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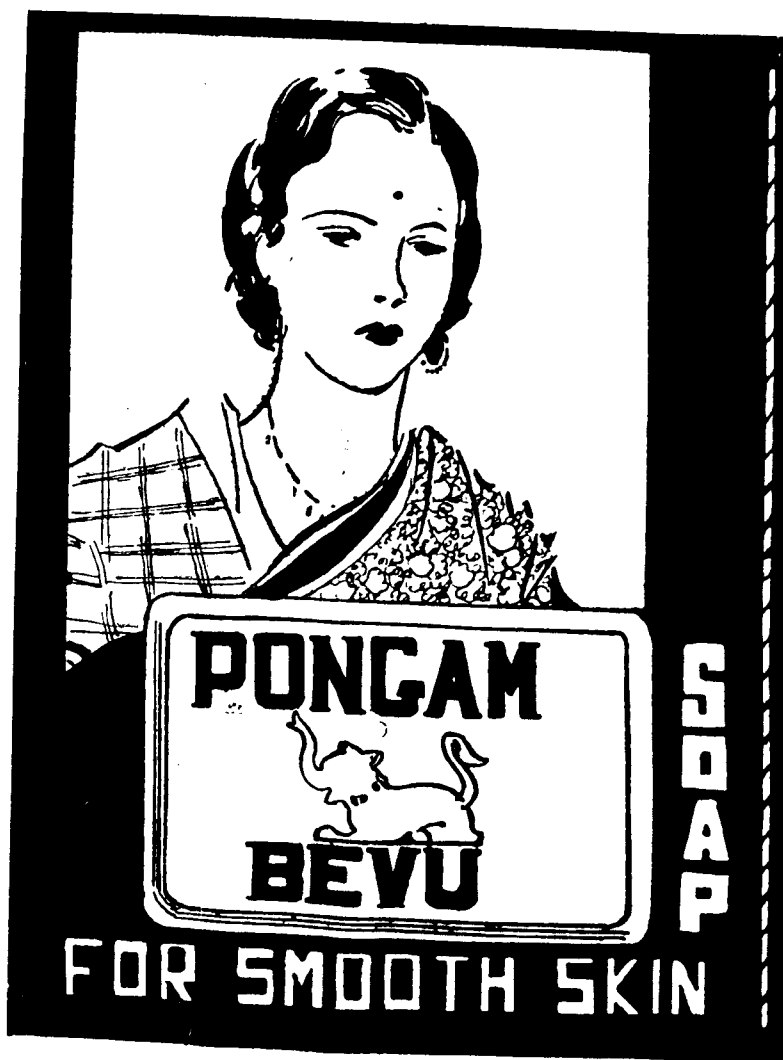
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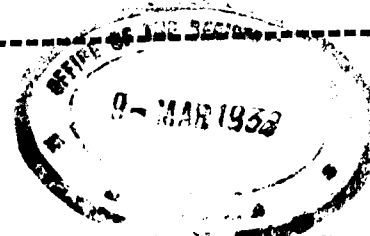


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FOUNDATIONS OF A PHILOSOPHY OF PHYSICAL EDUCATION*

By

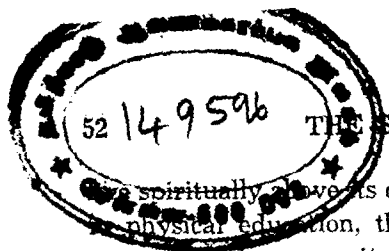
JOSEPHINE L. RATHBONE,
*Assistant Professor of Physical Education,
Teachers' College, Columbia University.*

The topic suggested for my discussion this evening is one which could inspire more profound thinkers than myself to write volumes. It is Dr. Andrews' responsibility, not mine, that you must bear with me for a very short time while I tell you a few of my own ideas on this most interesting subject. These ideas, I must explain, have been deeply colored by almost forty years of rather normal, average living in the United States of America, accented by frequent visits to other countries. It has been my great good fortune to have had three visits to the East. The more I have analysed my own experiences and have studied the philosophies of different peoples, however, the more simple has my own philosophy become. It is about my own philosophy, especially in regard to physical education, that Dr. Andrews wishes me to speak to-day.

