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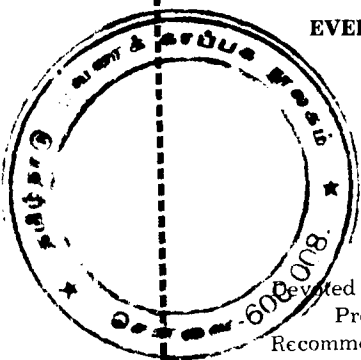
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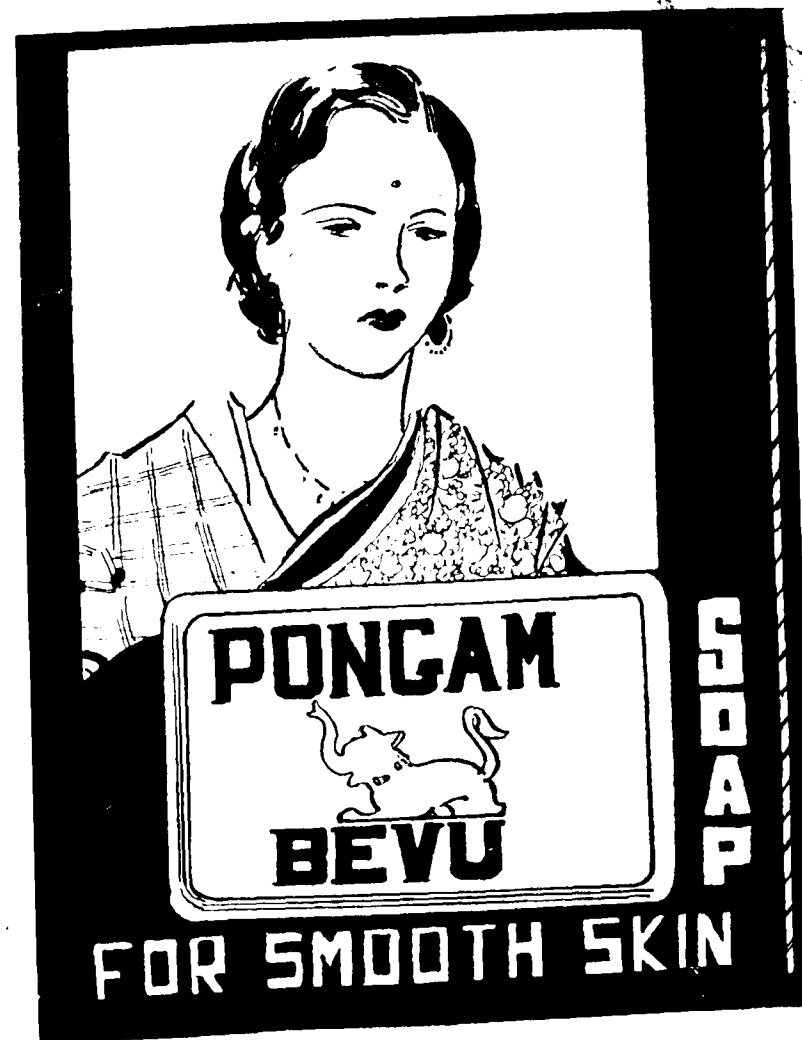
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THE SOUTH INDIAN TEACHER

Vol. IX

NOVEMBER, 1936

No. 11

OUR GROUND FLOOR'

BY

PROF. M. S. SABHESAN.

The subject of our "Ground Floor" is on the lips of every one and there has been considerable discussion about it in the press and on the platform. Mr. Statham, the Director of Public Instruction has, in his message to the Central Education Week Committee laid stress on the importance of Mass Education. The South India Teachers' Union and its affiliated associations will certainly hasten to assure him of their support. Intelligent and whole-hearted co-operation of the profession with the authorities requires a clear understanding of, and agreement on, the fundamentals of mass education. The teaching profession would have been able to understand the measures adopted by the Government from time to time if the profession had an opportunity of sitting at the same table with the authorities and politicians and discussing educational questions. Unfortunately, the authorities in our province have always been proceeding on the assumption that the teaching profession has, and can have, no opinion to offer. Consequently, it is impossible for the teaching profession to know exactly where mass education stands. It has to rely upon papers and documents published by the Government, or by the press from time to time. The latest pronouncement with regard to mass education is the report of the Primary Education Committee. Sometime back the Government appointed a Primary Education Committee. In calling upon this Committee to suggest the best method to be adopted for expansion and improvement of Elementary Education, the Government announced as its immediate policy, the introduction of compulsion for boys in all villages and towns with a population of 5,000 and over. To help the Committee to understand the question referred to it, the Government circulated the note prepared by the late Mr. Cham-

* A lecture delivered on the Guild day of the Madras Education Week.

pion. The Government called upon the Committee to consider the question in the light of Mr. Champion's note and also to see whether the idea of part-time schools would prove useful.

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This is not the time to go into the question of the merits of the policy announced by the Government. But it is a matter for great satisfaction that the Government should have chosen to indicate very clearly its present policy in regard to mass education. The Committee was therefore face to face with a definite problem. The report of the Committee is now before the Provincial Economic Council and extracts from the report have already appeared in the press. There are one or two serious criticisms to be made against the report. In the first place, the Committee has chosen to go beyond the terms of reference. As a result, the report contains no definite answer to the question referred to the Committee. In the very first paragraph the Committee expresses its desire to go beyond the terms of reference and to take up for consideration the entire field of Elementary Education. While saying that a thorough overhauling of the system is needed, the Committee has no definite recommendation to make. With regard to the question referred to it the Committee makes the astounding statement that it deprecates the introduction of compulsion in any area unless there are a sufficient number of school-buildings, a sufficient number of schools with the complete structure of five standards, and sufficient staff and equipment to render the proper working of compulsion possible. It is very difficult to understand why the Committee should have chosen to consider the question in general terms and thus deprive the Government of the help expected from it.

Another point about the report is that it chooses to ignore the question of the education of children below the age of six. Though it may be justifiable technically under the definition in the Elementary Education Act, it is uneducational for the Committee to state that the proper care and education of children below the age of six is a matter more for consideration of the Health Department than for the Department of Education. All the world over, the Nursery School Movement is receiving special attention and even the buildings and furniture are newly designed to meet the needs of children. Psychologists tell us that habits and character are being formed even at an early stage of the child and it is very unfortunate that the Committee should make a statement which is likely to create an impression that the authorities and the public of Madras are not in touch with the modern trends in Education. Will it not be open to the Department of Health, the Department of Agriculture, the Department of Engineering, and the Department of Industries to call upon the Department of Education to render a true account and explain why the percentage of adult illiterates is allowed

to increase rapidly and thus act as a drag on the progress of the country? The report of the Committee is more or less a hotch-potch one abounding in half-truths, irrelevant criticisms and contradictions with a sprinkling of pious declarations. The suggestions made by the Committee are by no means new and many of them such as free supply of books and change of school hours were made as early as 1920.

The chief points in the report I propose to consider are: (1) Public sympathy, (2) Poverty of the parents, (3) Stagnation and wastage, (4) Unsuitability of the courses, (5) Paucity of funds, and (6) Teaching grants.

Much is said about lack of public sympathy. All political parties have always stood for mass education. It is therefore very difficult to understand what kind of public sympathy is expected. The Committee itself says in its report that there is great scope for adopting moral persuasion. It can be safely said that there is no hostility on the part of the public with regard to mass education. This lack of public opinion is one of the old arguments repeated every time. What is the publicity work done by the authorities and politicians to make the public realise the importance of education? Very few of the thousand and one politicians who are spending a lot of money in elections to Local Bodies and Legislatures have been educating public opinion in regard to mass education. It is unfair to take shelter under lack of public sympathy.

The poverty of the parents is an old idea which is given a new turn in the official note. The poverty of the parents has been the very reason why compulsion has been urged elsewhere in other countries. The official note and the report of the Committee seem to be inclined to the view that the children are the property of parents. Should they depend upon the earnings of children of school-going age? Take the case of the raising of the school-going age to 15 in England. The Government in England has as a result of the agitation set up by the political parties been compelled to raise the age to 15 and the Labour and Liberal Parties have been opposed to the granting of exemption to a pupil who may be beneficially employed. Is it not strange that in our country we should just now begin to talk about poverty of parents as an excuse for not sending children to school? There are many ways in which the attendance of poor children at school can be secured such as free supply of books. Why should the Committee hesitate to recommend to the Government the supply of midday meals which is being adopted in several municipalities. After all, what is the earning of the child? Even the adult in our province is able only to earn a pittance of a few pies a day? It is undesirable that the children of the poor should be deprived of the equality of opportunity.

