mr. M. R. Jayakar's presidential address to the All India Educational Conference is a clarion call for immediate Education Reform in this country. After showing how in other countries, notably England and China, the war had not interfered with educational reforms and the enlargement of its scope and ideals, he protested rightly against the deplorable tendency noticeable in India to curtail Government help to Educational Institutions. He says, "Grants have been cut down, useful institutions have been commandeered, witness the case of the Benares Hindu University and lastly students guilty of emotional excesses, as they always are in different parts of the world, have been treated as incipient criminals and punished in a way which is bound to harden them. It is however a matter for some satisfaction, that in our province there has been no great curtailment of normal grants to schools; in fact, a few secondary schools for girls have been opened by Government in pursuance of their scheme of expansion of Education of Girls. But what is to be deplored is that here in India the war has been the excuse for not examining thoroughly the defects in our educational system and planning for the post-war period. Other countries more deeply involved in the war are now engaged in the task. As the Rt. Hon'ble Mr. M. R. Jayakar points out war is the best time for pushing educational schemes for the simple reason among others that the 'conscience of mankind is stirred during the war against ancient wrongs and injustice.' "We must," says he, "start planning our educational programme now, for it is long and difficult and, when the war is over, we may have no time and we shall be found unprepared to prosecute then." What should be the aim of educational reconstruction in India? Rightly it is pointed by the President, that defining the aim is no job for the politician but for the thinkers and the educationists. 'Any scheme of public education must have the ultimate aim of creating a living faith in freedom, truth and beauty and must help to establish national unity and peace.' In explaining the national characteristic of such a system of education the Rt. Hon'ble Mr. M. R. Jayakar said,

First, it will be national, because it is based on the actual needs of the entire nation in all its stages so as to provide an opportunity for every man, woman and child to develop personality to the utmost extent and to live a full life. Secondly, it will be national, because its objectives, methods and standards of performance will have relation to the facts of the economic, social and cultural life of the people of all classes of whom it is composed. Thirdly, it will be national, because it will be based on a new conception of citizenship, the requirements of which will have to be carefully planned by the state co-operating, with the people.....In doing this, we shall have to keep in clear view Indian traditions of education and build on their basis. The main Indian tradition embodied in ancient literature is that

THE SOUTH INDIAN TEACHER

The following office-bearers were then elected.

President :

Mr. R. Devanesan, B.A., L.T., Headmaster, D. M. H. School, Tiruvannamalai.

Vice-President :

Sri. V. T. M. Thirunavakarsan Chetty, B.A., L.T., Headmaster, Board High School, Chengam.

Secretary and Treasurer.

Sri. S. Krishnamurthy B.A., L.T., Asst., D. M. H. School, Tiruvannamalai.

Joint Secretaries :

1. Sri M. S. Subramania Sastriar M.A., L.T., Head Master, Board High School, Kaveripak.

2. Sri Bharadvajan, Board High School, Chengam.

Representative to the S. I. T. U. Executive:

Sri. S. Subramania Ayyar M.A., L. T., Misson High School, Ambour.

After lunch the conference again met under the presidency of Sri, R. Devanesan, B.A., L.T., the newly elected president,

Sri. T. P. Srinivasa Varadan, Secretary, S. I. T. U. who was present on special invitation spoke on "Our Duty to the Teaching Profession". He exhorted the teachers to unite together and strengthen the S. I. T. U. by joining it in larger numbers.

Resolutions as previously approved by the executive committee, which met earlier, were passed.

With a vote of thanks the conference came to a close.

right education must be aimed at the freedom of the individual all round, freedom to think and believe, freedom to mediate and adore, freedom for self-evolution and self-expression against all the tyrannies of sacred books and the fanaticism of political and religious zealots. Fourthly, it will be national, because a new type of administrator will have to be brought into existence to work the new institutions which will arise after the war, a person of calm judgment, impartiality of outlook, combining out of these two, wise and beneficent leadership. This will enable him to rise superior to excitement both in himself and his followers with an ability to quiet it in others by his tolerance and readiness to see the opposite point of view. Fifthly, it will be national, because it will aim at national unity and peace.