There are two fundamental problems with which the so-called philosophers of every age have concerned themselves. One problem is the relationship of spirit to matter; and the stages through which a philosophy is supposed to conduct a person are the mastering of matter, the evolution of spirit, and the knowledge of God in the abstract. The other fundamental problem is the relationship of self to the Universe. These two problems may become fused; but, since, for me, there are elements of distinction between them, I should like to discuss them separately, using for illustration the rôle physical education may play in achieving the ends sought by philosophers.

Matter or the body, it is believed, will be a definite hindrance to the individual if it is undeveloped or in bad health. It will attract too much attention to itself, and one will not be able ever to "master" it or to

*A paper read at the Madras Provincial Physical Education Association.



...spiritually above its demands if it is weak, uncared-for and sick. We physical education, therefore, give due regard to an accompanying personal and community hygiene which shall keep the body well. We even believe in various types of exercises to develop the body muscularly and skeletally, especially if it has been handicapped by hereditary defect, or by illness or accident at any stage.

Self must not be identified with matter, however. The self is a psycho-physical whole, and those in physical education are interested in the evolution of the spirit, also. In the United States very few of us believe that life is predetermined. We believe that everyone, within certain limits set by physical heredity, can develop himself as he wishes; and the educational facilities in my country aim to help each child to unfold his potentialities even before he is of an age to know how he wishes to develop himself.

Children should be treated as children, not as miniature men and women. To be sure, children have been given a period of dependence upon their elders so that they may become acquainted with the trends of cultural thought and the customs of the group in which they are to live. But the right of children is to develop their own personalities, and not to become curbed by their elders through too strict discipline or too exacting tasks. Those elements of personality which are considered the most important friendliness, kindness, dependability, independence and courage—are as important in the educational process as writing, reading and arithmetic. Physical Education accepts a great challenge in helping the child to develop estimable character traits.

Furthermore, children should be happy; and those of us who have seen happiness on the faces of little children have seen God. God is goodness, God is kindness, God is Love. God lives in the souls of boys and girls, of men and women. Whenever you have seen goodness, kindness and love radiating from the happy faces of your fellow men, and whenever you have seen tangible expressions of goodness, kindness and love, you have seen God. God in the abstract is expressed in the lives of men as well as in the other phenomena of nature. Any phase of the educative process which is interested more in the individual than in subject-matter, and which guides the child towards experiences in goodness, kindness and love is opening up channels for the expression of God.

What of the relationship of the self to the Universe? There is no future for the self apart from the Universe of other selves. Selfishness is the unforgivable sin, and selflessness in relationship to others is the cardinal virtue. Of course there are selfish people all over the world. Even the most virtuous must struggle constantly against selfishness. This battle of selflessness with selfishness was never more acute in the world

than is to-day. To the great joy and encouragement of many philosophers and constructive thinkers, however, selfishness is being given stronger opposition than ever before. The battle is acute, not because selfishness is stronger, but because the spirit of selflessness is stronger than ever before.

Is it too much to hope that the experiences in co-operation and friendliness being acquired on school and community playgrounds to-day may come to the support of selflessness in the future? In passing, it is interesting to make that those educationists who are sincerely interested in preparing children for the struggle against selfishness have begun to see gymnastic drill and formal exercises as being outmoded because they are too subjective in their emphasis; while, at the same time they have become interested in team play in sports and games because of their objectivity.

In considering the Universe of Selves, which is of greater interest than the Universal Self, to those who keep active in life's struggle, one must consider the development of each self. May I repeat that the self is to be considered only as a psycho-physical whole. The psychologists have said that man has three fundamental desires—desire for love, desire for this world's goods, and desire for power. How can physical education satisfy these desires and yet temper them so that the self will be satisfied and yet will not become ridden by desires?

In the United States and Canada, and in many European countries physical education gives many opportunities for companionship with the same and the opposite self. It also sets a standard of perfection for the opposite sex, and in this way influences the selection of husband and wife. Furthermore, to speak very boldly, it stresses the desirability of keeping an active, healthy, beautiful body, upon which much sexual satisfaction is based.