Stagnation and wastage have been casually referred to in old reports, but during the past few years, much is said about these phenomena. Let us assume for the moment that there is considerable wastage owing to the premature withdrawal of pupils from schools and stagnation. The remedy lies not in shutting out facilities for elementary education. Compulsion is the only method which will ensure holding capacity and regular attendance. Even the problem of inducing the child to continue to attend the school cannot be solved without a certain measure of compulsion. Otherwise, it will be very difficult to expect a parent to continue to keep his child in school. There is therefore no escape from compulsion. Moreover, the introduction of compulsion does not rule out moral persuasion, publicity and appeal.

This phenomenon of stagnation and wastage has occurred elsewhere as for instance in the Philippine Islands and it has been solved by suitable changes in the courses of study, by better teaching methods, by proper training of teachers, and by better conditions of service. The Committee states that much depends on the teacher, but it does not choose to bring to the Government's notice the scandalous conditions obtaining in Elementary Schools especially under Local Bodies. Any reform of Elementary Education will fail to produce any result until the Government takes care to see that qualified teachers are attracted to the profession, and are made to feel that it is worthwhile for them to remain in it. Mere increase of the inspectorate cannot go far, for even the inspectorate is placed in a very delicate position between the Department on the one hand, and the Local Bodies on the other. Very few of the inspecting staff can lay any claim to any training in modern methods with regard to instruction and testing and the work indicated for inspectors in the report is just the thing that is discouraged in Western countries. He is to be an officer not so much for picking holes as for improving the efficiency of schools. If on the score of stagnation and wastage, the authorities are persuaded to act on the suggestion of the Committee for curtailing facilities for education, and adopt the much condemned scheme of concentration and consolidation on a presidency wide scale, the load of illiteracy will become very heavy and the present generation will be guilty of handing over to the reformed Government a much larger number of people who are unable to understand the implications and responsibilities of modern life. Some suggestions are of course made with regard to the school curriculum and other subjects, but it is surprising that the Committee should have devoted so much space to Higher Elementary Schools and the courses in them. The immediate problem before the country and the Government is mass education and education up to the fifth standard should receive special attention. The question of teaching English, the teaching of mensuration

and surveying are all points which are irrelevant at the present moment, and these should not be mixed up with the problem of mass education.

There is very little in the report about finances. It is astounding that the Committee should not have chosen to give an estimate of the cost of education. So long ago as 1920, when the Madras Elementary Education Act was under consideration, Sir Arthur Knapp expressed the idea that the future Minister would be in a better position to tackle the problem of finance because the District Educational Councils would have formed an estimate of the cost of expansion of Elementary education so as to bring educational facilities to every child of school-going age. Unfortunately, the Committee takes for granted that funds will not be forthcoming and therefore it makes no definite suggestion as regards the equipment and conditions of service. We may feel certain any reform of Elementary education, either qualitative or quantitative, cannot be thought of unless there is the assurance from the Government that an allotment of further funds is possible. In the note of Mr. Champion, an attempt was made to prevent stagnation, by a change in the system of teaching grants. That proposal may be good for the Government. But apart from the objection that it tries to exalt the old condemned idea of payment by results, it does not attempt to offer definite encouragement to teachers who may be inclined to do their very best. Without calling in question the sincerity or the honest intentions of the managements, it is necessary to state that a change in the procedure regarding grants may not go far unless the Government also take definite steps to see that any increasing help goes directly to the teachers, whose salaries are low. There is also a wrong notion that the question of mass education is more the duty of the managements and the teacher-managers. A large number of schools are run by committees and teacher-managers who have not the necessary means to run the schools efficiently in spite of their honest efforts to do so. Co-operation from all sources is necessary and should be welcomed if the Government could not have adequate resources. Whatever may be the agency employed, it is absolutely necessary that the Government should improve the conditions of service of teachers. The question of mass education is a big "Mettur Project". A leader with imagination, an expert to plan the programme properly and sincere and contented workers to work out the scheme are necessary. The greatest South Indian engineering feat as indicated by the Mettur Dam is a lesson for us in connection with Elementary Education. What is needed therefore is for the Government to formulate the general policy. It is for the Director of Public Instruction to devote his brains and time to the planning of the programme and the teaching profession should understand the spirit and work the scheme. In the absence of a programme, it is very difficult for the teacher or for the politician or even

the authorities to say how far we have gone and when we shall be reaching the goal. Given a good programme, of Elementary education up to the fifth standard, we shall be making rapid progress in the promotion of permanent literacy. If funds be wanting, the scheme may be tried in select districts and the experience gained therein may be of great value.

THE IMPORTANCE OF THE TEACHING OF HYGIENE IN SCHOOLS AND COLLEGES *

BY

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INTRODUCTORY

"There is but one temple in the world and that is the body of man. Nothing is holier than that high form."

NOVALIS.

But there is one subject that hardly receives the attention it deserves from the Educationists and the State and that is the subject of the teaching of Hygiene in our schools and colleges (including the institutions for training teachers). I take this opportunity to appeal to the educational authorities to give it a place in the school curricula and the courses of study in Colleges.

AIM OF EDUCATION

The need for instruction in matters of health is past the stage of academical discussion. The aim of education is the harmonious evolution of all faculties, physical, mental, moral, and spiritual. Without physical health, the other faculties cannot be developed. True education should denote, therefore, the preparation of the child, as it grows, in all its respects, for the duties and responsibilities of future citizenship. This preparation is an arduous one. While passing through it, the scholar should come out unscathed by the stresses that are brought to bear on him. Education implies not merely the "drawing out" but also it means the co-ordinated evolution, the opening out or unfolding of all the constituent elements of the individual. Such was the conception of Manu about Education in Ancient India. Such also was the Platonic conception of it in the West.

But in both the East and the West, the dark ages succeeded the golden eras of Ancient India, Egypt, Greece and Rome. And the evalua-

*A lecture delivered on 8-10-1936 at Sir M.Ct.M.C. High School, Purasawalkam, in connection with the Sixth Madras Education Week.

tion of the development of faculties also changed, with the result that the training of the body alone received undue attention during the period that succeeded the dark ages, i.e., the middle ages. With the advent of the Renaissance, the pendulum swung to the opposite extreme and an unduly high value was put on the acquisition of culture which was essentially intellectual. Often, during this period, there was the pernicious doctrine that laid down that the physical and intellectual cultures were the antithesis of each other. It was only towards the end of the last century that thoughtful educationists like Herbert Spencer began to perceive the truth in the ancient proverb, "a sound mind in a sound body".

The following quotation from a recent writer on the subject furnishes an illuminating commentary on the evils of un-co-ordinated and one-sided development of our faculties :—

"It has often been remarked that persons of high psychic and mental endowment come frequently upon the disaster of the senses. Dissipation in Byron, laudanum in Francis Thomson, were not signs of essential depravity, but symptoms of incoherence and want of tone in the machine. Tennyson, furrowed and half blind at eighty-two, doing exercises with arms and legs on the floor of his room, was putting an unwritten explanatory appendix to the large sanity and purity of his life and work. When Cowper lost faith in God, it was less a matter of theology than of physiology."

THE DUTY OF THE STATE IN HEALTH EDUCATION

In the struggle for earning their daily bread, thousands of families have to make a compromise between the duty of feeding their children and the duty of educating them. Thousands more, in sheer ignorance, completely neglect the duty of educating them, when they can. In such circumstances, it is the State, with its foresight and knowledge, that should step in for giving the lead and guidance, while, by example, it may make a convincing appeal for private effort, help and benefaction. In a large measure the duty of educating the people devolves on the State and it has realised the truth of the aphorism that "Prevention is better than Cure".

In the past we looked on the child as something to be educated but now the angle of vision has changed. The child is looked on as one which might be our protector and saviour. The child is the only foundation on which we could build a New and a Happy India. Everything which will ensure the health of the child and the systematic and orderly progress of its education (which includes health education) in the succeeding years up to the period of adolescence are matters which ought

to engage the attention of all men, who are interested in the welfare of the country.

HEALTH AND CITIZENSHIP

The poor health and physique of the people of India and of our Presidency in particular, and the appalling way in which they fall easy victims to the devastating epidemics that, from time to time, sweep over this country are proof that there is something radically wrong in the health and stamina of the people, which fail to protect them from such a tragic fate. The steps taken at present to prevent the prevalence of such epidemics form only a part (and may I say ? a minor part) of the preventive measures to be adopted. The basic work lies in equipping the individuals of a nation with the knowledge that would enable them to protect themselves against such catastrophies and to maintain themselves in a state of good health and vigour. The ideal of equipping the individual with good health and a sound body for good citizenship must really start at the pre-school age—with the infant and the toddler. But a beginning in this direction should be made at least with the children of the school-going age. The school child must be fitted for both the school life and the duties of future citizenship. The best place to begin the teaching of Hygiene, as for all other subjects, is the school. The *Health-stitch in time* shall then be applied best.