It will be seen that these characteristics are more international than national. Narrow nationalism in education will do no good to any country. It will only lead it the way Nazi and Fascist countries are going. Regimentation in any form is quite foreign to the Indian tradition and genius, which is based on tolerance, co-operation and freedom providing the fullest opportunities for Individual perfection. Educational reformers are apt to be carried away by the spectacular success of the systems in Totalitarian countries. Such success, it should be remembered is at the expense of the individual and is engendering a narrow bigotry and fanaticism. Education in a Free India in the Post-war world, must be so fashioned as to be in tune with the true genius of the Indian Nation.

Report of the Commissioner for Government Examinations, 1941—42.

A department of the office of the Director of Public Instruction is that relating to Examinations. It is unfortunate that the work of this department is not receiving as much public attention as it deserves or even as any other department doing similar work receives. It may be said without fear of contradiction that no other examining agency in India conducts so many examinations in so many centres with as many candidates as the office of the Commissioner for Government Examination Madras. 12 examinations were held during the year 1941—42 at 1207 centres. The total number of candidates registered and examined during the year under report were 89725 and 86607 as against, 60083 and 57843 in the previous year. Besides these, the Secretary to the commissioner arranged for the conduct at Madras (1) the qualifying the examination prior to the selection for admission to the Indian Mercantile Marine Trainingship "Dufferin" (2) the examination of the Institute of Actuaries, London, and (3) the competitive examination for recruitment to the Ministerial Service of the Government of India conducted by the Federal Public Service Commission, Delhi. The year under report has been one of great difficulties and the secretary and his staff deserve all the praise that Sir R. M. Statham has given them for carrying on the work under very trying circumstances, without the least ill-effect on its efficiency. The phenomenal increase in the number of candidates examined, the number of languages in which question papers had to be prepared, the war scare and the consequent last minute migration of pupils from the affected areas, and

last but not least, the office having to work as a camp office at Anantapur at a time when the tabulation and publication of the results of 4 of its big examinations were on, were the special difficulties which this department had to encounter and it is therefore no mean achievement on which the secretary and his staff have been rightly complimented by the commissioner.

On the financial side too, this department deserves to be congratulated. Its total receipts during the year amount to Rs. 6,30,491 as against Rs. 5,52,019 of the previous year showing an increase of nearly Rs. 80,000. The charges have not shown any corresponding increase.

The total expenditure during the year has been only Rs. 4,10,500 as against Rs. 3,94,418, of the previous year, the main increase being in the remuneration paid to examiners. The charges on establishment have not shown any increase in spite of the heavy increase in the volume of the work.

The Secretary to the Commissioner is also the Secretary to the Text-Book Committee and his office has been attending to this work besides normal work in connection with the conduct of examinations. The organisation of the work connected with the Text-Book Committee is a special feature of the work of the department this year. The receipts under this head is shown to be Rs. 23,150 against a total expenditure of Rs. 13,981; leaving an excess over expenditure of Rs. 9,154. 3381 books were received for consideration by the committee. It is unfortunate that a department which is so efficient should allow room for many complaints in the matter of this branch of its activity. The text-books for the 8th standard examination were published late in August this year. If arrangements could be made to publish them atleast by April it will be of great help. Classifications of books for Elementary and Secondary Schools respectively were done this year and much greater care should have been bestowed on this work. Mistakes in their classification result in serious loss to publishers. Again, we fail to see why arrangements should not be made to publish the list of approved text-books early in April instead of publishing them late in May, just before the Schools reopen. Publishers are now registered and they pay scrutiny fees too. They have a right to expect better consideration at the hands of the department. It will be better if immediate steps are taken to remedy these defects which mar an otherwise a splendid record of achievement. Increased work accompanied by increased income should be met by the appointment of additional staff so that the level of efficiency may be kept up. It is no economy to over-work the staff however efficient it may be. For then, considerations of administrative convenience will influence the conduct of most examinations much to the detriment of other vital interests. Already the large increase in the number of candidates appearing for the S. S. L. C. examination is made the excuse for asking schools to submit their nominal rolls by the 10th January instead of the 25th January. It is therefore high time that the Government should examine the adequacy

of the staff of this department and if necessary enlarge it. It could also help to remove many of the complaints from publishers and school authorities if the office of the secretary to the Text-book Committee be separated from the office of the secretary to the Commissioner for Government examinations.