In connection with the gaining of this world's goods, physical education makes two contributions. It does aim to keep the health and vigour of the individual up to as high a peak as possible, so that the individual, in his adult years, may be as successful as possible in the struggle for existence. Also, I am proud to say, physical education has played a conspicuous rôle in the immediate past by tempering the frantic and fanatic interest of men in material gain. To the joy of many of us in the profession of physical education, we have seen it substitute other values in living for the selfish one of making money. To have fine bodies, to be good "sports" to excel in social relationship are the highest aims of some people whom it is my pleasure to know.

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When all is said and done, the desire for power and influence is probably the keenest desire of educated people, at least; and it is the most dangerous if misdirected. Witness the Hitlers and Mussolinis in this world. If practical philosophers could find a way to satisfy the normal desire for power in every individual and at the same time curb it from becoming extreme in any few individuals, the world would be a better place in which to live. Those of you who have had the good fortune of being members of school athletic teams, or of even taking part in simple intra-mural competitions have had a taste of power and importance. But you have had associated experiences which have been most humbling; for your teams have not always won and you have been defeated even when you were doing your best. You have learned the relative values of conspicuous success and honourable failure. It is these experiences, more than any others, that the honest teacher of modern physical education of the broadest kind wants to pass on to younger boys and girls.

You know, by this time, that I have great respect for health and physical education. If the kind of health and physical education which I have in mind is not familiar to you, from personal experience, I feel keenly sorry for you. There was a time, shortly after I graduated from College, when I was embarrassed with physical education as a profession because so many of the teachers of cultural subjects with whom I was associated looked down on my speciality. Now, however, I would not teach any other subject in a school or college curriculum, because I think that health and physical education support practically my philosophy of education in general, better than any other subjects.

HEALTH AND NUTRITION*

By

RAO BAHADUR DR. T. S. TIRUMURTHI,
Professor, Medical College, Madras.

HEALTH AND PHYSICAL FITNESS

Health has been defined in the Century Dictionary as follows:—
“Health—Soundness of body; that condition of living organism and of its various parts and functions which conduces to efficient and prolonged life; a normal bodily condition. Health implies also, physiologically, the ability to produce offspring fitted to live long and to perform efficiently the ordinary functions of the species.” I admit that this is not a short and concise definition; but it is a comprehensive conception of health.

Health is not merely the absence of illness. Positive health or dynamic health is necessary for a full life. Physical fitness cannot be secured without health; neither can the mind develop and work efficiently without it. Physical fitness does not consist only in a muscular and well developed body. The body may be well developed but there may be physical defects like lameness, deafness etc. Physical fitness depends also on the functional efficiency of the vital organs. Therefore to be physically fit, we should have good limbs, sound sense organs and efficient vital organs. Physical fitness connotes efficient functioning of all parts and organs of the body. It implies good health but health can exist without physical fitness. In the recruitment for the army, the police and other services, we know that many applicants who consider themselves perfectly healthy are rejected as being physically unsuitable. Even in a country like Great Britain the deplorable state of the physical fitness of the adult population was brought out in the examination of the recruits for the army services during the last Great War and since then vigorous steps have been taken to raise the standard of physical fitness of the nation from what was considered to be a C₃ position to the A grade.

PHYSICAL EDUCATION IN THE EDUCATIONAL SYSTEM

In the educational system of our country, we have long neglected physical education. But, of late, the importance of physical education

*Address delivered under the auspices of Sri Ramakrishna Mission Teacher's Association, Mambalam on the Health Day of the Education Week 31-10-37.

has been realised and the School of Physical Education in Madras is supplying trained teachers to the educational institutions in the Presidency. The advice of employing at least one member trained in Physical education in the teaching staff of every school is being acted upon. It is a good sign of the times that more attention is now being given to physical education. A sound body cannot be built up without the aid of physical education and only a sound body can help in the evolution of a sound mind. The education which concerned itself purely with the mind and neglected the body, the hand and the heart is a mistaken system of education.