THE NEED FOR THE TEACHING OF HYGIENE

For mental, as for physical culture medical inspection is necessary. And after the medical inspection and the detection of any bodily or mental infirmity or ailment, the knowledge of how to look after oneself must be made a gift to the young scholar, so that he may help himself in rectification. It is only a matter of discerning whether this branch of knowledge is not as important as any other, to learn which the student goes to school. It should need no argument to convince that health must be the basic acquisition of the scholar ; and in that matter he must be made as early as possible self-reliant and as much as possible independent of the doctor. In other words, the knowledge necessary to maintain an individual in a state of health must be among the first to be imparted to the scholar, whether he be in the elementary or secondary school or in the College. The instruction in Hygiene which I advocate is not with a view to make all scholars doctors. On the other hand, it is intended to make them all good citizens.

Good citizens should know the fundamental reasons for the promulgation of the wise laws of Public Health and Sanitation. A person who understands clearly why fresh air, pure water, suitable diet and muscular

exercise are beneficial, is much more likely to aim at getting them than those who merely have a vague sort of notion regarding them.

In order that a man may live healthily and train his children on hygienic principles, it is essential that he should be acquainted with the construction of the human body, which is so wonderfully and beautifully made. Therefore, there is good reason to give prominence to an efficient teaching of hygiene in the curricula of schools and colleges, especially, when we call to mind how the greater part of our population (even the so-called educated) abuses its physical powers in an incredibly thoughtless manner, how the young workman treats matters of health with no regard to consequences, how superstitious the masses are in relying on quacks and charlatans and how entirely ignorant people remain of natural laws which cannot be broken with impunity.

THE RESPONSIBILITY OF THE TEACHER

The work is both difficult and of great magnitude; and it will take time for it to grow into an effective institution for the welfare of the nation. But a beginning must be made. Are we to wait for any auspicious time? Why should we not begin now? Health weeks and talks and propaganda and publicity will not help us to any great extent in solving our problems of Health Ignorance or Health Illiteracy.

A systematic and incessant campaign of instruction in hygiene should be organised in schools and colleges, but it cannot be carried out, if the teacher within the school is not informed on these subjects or does not know how to put Health Ideals into practice. The school doctor or school medical inspector cannot replace the teacher in routine matters of hygiene, as the former comes into contact with the student only at definite intervals for brief periods, while the latter's influence is more sustained, owing to longer and daily contact. Therefore, the teacher should possess at least some special knowledge of hygiene, especially, the hygiene of the school and school life. It is the duty of the teaching profession to call attention to hygienic requirements, so that blunders may be less frequent, when new school buildings are erected or old ones rebuilt.

A fertile field for sowing the seed and the propagation of hygienic ideals is the class room, where consistent regard for these ideals can be demonstrated daily and assiduously. Teachers may also undertake scientific research work in this field, when they are specially trained for the work.

VALUES OF HYGIENE TEACHING

Instruction of the children in matters of hygiene is of the greatest individual and social significance. Talks with parents about the rearing

of children and discussion of unhygienic conditions in the community are other effectual means of conveying the Gospel of Health to the homes of the scholars.

Finally, a not to be despised advantage of this knowledge is the benefit it may be to the teacher himself in enabling him to guard his own health in an arduous and exacting profession. This leads us to the appreciation of the necessity of teaching Hygiene in the training schools, which should form an essential part of the scheme of teaching hygiene in schools and colleges.

Thus, the system of education will aim at also developing in the scholar a Health and Sanitary Conscience and Hygienic Ideals. How much of the subject should enter into the course or curriculum must depend on the amount of time available. Graded courses in Hygiene can be drawn up for the various standards in the schools. A sound knowledge of hygiene has to be broad-based on some understanding of the structure of the body and the functions of the organs—Anatomy and Physiology.

HEALTH AND CHARACTER

It is realised that the connection between physical health and the power of voluntary control and, consequently, of conduct is very close. Preservation of health is, therefore, an aid to Character-Building and hence the subject of school health makes a double appeal to us. Character in infancy is an instinct; in childhood it is slowly converted into habits; at adolescence it has to be cultivated through ideals.

HEALTH NEGLECT

Wealthy parents are often too much given to amusements and excitements or social, civic or political activities or wedded to their social clubs to give their children the attention, which reasonable intelligence and affection would dictate; and the children are consequently left to the care of less vitally interested persons.

The less wealthy frequently neglect their offspring, because they have neither the time nor the money to devote to their proper care and supervision. In still poorer groups, the earnings of the child are the chief interest of the parents.

Rural parents often question the practical advantage of the present day education and are more interested in the child's ability to assist in the regular family work both in-doors and out-doors. The poor health conditions frequently found in rural children, on a general observation, may be explained by two facts: viz., that physical defects are given little

attention, or their grave significance is even openly under-estimated and that the value of play for young and growing children is not clearly understood by the rural parents themselves.

THE NEED FOR THE CO-OPERATION OF THE SCHOOL AND THE HOME

The School may advise and suggest regarding the child's health. But, the primary duty and responsibility rest on the home. Co-operation of the home in many things is needed, frequently without suggestion from the educational authorities. Part of the home programme should be arranged to form a correlation with the school health work. In private and public schools this is accomplished through frequent parents' meetings, a close contact between parents and teachers at all times, and the distribution of literature prepared as a guide for the homes. A child that is given an education in matters of Health will make a better fitted parent, in the fullness of time to effect such a correlation between the school and the home.

"HEALTH-FIRST" CLASSES.

The discovery of certain defects either in physical or in mental development should result in the recommendation that the child be placed in the so-called special classes, in which attention to health is the first objective. This should be regarded as a privilege and not a stigma. And every parent should then carefully avoid thinking, much less, expressing, derogatory sentiments regarding such special groups. Special classes should be provided to promote the welfare of the individual child as well as of the group.

EDUCATION IN HEALTH AT THE SCHOOL AND THE HOME

The effort of the school to teach health cannot succeed without help from the home. The majority of the health ideas and habits advocated at the school must be put into practice, if at all, outside school hours and at the home. It is important that the teachers should encourage health conduct, which it is possible for the child to practise at the home. And it is equally important and essential that parents should do their utmost to help the child put into practice ideas gained at the school.

Unfortunately many parents feel much more confident of their own knowledge and judgements (often based on error, superstition and ignorance) regarding health, than of most other subjects which their children are studying in school. The open-minded parent will get many useful health suggestions from the child attending school, if Hygiene is taught in it. In any case, perhaps, he can find no more interesting nor fruitful

opportunity for helping the school than in matters affecting the health training of the children.

HEALTH HAS TO BE BOUGHT

Indifferent schemes may be adopted for the sake of economy. Desire for economy is laudable, if the saving is real and if it does not endanger the health of the school could or, perhaps, the whole community. The voter would do well to assure himself that adequate provision is made for the health programme and then to demand that the money be spent wisely in producing the desired results. Only then he would have realised that the community is bound to suffer through the ill-health and poor physique of its school children.

It costs money to carry out a programme of health teaching. Health has to be bought with money. Lack of funds gives a set-back for the initiation of a workable scheme or hampers the work, where some tentative scheme is in force. For that reason, the general principle of the appointment of medical officers on a basis of favour with only a small remuneration, will hamper the work of maintaining the health of the school children. The need of the conscientious medical man to earn a living in these hard days compels him to demand a reasonable remuneration for undertaking such work. Therefore, the institution of a scheme and machinery for health-teaching is bound to be one of some expense. But the cost of a health service per pupil will not be much more than the cost of the books for the same pupil. Often smaller amounts may suffice.

Who can estimate the real value of the health education of children, measuring it in terms of its actual worth in later life to the individual, the home and the nation? The results will generally manifest themselves in lives saved or lengthened; deformities, invalidisms and dependencies prevented; mentality improved, and the earning power and happiness increased. For the greater efficiency and happiness of the future generation and therefore, of the nation, whatever duties and responsibilities lie on the shoulders of the present generation, must be borne and borne cheerfully.

Girls should be taught hygiene, not only for their own sake but for the sake of the future generation. Women are better teachers for the elementary schools. Health laws should be taught to them, so that they may teach the children who learn from them.