The Shashtiabdapurthi of Sri S.K.Y.

Upadhyaya Sangha Karya Praveena Sri S. K. Yegnanarayana Iyer, our ex-President, will be celebrating his 61st birthday in February 1943. He may well be called the founder-editor of this journal. It was during his presidentship and under his active guidance the South Indian Teachers' Union Protection Fund, the South Indian Teacher, and Balar Kalvi were founded. He contributed not a little to the growth of these three institutions. It is therefore fitting that the Union which owes a great deal to his wise leadership and guidance should plan to celebrate the event in an appropriate manner. It is proposed to bring out a special issue of our journal on the occasion.

The Executive of the Union has resolved to present him with an address and also a souvenir. We hope to give fuller details in the next issue. In the meanwhile may we appeal to all teachers to contribute their mite towards the expenses. Donations may kindly be sent to the Secretary, South India Teachers' Union, 520, High Road, Triplicane.

Compulsory Insurance for Teachers.

In a carefully prepared paper read at the annual meeting of the Madras Teachers' Guild in August last, Sri T. P. Srinivasavaradan pleaded for a state system of compulsory insurance for teachers. He drew attention to the fact that the system of Provident Fund for teachers in non-government institutions was of some benefit only to a small percentage of teachers working in our schools. The majority of teachers, nearly 80,000, are in receipt of salaries below Rs. 20 and as such are not securing any benefit from this scheme. Even to those who are subscribers to the scheme the benefits are not adequate and they offer no cover for life. Sri T. P. S. Varadan pleaded for a scheme of compulsory insurance for all teachers. He has shown how with an amount not more than what government may have to incur if all the teachers take advantage of the Provident Fund scheme, a very helpful system of compulsory insurance could be organised by government. The Bombay Provincial Federation of Secondary Teachers' Associations has also been considering this question and its sub-committee has prepared a memorandum on the subject. The committee is of opinion that it will be desirable and advantageous to organise an allround service of insurance against all the normal contingencies of life and work for the teachers. The contingencies contemplated by the committee include, sickness, disability, permanent or temporary, old age, unemployment, provision for the family and life as a whole. The only legislation providing a measure of insurance of this kind in India is

(Continued on Cover page 2)

Approved as textbooks for use in Elementary, Secondary and High Schools including Training Schools in the Madras Presidency (vide Consolidated List of Approved Books, Parts I and II, dated 2nd June 1942).



"A series which is so markedly good"

NEW STUDY READERS

BY

HENRY MARTIN, M.A. (Oxon.), O.B.E.

Late Principal of the Islamia College, Peshawar

Primer, As. 5; Reader I, As. 7; Reader II, As. 9; Reader III, As. 12;
Reader IV, As. 14; Reader V, Re. 1.

The following are some of the prominent features of this new series of English Readers, **planned to teach our children to speak and write English effectively.** It is the outcome of years of practical experience, and combines the best features of modern methods of teaching a foreign language.

1. The reading matter is very carefully graded; it is also easy and of varied type and interest.
2. Variety is a characteristic of each book.
3. In each book there are many lessons in dialogue-form to familiarize the children with Spoken English.
4. The whole series is abundantly and artistically illustrated.
5. The varied exercises in composition, given at the end of each lesson, form a unique feature of the whole series. They are both full and instructive, and supply suitable material for practice.

K. & J. COOPER—PUBLISHERS—BOMBAY, 4

Sole Selling-Agents for the Madras Presidency:

**The Christian Literature Society for India,
Park Town, Madras.**

UNCERTAIN TIMES?

Face them boldly with a policy

in

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

Slogan for 1943

Every Teacher, A Member

This is the Valuation Year

98809

JOIN AT ONCE

* * *

BAZAAR ROAD,
Villupuram.

V. SRINIVASAN,
Hony. Secretary.