Economic prosperity is dependent on a System of Education

There is no longer the attitude of philosophic passivity in matters connected with education. If there is one subject on which there is a great deal of talk in the country to-day, it is education, its aims, ideals and methods—Educational institutions should serve the social interests of a people. They should help in nation building. The economic prosperity of a country depends on the system of education prevailing in it. The well-being of a nation depends in no small measure on the industrial development of the country, whether it is cottage industry or factory industry. The industrial developments cannot take place in an effeminate nation. With greater prosperity and wealth in the country, we expect to find a better standard of living and better nourishment of the people and a general improvement in physical fitness. But wealth in the nation as in the individual need not necessarily tend towards an improvement in physical fitness, as was stated already in the recruitment of combatants in England during the last Great War. The realisation of the above fact gave an impetus to the study of the Science of Nutrition in England.

Higher Standard of Physical efficiency is needed to command the respect of other Nations

It may be doubted whether much stress on physical education should be laid in a country whose nation has been characterised as a nation of philosophers. There are those who consider this testimonial to be a compliment. But I should take it to be very uncomplimentary. The statement means that we are a set of philosophical dreamers and not actors with a realistic and practical outlook. By all means let us dream and dream for a better state of things, a higher level of society, a greater control over our own affairs and a nobler aspiration in life. But such dreams are meant for action, for dynamic action and for testing in a practical manner those dreams towards a higher achievement. Physi-

cal education is necessary not only for the highly industrialised, combative, pugnacious and grabbing nations of the west, but also for the agricultural, peace loving and easy going and philosophic nations in the East. A philosopher will be a better philosopher if he has a good physique and good personality. A philosophic nation can command respect from other nations, only if the general standard of physical efficiency is high.

Look to the foundations in the building programme

But the nation lives in its children. A nation building programme must start with the foundations. The children and school going population should be given special attention in a planning for an A₁ nation. It is necessary, therefore to bestow sufficient attention also for the cultivation of the body and for its harmonious development. All talk of vocational training and industrial education would be meaningless, if physical education is neglected.

Brain, Brawn, and Bone in proper proportion

By all means, let us follow the old ideal of making our children brainy but we should not forget reorientation of that ideal to give them more bone and brawn. What is the use of only the brain, if we cannot enjoy life owing to want of health or physical unfitness? Education is not only for a livelihood but also for life, not a listless life but for an active life and for the enjoyment of the pleasures of life, for the joy of living. Good health and physical fitness are therefore necessary for all things connected with the life of the individual and the nation.

Health Education in Educational Reconstruction

There is no subject more discussed to-day than the subject of education. There is no subject in which non-professional men evince so much interest as in Education. Many persons outside the teaching profession consider themselves competent to write, speak or advise on the remodelling, reorganisation and reconstruction of the existing system of education. Much has been said and a mountain of literature has grown on Education—primary or elementary education, secondary education, pre-university education, university education, technical or vocational education, religious instruction in schools, medium of instruction in the vernacular, introduction of Hindi as an additional language, physical education etc.—but I am afraid that very little mention is made about Health education in schools, very little attention is paid for the medical inspection of school children and no thought is given to the soil in which the plant of knowledge is to grow, blossom and bear fruit.

Our conception of the child

The child is not a mere lifeless receptacle for knowledge. It is not an elastic bag for stuffing with odds and ends of certain ascertained facts, historical dates and geographical names or unproven theories or philosophical speculations. It is not mere clay which the teacher can fashion in any manner he likes. The experienced teacher will tell us that even though he had tried his best to mould a group of children according to a particular design in his mind, he realised the futility of the attempt, because the children turned out to be different from the pattern which he intended, each one different from the rest. There is nothing for astonishment at the result. The teacher was not handling clay, a receptacle or a bag but was trying to make impressions on a living personality, to draw out the reactions of that personality to the stimulus he was applying to it and to enable that personality to evolve, to build itself further and to grow. All personalities are not alike. The physical and mental make-up of personalities depends on many factors—such as heredity, environments, diet, vitamins, endocrine etc. It is no wonder therefore that the children grow differently under the same teacher, the same system of education and the same methods of instruction.