A SCHEME FOR THE TEACHING OF HYGIENE

If a beginning is made by introducing the Teaching of Hygiene in Training Schools and in the schools in towns, and as a subject in the Uni-

versity courses for diplomas and degrees, in a reasonable time there will be a sufficient supply of well-qualified teachers for the systematic teaching of the principles of hygiene in all schools (including rural).

The recognition of the importance of teaching hygiene to the community at large, to the younger generation in particular, and the adoption of a scheme to impart instruction in it is now well recognised generally in all the enlightened countries of the world, as a forward step in the march of progress for the improvement of the race. We are hardly giving such a recognition to the subject and much less have we any general and comprehensive scheme to follow as a general measure towards this end. The elementary and secondary schools offer a multitude of opportunities for the practical demonstration of hygienic living. The daily conduct of the teacher in this respect as in others should serve as a model to the children. Instruction in Personal Hygiene should be a recognised school subject. A definite number of hours during the year should be devoted to teaching the essentials of right living, as it concerns food, work, play, rest, care of the body in all its parts, safeguarding it against injury and infection, etc. In the high school stage the importance of Community Hygiene is beginning to be appreciated by the scholar. The pupils of these schools will eventually form the greater part of the citizens, who will be instrumental in supporting the hygienic and sanitary laws framed for the benefit of the community. Mental, Marriage and Sexual Hygiene may be taught in the college classes.

HEALTH AND UNEMPLOYMENT

These are days of unemployment for the educated and the uneducated. The majority of the educated, including the University graduates, do not secure soft jobs in government service as in the years gone by. They will have to take up the harder jobs in other walks of life. A better quality of health and a hardier type of constitution will be required for our educated young men to fight the battle of life and to face the struggle for existence. The days of mere book knowledge are gone in other parts of the world and are going, though slowly in India. Therefore, there can be no better insurance for our children than sound health. A sound mind cannot exist in an unsound body. The best traits of character cannot be moulded in a body lacking in health and vitality. The employer looks first to the good health and body build of his employee. These are, therefore, more essential to our young men in the existing circumstances in our country than in the old days.

FATALISTIC VIEW OF LIFE

The system of education obtaining in our country, because it is not co-ordinated with the practical occupational life and the immediate en-

vironmental problems of the people, appears to breed in us a fatalistic view of life. Education should develop man to the fullest extent of his powers, so that he might become master of his environment. But in a large majority of instances we witness the pathetic spectacle of the environment mastering our educated youths; many of them sit idle with folded hands not knowing what to do and how to engage themselves in useful occupations, profitable to themselves and to the country. If you probe to the bottom this inertia in our educated youths, you will detect, as I have found, the basic factor to be the want of 'Zep' in their bodies owing to poor health and vitality, into the various causes of which, this is not the occasion for me to enter. Without bubbling health, how can we expect in our young men the great manly qualities which you extol—courage to face obstacles, boldness to plan their work, initiative to devise new ways, keenness to explore new regions of thought and activity, enthusiasm to work and fight for noble causes and altruism to devote their energies for the uplift of their people and country?

CONCLUSION

Therefore, I appeal to all of you to appreciate better the three following facts:—

- (1) The vital importance of health for all, especially for growing children;
- (2) therefore, the prominent place which a programme of education should give to all the factors that affect the health of the scholar; and
- (3) the obligation of the people, particularly, those in whose hands the government of the country lies as well as those who are parents, to give full support to a scheme that will bring the health of the school children and college boys and girls to a high state of fitness and efficiency.

I hope the call to put forth every effort to help every child to be fit for the best service to the community and to the nation will appeal to every citizen and that he would evince sympathy in this great cause and give unstinted support. I beseech all of you to respond generously to it and I look to the responsible educational authorities and managements of educational institutions to give the proper lead to bring about this consummation, devoutly wished by all, irrespective of class, creed or color or the political party to which they may belong.

SELF-EDUCATION AND THE OPPORTUNITY IN THE LIBRARY HOUR

BY

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It has now become a common practice in most countries to provide for formal library hours in the time table of most of the schools. The practice can be said to be even becoming universal. It found its place in the curriculum at Madras in 1934. The question is why is the idea spreading so rapidly? Again, what should the library consist of? And lastly, how is the library to be used?

WHY?

Let us take the first of these questions, in the form "Why should there be library hours?" The concept of library hours is due to a change in the concept of the role of the schools as formal institutions for instruction. It was popularly believed for a long time that the chief function of a school was to equip the children with as much information as possible, to load them with as many facts as possible. The teacher was efficient and the school was good if as much as possible of the facts that the child would require in his later career could be anticipated and pumped into his brain. As the known facts are so many, even these had to be done at high pressure. Recourse had inevitably to be had to cramming.

THE PROBLEM OF NEW FACTS

In spite of it however, the equipment gained by the children while at school proved to be too inadequate in the battle of life. Advances are being made in every department of knowledge at such strides that one easily becomes out of date even in a decade. To face the world successfully, the old knowledge of facts is no longer sufficient. New facts have to be learnt, new methods have to be adopted and a new outlook is to be developed. This phenomenon exists in every profession.

Take the legal profession or the teaching profession or the engineering profession, or that of the farmers. Nobody can thrive in any of these professions merely with the stock of knowledge he acquired while at school. Hence, what is expected of schools now-a-days is not merely the teaching of certain facts but the work of developing in each child the

capacity to find out facts as and when required. This change that is expected in the role of the school has its counterpart in the way in which the publishing world of to-day is evolving new type of books.

AN ANACHRONISM

We are now living, in fact, in the age of encyclopaedias, directories, year-books and almanacks. We have such reference books in almost every conceivable subject. The number of such books in the world to-day is far greater than a thousand. What is more, the publishing world has set up the necessary organisation to revise these reference books periodically and bring them up-to-date from time to time. The school that never brings these facts to the notice of the children, the school that does not give the children practice—ample living practice—in the use for such sources of information, the school that does not induce in its children that spirit of self-reliance and that desire of self-education and self-help which can develop only if there is confidence in one's capacity to get the maximum benefit out of the printed materials which human society makes available in such plenty, should be said to be an anachronism.

A HARMLESS FORM OF RECREATION

Again, reading is now recognised as a very useful—at least harmless—form of recreation. It should be possible for the school to find opportunity to develop in the children the capacity to enjoy this form of recreation. On account of these two objectives, the school library and the library hour have come into prominence.

SEVERELY CURRICULUM CENSORED

If then one of the primary aims of teaching is to develop in *one and all* of the children the capacity to use informative books as and when required and the capacity to enjoy recreative books at times of leisure, it follows that the school library collection must be different from what it had been in the past. There are two reasons for that. In the first place, in the past school libraries in our country had few reference books. They had few books which did not have any direct and immediate bearing on the text-books prescribed for the examination. In other words, the library collection was severely curriculum censored. Nor did they have any wide range of recreative books so as to satisfy the recreative impulses in one and all of the children of the school.

INDIVIDUAL vs. MASS METHOD

Secondly, as the school library did not figure as a vital factor in the education of the children, sufficient attention was not paid to the indivi-

dual requirements and tastes of the children. This neglect of the *individual* was however not peculiar to the libraries only. Even in class room teaching, the individuals were sacrificed to the class. All the methods adopted were mass methods. The teaching profession was so wedded to this mass method that when the idea of the individual method was mooted, everybody raised his hands in alarm saying that individual method was impossible as there were so many students in the school. But the advocates of individual method use that very fact, viz., that the number of pupils is very great, as the primary reason for giving up mass method and adopting individual method. The fact is, the greater the number of the pupils, the greater is the spread of individual idiosyncracies of the pupils and the smaller is the chance for the nucleal element in the children to be hit by any method directed merely towards the imaginary average child. This is aggravated by the fact that the larger number of students that come to the school now-a-days bring into their train an appreciable percentage of children who belong to the lower quartiles in the matter of self-educability.

WORK WITH THE CHILDREN

Whatever that is, the main object of this paper is not to discuss individual *versus* mass methods in class room work. The question is referred to only to say that whatever may be the real or imaginary difficulties of a school in adopting individual method in the class room, there can be and there should be no objection whatever to give full scope to the individual method in the library hour. If that is, the library hour will become only another class hour. My contention is that the library hour should not be a "forced" hour. It should be an hour when each child follows his own line of interest. It should be an hour for which a good deal of preparation may be made in the class room by making all kinds of varied suggestions so as to increase the chances for all types of children to cultivate a real and personal interest in the pursuit of some topic or other. But in the library hour no child should be forced to read this book or that book. On the other hand, every facility should be given to enable any child to pursue any subject he likes along lines which he considers to be most productive. The Librarian should work *with* children ; but he should not work *on* the children.