Just as a medical man is apt to forget that he is treating a personality and not a disease merely, the educationist ought to remember that he should conceive of the developing child as a whole and not in its parts—the hand, the head or the heart. The educationist should first put to himself the question whether the soil which he proposes to plough and in which he intends to sow is a good soil or not. If the soil is bad or barren and devoid of stamina or fertility, all the trouble taken by him to sow the seeds would be a waste. There is no use in ploughing barren sands or sowing seeds in rocky places.

WASTAGE IN EDUCATION

Wastage in education has been brought prominently to public notice. Such wastage is due to relapse into illiteracy. But wastage due to other causes, such as physical disabilities and ill-health consequent on the strain of education telling on health, insufficient attention to physical education, want of medical inspection, insufficient or unbalanced diet of children, wrong school hours etc. has not been calculated. I may assure you that, if any statistics are taken on the lines indicated by me, the figures would be far more staggering than the wastage in the money spent on primary education as at present.

The problem of preventing this wastage in all grades and kinds of education has not received the attention which it deserves. The pro-

blem has to be attacked from various angles and by many different methods. Among these, I consider that the nutrition of the child in the school and of the college student is the most important.

IMPORTANCE OF NUTRITION FOR HEALTH AND PHYSICAL FITNESS

The body cannot be built up without proper nutrition. Health cannot be maintained on ill-nourishment. Physical fitness cannot be attained on ill-balanced diets. All attempts to improve the existing system of education, to remould it to suit Indian conditions, to reconstruct it according to the recommendations of the New Education. Fellowship will be frustrated, if the facts regarding the newer knowledge of nutrition fail to receive proper attention and appreciation by the public the educationists and the governments.

It has been universally acknowledged in this country that the health of the school going population has considerably depreciated and the general standard of physical fitness has been generally coming down for many years. The health and physical fitness of the people as a whole in India are deplorably bad. Infantile and maternal mortality and general mortality rates are highest in India. Deaths from preventable diseases are very high. Tuberculosis is on the increase. Expectation of life is very short compared with the figures for other progressive countries. The one major cause for this state of affairs is the poverty of the country. I am not proposing to speak on the problem of poverty to-day nor do I feel competent to do so. I shall rest content with pointing out that the poverty of the country is the main cause of the malnutrition of the nation and that malnutrition is the most important among the predisposing causes of a large number of diseases and the cause of the backwardness of the people, industrially, economically and materially.

FACTORS CONCERNED IN HEALTH

Malnutrition can be brought about by insufficient quantity of food or by improper quality of food from the nutrition point of view. Health and physical fitness depend also on other factors, such as heredity, habits of life and exercise. But I shall take up only the subject of food for this evenings address, because, nutrition is dependent on food supply, its quantity and its quality.

THE PROBLEM OF FOOD SUPPLY

The question of food supply is a big problem and is related also to the economic conditions. How the starving millions can buy more food and how to raise their standard of living are problems for Government

to solve. Augmentation of food supply is dependent on better methods of scientific agriculture, better live stock, improvement in dairy cattle, increase in dairy products, prevention of indiscriminate cow slaughter etc. It would suffice my purpose, if I indicate that the problem is a very big one and cannot be tackled unless the various departments of Government such as Agriculture, Veterinary, Engineering etc. co-operated and take concerted action.

IMPORTANCE OF THE STUDY OF THE SCIENCE OF NUTRITION AND ITS APPLICATIONS

There is no use however in my talking to the person who has no food or very little food to eat on the subject of nutrition. But the essentials of the science of nutrition is all important to those who have sufficient means to buy their food, if they desire to maintain themselves in health and efficiency. The newer knowledge of nutrition is specially important to those who bring up children and to the educationists who handle children, boys and girls during the period of their growth to adolescence. The demand of the growing young are somewhat different from those required to maintain the adult at a uniform level.

Even though most of us learn to earn a living, very few of us learn how to use our earnings in the proper choice and preparation of our food. Most of us take food for the satisfaction of the appetite, little realising that well-being consists in many things besides the satisfaction of the appetite. To achieve a state of well-being, there must be perfect health, proper growth of the mind and the body and the active employment of both the mind and the body in useful work, which interests the individual.

HYGIENIC RULES OF LIFE

To lead a healthy life, we have to observe certain hygienic rules of life :—(1) to practise personal cleanliness ; (2) to live in clean surroundings ; (3) to breath clean air ; (4) to drink clean water ; (5) to proper use of sun light ; (6) to engage ourselves in healthy and useful occupations which interest us ; (7) to think clean thoughts and follow the paths of righteous conduct ; and (8) to eat with moderation food of the right kind and quality.

SCIENCE OF DIETETICS AND NUTRITION

I propose to deal with the last but not the least important of these hygienic rules of life. The science of nutrition and dietetics deals with this subject. The object of dietetics is to determine what kinds, quantities and combinations of food substances will exactly meet the require-

ments of the body. The subject of dietetics and nutrition was long neglected even by medical men. I am sorry to state that even in the medical curriculum the scientific study of this subject has not been included. But the progress of the science of nutrition in all that relates to dietetic matters has been much greater than in many other fields of medicine during recent years.

The researches of physiologists and biochemists have added considerably to our knowledge of nutrition. With contributions from many branches of science, the newer knowledge of nutrition has grown and the main facts of this science have already become common knowledge. Only those, who do not interest themselves in this science think that no progress had been made.

The new science teaches us that the conventional standards of diet are in many instances faulty, that the conventional standards of adequacy of diet do not ensure optimum nutrition and that it is necessary and possible to adapt the food supply to the best possible nutrition. It teaches how the health and efficiency of the individual can be served by the proper choice of the articles of food.

Until recently only the negative relations of food to health were stressed than the positive and laws were framed to prevent adulteration of food with deleterious substances, to prevent them from being contaminated with disease germs and thus becoming carriers of disease to the consumers, to prevent decomposition or deterioration in foods or articles sold for the preparation of foods etc. By pure food laws, the sale of deleterious articles of food was prevented and the public were protected from their injurious effects.

But the positive relations of food to health cannot be so easily secured by legal enactments alone. The essential facts of the science of nutrition should be made widely known among the public and especially among the students in the schools and colleges. A nutritional defect in the diet involves a double danger to health. Firstly it may lead to a deficiency disease and secondly, to an increased susceptibility to infection.

ESSENTIALS OF AN ADEQUATE FOOD SUPPLY

The essentials of a chemically adequate food supply are—(1) a sufficient amount of the energy giving foods—carbohydrates and fats in an easily digestible form ; (2) protein, animal or vegetable, sufficient in amount and appropriate in kind ; (3) sufficiency of the required mineral elements and (4) a sufficient quantity of the essential vitamins.

The essential ingredients of food are therefore of five kinds-carbohydrates, fats, proteins, mineral salts and vitamins. Every food article which we obtain from nature contains some of these essential ingredients but no single food contains them all in just the right amount for human consumption. We have, therefore, to learn how to mix them, so that our daily food contains all these five essential substances of the right quantity in the correct proportion.

IMPORTANCE OF MINERAL ELEMENTS AND VITAMINS

We owe to the recent advances in the science of nutrition the important part played by mineral elements, such as calcium, iron iodine etc. and by substances which are known as vitamins. Vitamins are powerful activating agents, which regulate nutritional processes but which occur in food stuffs in such infinitesimal quantities that they cannot supply any appreciable material for combustion or tissue building. The vitamins therefore, are not strictly nutrients but are only accessory food factors. Vitamins are present in many natural food stuffs. They are of many kinds. The chemical nature of some of them has been ascertained. They are in fact not only merely accessory factors in nutrition, but essential accessory factors. If the food is devoid of vitamins, disease manifests itself. Life is impossible without vitamins. Though they are so essential, they occur in food stuffs only in infinitesimal quantities. Hence the great importance to see that they are not destroyed in the preparation of the food stuffs for human or animal consumption.

The energy is supplied mainly by the carbohydrates and fats. The building materials are the proteins and mineral salts. The great builder is the body's vital force and his assistants are the vitamins. They are therefore essential to life, for the building and repair of the body. Like the minerals, the vitamins are widely and irregularly distributed in food substances. The preparation of food stuffs for consumption is quite as important as the provision of the food essentials in sufficient quantities.