WHAT ?

If this view is accepted, the collection in the library should be extremely varied. There must be a good deal of books of an inspirational nature. Informative and recreative books must be as varied as possible. The subjects covered should be as many as possible. Who knows in what subject a particular pupil will have interest ? The library should have a

representative book or books on every conceivable topic however remotely it is connected with the actual curriculum. Again, the books ought to be attractive. They should be well printed books, printed on large thick paper. There should be plenty of attractive illustrations. The binding should be inviting. Apart from such books, the library should have also quite a number of fugitive resources such as clippings from newspapers and magazines, scrap books, woven out of picture cuttings, an assorted collection of folders and prospectuses of various industrial, excursions and other values. The library should have plenty of photos and other pictures. The library should have a classified catalogue of all the important illustrations in all the books in the library so that if a child is interested in a particular subject, it is quite easy for the librarian to produce for him or to enable the child to pick out all the pictures that falls within the purview of the subject of his pursuit. If the library is really functioning up, it should have a good collection of lantern slides and cinema reels. It should also have an epidiascope for demonstration purposes.

HUMAN FACTOR

But, these bibliographical resources do not exhaust all the factors that go to make up a useful school library. There should be the human factor also. Without that a school library cannot function up. The school library should be in charge, if possible, of a full-timed librarian, who has had training in library science as well as in child psychology and pedagogy. Apart from these technical qualifications, the person selected for the librarian's post in a school should be one who is burning with a love for social service, should be one that loves children, should be one that believes in the value of printed materials and should be one that knows how to establish contact between the right reader and the right book, at the right time and in the right manner.

HOW ?

Let me next pass on to discuss how the school library hour should be used. It has been already indicated that the library hour should not degenerate into another class hour, in which the children are kept in a passive state of absorption, whether they resonate or not with what is administered to them. On the contrary the library hour should throw the older helpers of the children in the background and place the children themselves in the centre of activity. The library hour should be looked upon as an opportunity to give free play to the innate and specific creative impulses of one and all of the children. Even if the general atmosphere of the school is charged with the mass method of instruction—rather, if it is so—the school should look upon the library hour as the

only opportunity for giving full play to the individual impulses and the inherent forces in the children and as the opportunity to experiment with the individual methods of instruction.

THE ROLE OF EXPERIENCE

In this connection it must be remembered that the only thing—whether it be knowledge or aptitude or attempted orientation—that can stick to a person and get organically, vitally and supra-mentally interwoven into the personality of the person is what is learnt by actual experience. All aids to education—whether it be human aids as teachers, parents, and preceptors, or material aids as books, pictures and other symbols—can have the desired effect, or from the matter of that, any effect, if and only if the experience of the entire personality is brought to what I would call the critical point, when all the forces in him are released so as to create in his personality a craving, a longing and a hunger for enlargement of experience through the aids such as those mentioned above. Probably, it is the other aspect of this idea that is of greater significance. Until the personality is brought to this critical mood by some previous experience, the aids can have no result. But if the aids figure in his field after the critical mood is reached, everything gets precipitated into his personality in the most natural and helpful way possible. In this sense, there is no such thing as one person teaching another. But, at the same time, there is infinite scope in everybody for learning.

WHY WE DRIFT ALONG

To my mind what is wrong with our educational method now is that the existence of this critical mood or point for everybody, even as there is a critical temperature for every substance, is ignored in our methods of teaching. If its significance is realised we shall no longer drift along as we do, paying homage to mass methods. We shall realise that the only true method of education is the "Individual method."

CHOICE OF BOOKS

If this fundamental fact is grasped, the answer to the question "how is the library hour to be used" will become self-evident. The library hour should not be an isolated additional burden on the curriculum load of the child and unrelated to his experience either in the formal school hours or in the hours outside the school, where, perhaps the children are building up most of their experience. This would imply that the practice of selecting a dozen books for each class and buying ten copies of each and stipulating that each child should finish all those dozen books during the library hour can be seen to be quite futile. On the contrary, the school library should be stocked with all varieties of books on all

varieties of topics and it is the inherent urge in the child to know additional facts or to enjoy particular types of literature, released by his experience in the school or outside the school—this experience might embrace within its field the benevolent, well-meant and wise suggestions and guidance, but not dictations, of his teachers, and parents—that should figure most among the factors that determine the choice of books for him. Let it not be inferred from this that I advocate intellectual or pedagogical anarchy prevailing in the library hour and there being no function for the teacher or the librarian. On the other hand, the contribution that the teacher or the librarian has to make, to make the library hour produce the best result for *one and all* of the children, is of a much more arduous nature than it would be otherwise. The teacher or the librarian has the task of intelligently anticipating the inherent reading impulses of the children and mobilising and displaying the resources of the library in a helpful inviting and,—on some occasions, in a corrective—way. He should also vigilantly watch the work of each child and when an adjustment is called for he should know how to make that adjustment natural and pleasurable to the child rather than introduce an element of force to produce the appearance of an immediate, make-believe adjustment. In other words, if the library hour is to be utilised for the natural unfoldment of the personality of each child in the best form, the personality of the librarian and the teacher also should vibrate at the highest pitch possible and work at a high level. In other words, the adult "elder brethren" element in the librarian or the teacher should be completely effaced, and the choice of books for the child should be facilitated by the merging of the more informed personality of the librarian or the teacher in the nascent personality of the child.

PITFALLS

In advocating such an extreme form of freedom for the child in the library hour, I am not unaware of the great dangers of giving such freedom and particularly of the dangers to the pretentious child. How often the ignorance of the illiterate grannies at home is cleverly turned to their advantage by pretentious children? Has it not happened in our youth that our granny lights up the lamp, lifts us up from our bed and props us up at the reading table? We go on repeating some nonsensical syllables or words in a language quite foreign to the granny, the granny believing that we are reading. The crisis used to come when this pretended mouth-ing of words in the most mechanical way just to produce some articulate sound to satisfy the granny forces sleep into our eyes and leads to the slow dying out of the sound produced by us. Then when the granny call us out and ask "What! child! have you gone to sleep?" have we not replied with extreme readiness "No granny, I am just thinking out a very difficult problem in silence." While this is an extreme form of pre-

tention we may have all grades of it in every possible minor key played by the children in the library hour. If we are not sufficiently vigilant and aware and detect such pretensions at the earliest moment, there is no doubt that the library hour will end in disaster both to the personality of the child and to the reputation of the librarian or the teacher. For the library hour, therefore, a technique should be developed not only to spot out and eradicate pretensions but also to watch, measure and interpret for future guidance the achievement of one and all of the children. By no means this technique should degenerate into the much hated impersonal examination. The teaching profession is now devising many a form of achievement tests in collaboration with psychologists. The achievement test that they devise, should do the least violence to the spirit of the library hour.

THE HOPE

If the librarian or the teacher applies his mind to it, he can get a splendid opportunity for first-class creative work. If those that have achieved anything in these lines would publish an account of their achievements in our organs like the *South Indian Teacher*, not only they would share their discoveries with their brethren, but they will be also stimulating similar research by them and in course of time the confluence of the achievements on the best use of the library hour in the various schools will swell to such a size that the library hour will prove to be not only merely a success in itself but also the harbinger of the era of the much delayed individual method of instruction in all our educational institutions and thus enable our countrymen "To become themselves".

THE SIXTH ALL-INDIA TEACHERS' TENNIS TOURNAMENT GWALIOR.

The Sixth All-India Teachers' Tennis Tournament will be held at Gwalior this year and the final matches will be played at the time of the 12th. All-India Educational Conference during the last week of December, 1936. The tournament is open to all men and women connected with education, teachers, lecturers, professors, Inspectors and Administrative Officers of British India and Indian States and is played in singles only. A running shield called Rai-Bahadur Batuk Prasad Trophy will be awarded to the winner and the runner-up in memory of the late Professor P. K. Telang of the Central Hindu College, Benares. All the educationists of the country are cordially invited to participate in the tournament. The entry fee is Rs. 3 only. Other rules and regulations can be had from Gwalior Young Men's Club, Gwalior.

CHARACTER AND THE SCHOOL-ROOM

BY

MR. P. TIRUVENKATA MUDALIAR, B.A., L.T.,
Headmaster, Board High School, Tiruvarur

Everybody seems to understand what is character and perhaps there is none that does not deplore the lack of character in our young men. Character is how an individual re-acts to situations or how one allows his self to bloom into behaviour. If the blossom is inviting in its colour and fragrance, we pronounce it good; if however it repels the nostrils, we do not hesitate to condemn it as a piece of bad character.