DEFICIENCY DISEASES

It has been proved that various diseases are caused owing to deficiency in the diet of mineral elements. Such diseases are anaemia, goitre, caries of the teeth, improper digestion, defective formation of bones etc. Deficiency of vitamins results in stunted growth, beriberi, rickets, scurvy certain skin diseases and eye diseases etc.

There is a growing consensus of opinion that tuberculosis, which is one of the most common among the fatal diseases, is a nutritional

HEALTH AND NUTRITION

deficiency disease. Certain forms of anemia have been recognised among the group of nutritional deficiency diseases.

GUIDES FOR FOOD AND FOOD ECONOMICS

Food should, of course, be varied. It must be rendered palatable and made attractive for the table. But in all these culinary preparations, it should be remembered that the mineral salts and vitamins are not destroyed or thrown out. A well-balanced diet should contain all the five food essentials in their proper proportions. Their quantities should be adapted to the age and occupation of the individual.

Hunger and appetite cannot be regarded as guides to proper nutrition. Customs and traditions in the matter of diet are the result of the accumulated experience of the race. They are useful in preventing the individual from giving himself away to the unrestricted pleasures of the palate or the whims of appetite. But it is wrong to assert that such customs and traditions are the best from the point of view of optimum nutrition.

It has been said that "economics knows the price but not the value." But this can no longer be said of food economics, for the science of nutrition concerns itself with both the price of food and its nutritional value.

PROTECTIVE FOODS

Our diet is more often deficient in calcium and vitamins than in the other ingredients. But these are very necessary for a positive or buoyant or better than average health. These factors are present in fair quantities in milk, fruit, vegetables and eggs. These foods have therefore come to be known as protective foods. From the science of nutrition, we learn that we ought to draw an increased proportion of the needed calories or energy from these protective foods. These protective foods should be given greater prominence in the food budget. The liberal use of these protective foods will for a longer period preserve the characteristics of youth. Their use will prevent us from aging so quickly as we do now. This has been repeatedly proved by well controlled experiments.

PREPARATION OF FOODS

The scientific preparation of foods can be very briefly stated in three simple rules:—

(1) Food should be eaten as far as possible in its natural state and in its fresh state.

(2) Conservative methods of preparation should be employed so that the mineral elements and vitamins are not lost.

(3) heating of foods should be limited to make them palatable and digestible, because undue heating destroys the vitamins.

The lesson which is learnt from the science of nutrition for the choice of food articles is that we should choose a larger quantity of them from among the protective foods—milk, fruits, vegetables including green leaves and eggs.

SUN'S RAYS AND VITAMINS

Another lesson is that the influence of the sun's ultra violet rays on the skin helps the formation of one of the important vitamins in the body. In the absence of such natural formation of this vitamin, especially in countries where sun light is limited, during certain seasons of the year and where the atmospheric conditions prevent the ultra violet rays from having their influence on the body, the vitamin has to be supplied artificially by the administration of such substances as cod liver oil. In our country, the need is to protect ourselves from the harmful rays of the sun. The proposed change of the school hours is a step in the right direction.

HEALTH AND DRESS

In this connection, I might also refer to the unhygienic clothing of many of our children. Over clothing or the use of too many articles of apparel is unsuited to a hot country like ours. The dress should be very simple, light and airy and capable of absorbing perspiration. In our country, it is not a pleasure to dress. The body does not feel at ease inside thick or heavy clothing. When the body is not at ease, the mind cannot concentrate in studies.

RELATION OF FOOD TO HEALTH AND LONGEVITY

Even though a diet may be considered adequate, slight improvements in it can bring about better than average condition of nutrition and health. The well marked relation of food to positive health and longevity is no longer a matter for speculation. A full measure of health, happiness and efficiency in the nation can be secured only when the people can afford to buy enough food and enough of the protective foods mentioned above.

The saying leave things well alone is not applicable in matters connected with health. We should attempt to improve the average health to a better than average health. I am reminded of the epitaph which a gentleman desired to be put on his grave "I was well; I wanted to be better; I am therefore here." If instead of drugging himself, he had

applied the knowledge of the Science of Nutrition to his daily dietary, he would have become better and should have prolonged his life.