With many critics character means the possession only of the more quiescent virtues; they fail to realise that perfected character comprehends an active phase. There is a refinement in the retort courteous which the hasty critic has not understood. It is deplorable lack of character in a crowd of spectators that keeps looking on passively when a well-known bully is belabouring an innocent weakling. You may call yourself refined when you eat the whole of your bread by yourself, shutting out the beggar in the street behind an opaque glass sheet. But real nobility will suggest your sharing the bread with the other man.

A sense of discipline, of neatness of person and neighbourhood, of punctuality, and of orderliness can be easily inculcated in the class-room. Ideas of self-help, self-control, tolerance and team-spirit may also be planted and nourished into growth. A desire to know and to put forth one's best efforts is an achievement that cannot be sufficiently commended. That the possibilities of the class-room and the sports field are immense cannot be denied. Disfiguring writing on the walls is conspicuously absent in certain mission institutions. Bits of torn paper are rarely seen scattered on the floor. When the four coat-buttons of a student happened to be mismatched, a college Principal used to taunt him as a button-vendor. Reproducing another's work as one's own was so obnoxious to him that none dared being guilty of it. He would call it rank cowardice if some one tried to excuse himself from an examination for which he was not prepared. Another great educationist would not tolerate the extravagance in his pupils of engaging a jutka for reaching a two furlong station on a holiday. Yet another veteran in the field of education would deplore the callousness involved in a hundred pupils passing along a road, not one of them caring to help a struggling old man on the road-side.

But certain factors there are which tend towards vitiating the character of the pupil or the student. The place of the Public Examination in the scheme of life presented to the pupil is so very much exaggerated, that the child-mind is as much dominated by Examination as perhaps the teacher who sets much store by the percentage of passes. A thorough study of the knowledge-subjects and a facility to express oneself in faultless language ought to make a pupil confident of success. To strive to secure "expected questions or get by heart ready-made answers from the bazaar is wholly inconsistent with character. A single case of suicide related directly to failure at a Public Examination would reveal the place his school assigned to character. Questions in College Examinations that demand a wide acquaintance with style and diction are better avoided, if the candidates are not to be encouraged into pretending such an acquaintance.

School-room teaching does not often take into full account the individual characteristics of pupils. A lesson on charity might be of use in correcting the grasping nature of one child; but to give the benefit of the same lesson along with him to another child who does not think of complaining when a third takes away his cake by force, would only unfit the second child for life.

One real obstacle to the formation of character consists in the difference that exists between the class-room atmosphere and the child's home-life. In a few weeks of school-going, the child is over-taken by a feeling that the logic and reasoning made so much of in the class-room have no application in real life. The practices and observances of many an Indian home are in direct conflict with the truths and ideas enunciated by the teacher. A boy condemned to a life of repression at home and surrounded by meaningless observances and unreasoning beliefs stands to profit little by attending school for a few hours in the day. He may pass his examination with credit; but his character cannot be anywhere near good. That freedom of thought and expression which will prompt our young men to dare and to do cannot be fostered before we ensure a much closer approximation of home-life to the teachings in the school-room.

EDUCATION IN WORLD NEWS

Tokyo Conference: Enthusiasm is growing for the Tokyo meeting, August 2-7-1937. All appreciate the generous contributions from Japan to provide for the entertainment and programs. Write the World Federation for information on trips and tours.

World Education: This new bi-monthly magazine is popular with teachers and citizens alike—especially with those who are interested in education and goodwill. Subscription rate is \$1 a year. Each one who subscribes thereby becomes a Goodwill member.

Red Cross to Co-operate in World Goodwill Program: The coming *World Goodwill Broadcast* to be presented on World Goodwill Day, May 18th, 1937, should bring to its international audience a new faith in the great movement for world friendliness. The co-operation of such a comprehensive organization as the Red Cross with the World Federation cannot help but produce amazing results. Plans are underway.

Peace drive in all nations: Aiming to lend impetus which will start simultaneous peace movements throughout the world, the International Peace Campaign Conference opened in Brussels, September, 3. Representatives from Japan, New Zealand, Australia, North and South America, Africa, India and Europe attended. They hope to spread the coherent demand for peace in such a way that the world's statesmen must listen to it.

An International Supreme Court of Knowledge: Embodying organization of scientific information to the end that civilization shall use learning gained through centuries of experience to attain rightful dominion over destructive worldly forces is a recent development from Harvard's Tercentenary conference in arts and sciences. The matter was given particular attention by Dr. Hu Shih, National University of Peiping; Bronislaw Malinowski, University of London; Etienne Gilson, College de France, Paris and John Dewey, Columbia University, United States.

The Recent Cheltenham Conference: Of the New Education Fellowship attended by representatives from many nations has inspired its participants with a strong belief in the new "liberating education" as a solution for national rivalries and shaken beliefs of the modern world.

First Goodwill Member in India: For a fee of \$1 a year, it is possible for people everywhere to join the Goodwill Legion of the World Federation. It was the dream of Dr. Augustus O. Thomas, late Secretary-General of the World Federation, that this Legion might "encircle

the globe". It is rapidly getting a start among the nations. Recently we received the first Goodwill membership from India. Professor H. R. Divakar, Sahityacharya, Lashkar, Ewalier, has the distinction of initiating the Goodwill Legion into India. He expects many others to enlist.

We do not want to die : There is no fundamental difference in the needs of youth in the various nations. The need of all youth can be perfectly expressed in the DECLARATION OF RIGHTS OF AMERICAN YOUTH. "We have a right to life ! We have a right to liberty ! We have a right to happiness ! We do not want to die ! We assert our right to peace and our determination to maintain peace." World Youth

Adult Education in Russia : has reached the masses, and radio is used constantly in the process. From his factory to his apartment and even to his rest the Moscow worker is pursued by the blare of the loud speaker. His "education" goes on. The Soviets are masters of their technique. They understand the psychology of the people.

HAPPY FAMILY IDEA

"Barnum gave to America the happy family idea. He took the cubs and the kittens of jungle animals, with their ancient hatreds, he put them together in the same cage. He let them eat together and play together. They grew up to maturity as if they had been born out of a common womb, but other cubs and kittens that had been kept separate retained their same jungle animosities."

As Miss Pinkston, principal of a school in Texas was reading the above, she let the magazine fall into her lap. She had been sitting by the window facing the playground since the bell had rung dismissing school, and during this short time had been half-reading, half-watching the children who were so close to her heart, as they played an exciting game of baseball.

The words she had just read were running through her mind. In her own school there were twenty-three nationalities, and even on the little playground at that moment there must have been—well—there was Bob, a freckled faced American. He was pitching. The catcher was Joe Burnstein, a typical little Russian Jew with the thickest blackest curly hair. Hans, a sturdy little blond German was at the bat. How she loved his earnest face, so intent in the game. Marcell, the French one, was on the fly as usual, dark eyes shining. There was Jose with his bronze body. Mexican from head to foot, contrasting with Eric, the blondest of Scandinavians. Ireland, Japan, Rumania, China, all were represented in the field. And, as if to complete the picture for her, she could see approaching from the road the blackest little Sambo Africa could produce.

This was her little melting pot. She smiled. "The cubs and kittens of jungle animals, with their ancient hatreds, he put them together in the same cage. He let them eat and play together." These little fellows, they were like cubs and kittens. Why shouldn't it work out ? How could they ever, no matter what happened, learn to hate one another ?

M.E.E.

WORLD GOODWILL DAY

Thousands of schools are already at work on plans and programs for the observance of World Goodwill Day, May 18, 1937. Many of them plan to have three or four Goodwill programs during the year ending up with special exercises on May 18.

The Goodwill ideal appeals to youth and to the family. Teachers are able to build around beautiful and impressive programs, plays and pageants. And the plays they build are better than those they buy.

Let every school and every teacher everywhere begin now on plans for next May. Let each one plan for more than one program leading up to the special exercises on World Goodwill Day.

Send 10 cents to the World Federation to cover postage for a Goodwill Booklet of practical suggestions.

J.W.C.

UNIVERSITY OF MADRAS

SCHOOL LIBRARY WORK, 1936

A course of Vacation Lectures for the benefit normally of teachers of High Schools, Training Schools, etc., situated within the limits of the University of Madras and under the jurisdiction of the Director of Public Instruction, Madras, has been arranged by the University. The above lectures will commence at 4 P.M. on Monday, the 21st instant and end on Friday, the 1st January 1937, in the University Library, Marina, Chepauk, Triplicane, Madras.

The Director of Public Instruction, Madras, has been addressed regarding the selection of teachers to be deputed.

No. X. A. 13110.
University Buildings, Chepauk,
Madras, 7th December, 1936.

(Sd.) W. MACLEAN,
Registrar.

FROM OUR ASSOCIATIONS

THE ANANTAPUR DISTRICT TEACHERS' GUILD

The Sixth Annual Conference and General Meeting of the above Guild were held at Anantapur on the 2nd and 3rd instants. The session opened in the Municipal High School hall. Mr. S. Kuppuswami Aiyar, Headmaster of the High School, welcomed the members, numbering about 50 and representing 9 affiliated associations in the district. He traced the history of the Guild from the year 1925 when it was started with the visit of Messrs. S. K. Yegnanarayana Aiyar and M. S. Sabhesan, President and Secretary, respectively of the S. I. T. U. and paid a glowing tribute to the work of messrs. F. M. Smith, Principal, L. M. High School, Gooty and C. Ranganatha Aiyengar, Secretary of the Guild, who, he said, gave a fillip to the activities of the Guild in the year 1930 by convening the first Conference in Gooty. He also eulogised the services of the late Rao Sahib C. Subba Rao as President of the Guild for some time. The support which the Guild had received at the hands of the successive District Educational Officers, Messrs. Abdus Salam Sahib, Gulam Dastagir Sahib and T. V. Apparsundara Mudaliar was also very warmly referred to in the welcome address.

The President, Mr. S. Vaideeswara Aiyar, Headmaster, Municipal High School, Tadpatri, then took the chair. In his introductory speech he referred to the impending changes in the S. S. L. C. curriculum and the coming Provincial Autonomy with its repercussions on the Educational Department and the teachers and finally to the manner in which the teachers' salaries were cut and reduced as frequently as the changes in the weather, which, he said, could not but seriously affect the work of the teachers.

The Secretary of the Guild then presented the Sixth Annual Report. Special reference was made in the report to the kind services of Mr. G. Rameswara Rao, M.L.C., to the teachers by his interpellations in the Legislative Council on the Provident Fund scheme for teachers in non-pensionable service, as a result of which the D. P. I. seems to have asked the District Educational Officers to expedite the closure of Provident Fund accounts within three months of the receipt of applications. The Secretary appealed to the affiliated associations to co-operate in a greater measure by remitting their affiliation fees in time without allowing them to fall into arrears. The report was adopted by the meeting without any change.

Mr. B. Lakshmana Pillai, B.A., B.L., Municipal Commissioner, Anantapur, on being requested by the President, addressed the teachers on a very interesting topic "the University of Adversity". In his lecture he said that there were two colleges, affiliated to the University, viz., the college of needful knocks and the college of needless knocks, that only those who strove hard really succeeded in the battle of life and that greatness is wrung only by merit and not by accident. The lecturer was garlanded by the Chairman, who thanked him at the same time for his instructive address.

Resolutions were then passed relating to the various hardships of the Elementary School teachers under the Anantapur District Board, the heavy and prolonged cuts in the salaries of the teachers of the Municipal High Schools in the District, the inadequacy of Provision for Secondary Education in the District and to the low proportion of the teacher element in the District Secondary Education Board. Resolutions were also passed asking for the early provincialisation of the services

of the headmasters and L. T. assistants of the Board and Municipal Secondary Schools and also requesting the S. S. L. C. Board to recognise as before each High School as the centre for the S. S. L. C. Examinations instead of grouping several High Schools in a common centre as rumoured to be under proposal.

The Conference adjourned to 2 P.M. the next day. At the adjourned session it was resolved that the Sixth South Indian Education Week be celebrated in the month of November in this district and that Uravakonda be the venue of the Guild's celebration of the week this year. The following office-bearers were elected:

President: Mr. S. Vaideeswara Aiyar, B.A., L.T., Tadpatri.

Vice-President: Mr. P. Raghavendrachar, B.A., L.T., Penukonda.

Secretary: Mr. C. Ranganatha Aiyengar, M.A., L.T., Gooty.

Joint-Secretary: Mr. M. Rama Rao, B.A., L.T., Anantapur.

Auditor: Mr. P. Suryanarayana Rao, B.A., L.T., Dharmavaram.

Other Members of the Executive Committee: Mr. T. Chidambarayya, Tadpatri, Mr. H. K. Srinivasa Rao, Konakondla.

The Municipal High School Teachers' Association was thanked for the elaborate arrangements it had made in decorating the Conference hall and for its cordial hospitality to the delegates present.

Messages of good wishes and success to the Conference were received from Mr. B. Somasundara Rao, District Educational Officer, Anantapur and Mr. C. Obi Reddi, President, District Board, Anantapur.

RESOLUTIONS PASSED AT THE CONFERENCE

1. This Conference is of opinion that the District Secondary Education Board as at present constituted does not represent the teachers adequately and pleads for the enhancement of teacher representatives on the body sufficiently to make the educational element preponderate if the Board is to be of any real use in the sphere of Secondary Education in the district, and also pleads for more frequent meetings of the Board.

2. This Conference expresses its disapproval of the proposed arrangements intended to be made in grouping S. S. L. C. candidates of different schools in certain centres in the district for examination and apprehends that any such attempt to take away candidates for examination from their own school surroundings will seriously upset the examinees both physically and mentally apart from the heavy expenses involved in the migration, and therefore appeals to the S. S. L. C. Board not to disturb the existing arrangements for the conduct of examinations.

3. This Conference feels that candidates for Secondary Education are not adequate in the district and is of opinion that every Taluq headquarter town should have a High School with provision for vocational course, and that towns of big size, not being headquarters of taluqs, should have middle schools.

4. This Conference requests the Government of Madras to introduce early the provincialisation of at least the headmasters and L.T. assistants, to start with, in the Municipal and Local Board services.

5. This Conference represents to the Government that it be pleased to reserve the privilege of imposing cuts on the salaries of teachers with the Government themselves.

6. In cases where the imposition of cuts is deemed necessary, resolved, that the Government should be consulted for the sanction of the same, especially in the

case of servants whose salaries are already adversely affected by the adoption of the Government scales.

7. Resolved that the Government be requested to sanction the same scales for Secondary Grade teachers, Drill, Drawing and Technical teachers as the new scales now sanctioned for Pundits and Munshis with academic qualifications, viz., 45—2/2—75.

8. Resolved that the managements of schools be requested to contribute to the Games Fund of each school, a sum equal to the games fee collections to enable the Games Committee to make arrangements for all the pupils to participate in games more effectively.

9. That the President, District Board, Anantapur, be requested to restore immediately the cuts in the salaries of Elementary school teachers.

10. That the salaries of Elementary school teachers be disbursed before the 10th of the month following that for which they are due.

11. That the District Board do bear the cost of communicating orders on the applications for casual leave of Elementary school teachers.

12. That teachers of Elementary schools be confirmed in their services strictly according to seniority.

13. That, while filling up vacancies in the High and Middle schools, the President, District Board and the Commissioners of Municipalities be requested to give preference to qualified teachers in Elementary schools.

14. That the managements of schools be requested to remit at least half, if not the whole, of the fees of children of Elementary school masters studying in the schools under their control, and exempt from fines the fees of such children whenever the teachers' salaries are paid late.

15. That the Secretary of the Grigg Memorial Sports be requested to allow all the First Grade Elementary Schools in the district to take part in the Grigg Sports and that their contributions be on a reduced scale.

16. That the instructions issued by the Government in G.O. No. 749 L. & M. of 1935 for fixing up the initial pay according to the scales of salaries in G.O. No. 5096 L. & M. of 1933 be amended in accordance with the Fundamental Rule 22 (a) (11).

17. That the President, District Board and Commissioners of Municipalities be requested to give effect to that part of the G. O. No. 5096 L. & M. of 1935 which relates to the duty allowances to headmasters in Elementary schools.

18. That the President, District Board and Commissioners of Municipalities be requested to sanction increments of pay to teachers as a matter of course and never to stop them unless as a punishment.

19. That the District Board be requested to sanction a peon for every Elementary school having a strength of 200 and above.

20. That as the scales of pay of Secondary Grade Teachers serving in Elementary schools is very low, the same be raised to that which is now being given in Secondary schools, viz., 30—2/2—50.

21. That the District Board President and Commissioners of Municipalities be requested to grant a half holiday on Saturdays as per a recent modification in the Education Act.

22. That the Sixth South Indian Education Week be celebrated in this District in the month of November, and that Uravakonda be the venue of this year's celebration of the Education Week by the District Guild.

TADPATRI

Municipal High School Teachers' Association

An ordinary meeting of the above association was held on 28—8—1936 at 4-45 P.M., with Mr. S. Vaideeswaran, B.A., L.T., Headmaster, in the chair, in the premises of the High School. At the outset the Secretary explained to the members of the association the most unsatisfactory financial position of the association due to the non-payment of the subscriptions by the members for months and even years together.

It was resolved to form a Sub-Committee with the following members for the preparation and submission of a memorandum to the Director of Public Instruction, Madras and to Government with facts and figures regarding the continued heavy cuts on salaries for the last six years.

MEMBERS.

Messrs. S. Vaideeswaran, B.A., L.T., Headmaster (President); P. Venkatesam, B.A., L.T.; K. Venkatachari, B.A., B.Ed.; V. Ramachari, B.A., B.Ed.; T. Chidambarayya (Convener); and A. Venkatachari.

MADRAS TEACHERS' GUILD

The Madras Teachers' Guild celebrated its 42nd Birthday on the 5th November, 1936, in the spacious hall of the E. L. M. F. High School, Purasawalkam, when Dr. G. S. Krishnayya, Vice-Principal, Training College, Kolhapur, addressed the Guild on "School Loyalty". Principal N. R. Krishnamma, M.A., I.E.S., Saidapet Teachers' College, presided.

Illustrating the value of devotion to the school, the speaker described a few typical cases, and said, "When pupils are prepared to damage school property, when instead of defending their school against malicious attacks, they join in destroying what is the most precious possession of a school, its reputation, when before their pupils, teachers keep pulling down their predecessors, instead of trying to become worthy predecessors of their successors, when appeals from the *alma mater* for financial assistance are consigned to the hospitable basket, the diagnosis likely to be correct is the absence of an indispensable ingredient of all healthy school life—loyalty.

School loyalty may be thought of as a compound emotion, including a 'We-feeling' so far as the pupils and the staff are concerned 'our-school-ness' which amounts almost to proprietary responsibility, and a proud consciousness of belonging-to-the-school. It manifests itself in the subordination of personal preferences for the common good, an active interest in all that concerns the welfare of the school, a willingness to do one's part irrespective of what others may say or do, a desire to live up to the school traditions and to pass them on richer and nobler, an attachment to one's school or college which survives the public examination, and a readiness to make a return if possible for the benefits received.

Then the lecturer suggested methods which should be employed to foster this interest in the school. He pointed out that mere co-existence for academic work in the school was no guarantee for corporate feeling. It would have to be cultivated. Good things don't just happen—they must be caused to happen. Unifying activities such as Assembly, the school newspaper and magazine, excursions, games, dramas, council and court, insignia, school songs, etc., should be introduced to bind the pupils to each other and to their school. In addition, Dr. Krishnayya said that pupils should be able to associate delight with their school life, and this would mean guid-

ing their activities and experiences so as to make them memorable and pleasurable. Further, if the pupils are associated in some way with the law-making and law-executing, they can be made to feel that the school is theirs, and that they are responsible for keeping up its tradition and reputation. "Over and above all these contributing factors is the love and interest of the staff of the school, which will call forth the pupils undying loyalty. Unless the teachers and headmaster have placed the pupils under an uncomfortable burden of gratitude by their untiring care and sympathetic treatment, loyalty to the school is unthinkable. It is futile and foolish to try to reap where no one has sown."

Dealing with the precautions and dangers the speaker mentioned that there was likelihood of school loyalty becoming a problem, and therefore that, like all good and desirable things, school loyalty would need constant and careful supervision. It is a good servant but it might prove a bad master. "To prevent narrow parochialism and pettiness it is desirable to have debating and athletic contests between mixed teams representing different schools. Once pupils learn what it is to stand up for their school, their loyalty should be extended. No pains should be spared ever to direct the attention of pupils to their highest loyalty—loyalty to the true, the good, and the beautiful. Like the quality of mercy, it is twice blest—it bleseth him who gives, and him who receives."

NORTH ARCOT DISTRICT TEACHERS' GUILD

The twelfth annual conference of the North Arcot District Teachers' Guild was held on Saturday, the 29th August, at Walaja.

Mr. C. Abdul Hakim, President of the Vellore District Board, opened the Conference and the Rev. M. G. Kuolt, President of the Guild presided. Nearly 80 members representing Schools and three Taluq Associations were present.

Mr. A. S. Chidambaram Pillai, Headmaster of the Municipal High School, Walaja, welcomed the delegates and requested Mr. Hakim to open the Conference.

While declaring the Conference open, Mr. Hakim said that he was aware of the grievances of teachers. He knew that their salaries had decreased and when representations were made to the Government they pleaded "want of finance." While their reply is true, he could not but point out that the interests of the teachers are not kept in mind in preparing the budget. In British India, he remarked, there are many officials drawing high salaries, while in the native State such as Hyderabad and Arabic education was imparted free but at the present time the gurus and moulvis would not work gratis. He particularly sympathised with the lot of the munshis. He further pointed out that missionary institutions also suffer from lack of adequate funds. He then wishing the Conference success, declared it open.

PRESIDENT'S ADDRESS—CO-OPERATION BETWEEN THE HEADMASTER AND THE STAFF IN SCHOOL WORK

The Rev. M. G. Kuolt, after paying a tribute to the great humanitarian and educative endowments by Mr. C. Abdul Hakim, began his address. The vital problem in the sphere of education, he said, is the relation between the teacher and the Headmaster. There are on the one hand Headmasters whom the teachers fear and on the other hand, there are teachers who fail to co-operate with the Headmasters. He hoped that such instances are exceptions. It should be borne in mind that it would be most difficult for a staff to work without a good Headmaster and it is equally true that no Headmaster could get proper results without the co-operation

of his staff. By good results is not meant a large percentage of passes in Examinations but training for citizenship. Failure on the part of the staff to co-operate with the Headmaster would defeat the very essences of training for citizenship. Therefore, especially in our extra-curricular activities there must be co-operation between the staff and the Headmaster. He, therefore, wished that they as teachers and Headmasters should go back to their associations and discuss the plans which could be worked out for the benefit of the student.

Mr. S. Subramanian, then thanked Mr. Abdul Hakim for having opened the Conference.

ADDRESS BY MR. G. F. ANDREWS—PHYSICAL EDUCATION

Mr. G. F. Andrews, Asst. Director of Physical Education, delivered an address on 'Physical Education.' In the course of his address he pointed out that teachers in charge of instruction in the several classes should supervise the daily games of pupils personally participating in them with a view to improve the physique as well as the character of the pupils.

A discussion followed in which teachers expressed the view that physical education should begin in Elementary schools and that suitable physical instructors be appointed to be in charge of physical education of at least groups of Elementary schools.

The Conference then adjourned and the Walajapet Teachers were 'At Home' to the delegates.

READING OF ANNUAL AND AUDIT REPORTS

After lunch, Mr. S. Subramanian, Secretary, presented the annual and audit reports for the year 1935-36 and the budget for 1936-37. These were adopted by the Conference.

ELECTION OF OFFICE-BEARERS

President: Mr. M. Natesa Mudaliar, M.A., L.T., Headmaster, S. M. D. H. School, Vellore.

Vice-President: Mr. A. S. Chidambaram Pillai, B.A., L.T., Headmaster, Walajapet School.

Secretaries: Mr. C. A. Samuel, Voorhees College, Vellore; Mr. M. S. Subramania Sastri, District Board School, Arcot; and Mr. V. R. Rajagopal Ayyangar, District Board School, Wandewash.

Representative to the S. I. T. U. Executive: Mr. M. Natesa Mudaliar, M.A., L.T., Headmaster, S. M. D. H. School, Vellore.

Non-Teacher member to the Executive: Mr. M. S. Sundareswara Iyer.

Teacher member to the Executive: Mr. Seetharaman, Gudyatham.

The new President, Mr. Natesa Mudaliar, M.A., L.T., then occupied the chair.

ADDRESS BY MR. M. S. SUNDARESWARA IYER—CITIZENSHIP

In the course of his address he said that schools, colleges, etc. should not merely impart knowledge but also develop it into skill and train pupils to acquire social values (creative powers) to be of use to mankind. He also pleaded for what he termed "Dominion Status" in education. He meant that teachers, inspecting officers or educational experts should have complete control over education.

RESOLUTIONS

1. That this meeting condemns the dastardly attempt on His Majesty King-Emperor Edward VIII and congratulates His Majesty on his providential escape.