INCREASING THE SUPPLY OF PROTECTIVE FOODS

It is very easily said that we should include in our diet a liberal supply of the protective foods. I am not blind to the difficulties in procuring these foods. Even if we have the means for buying them, clean good milk is difficult to procure in cities even for the feeding of infants and children. In the villages, the indebtedness of the villager and his famished family and stunted cattle and much restricted area of pasture land are sufficient evidence of the quality and quantity of milk obtainable there. There is not even one city in our Presidency (excluding Mysore Province) which can boast of a decent dairy. Milk and Milk products are not available at all hours of the day or night as in the cities in the west. Rich creamy and certified milk can be bought at any time and in practically every street, you will find a dairy products shops and a fruits and vegetable-stall. Milk-fruits and vegetables are kept in refrigerators and they keep fresh for many days. Ours is an agricultural country but we obtain better milk, better fruits and better vegetables in the industrial cities of the West! Why should this be so?

Does it redound to the credit of an agricultural country like ours to import milk, milk products, artificial infant foods, prepared adult foods, canned fruits and vegetables and many other tinned and bottled prepared foods?

CAUSES OF DETERIORATION OF SUPPLY OF PROTECTIVE FOODS

Why have we lost our reverence for the cow? The cow is the foster mother of our growing children. In how few families, the cow or the she-buffalo is kept now-a-days,—even in the villages-by those who can afford to keep the animals?

The mother has deteriorated in her capacity to nurse the child at her breast. The cow has been considerably displaced by imported milk preparations. Fruits are grown only in limited quantities and there is little attempt at preserving them for home consumption but impetus is given for exporting them to other countries. The vegetable garden in the backyard has been neglected or those plants have given place to crotons. Agriculture is still primitive. Poultry keeping is yet in its infancy. Sheep rearing and cattle farming have not become such great industries as in other countries.

We know refined and polished milled rice is bad for health and may lead to neuritis and beri beri, if the food consists mainly of rice and

very little of protective foods. But you cannot get hand pounded rice for love or money.

Vegetables are costly and there is not much variety in them in the villages or towns. This sorry state of affairs can be tackled only by the Government. The villagers were happy once in tilling the soil and tending the herds. What a contrast to the villagers of to-day!

But a knowledge of the Newer Conception of Nutrition ought to enable many of us to help our growing children to a better state of nutrition by giving them more of the protective foods and to keep ourselves young in spirits and in a better than average state of physical fitness by the inclusion of such protective foods in our daily diet.

To the revered chairman of this evening, there is nothing new in what I have stated. Recently, he commented on the poor physique and stunted stature of the students in an address he delivered in the Presidency College. Nobody can realise more than he does the poor standard of health and physical fitness consequent on malnutrition in the children, youths and adults in our country as compared with the standards in other countries. He is invited to visit places and preside over meetings and presented with addresses only to be told of defects and deficiencies and wants and needs of various kinds connected with the departments under his control. To add to his official worries, he is given very little time for relaxation and he is presented with a sad tale of woe wherever he meets people in an unofficial capacity. He has no holidays to enjoy. Such is the price which he has to pay for the assumption of the office of the Minister of Public Health to serve the nation. Indeed his is an unenviable position. Only a spirit of thyaga can sustain persons like him.

THE TEACHER'S SHARE IN SCHOOL SPORT*

By

CAPTAIN V. SUNDARESAN

I

INTRODUCTION

Mr. President, Ladies and Gentlemen,

I take it that I need make no apology for the choice of my subject. The rising tide of nationalism makes no small demand on our ability to tackle the problem of national education, which is at the root of national reconstruction. "The future welfare of the nation," to use Mr. Fisher's words, "depends on its schools." It is therefore up to us to look ahead, and to direct our work along profitable channels with a full realization of our responsibility to the youths entrusted to our care. This paper is a plea for a larger share on our part in the play life of the child, which forms a vital part of his education.

II

AN ANALOGY

Of a famous monarch is told the story that while walking unrecognised among his labourers he came successively upon three workmen engaged in identical occupation. "What are you doing?" he accosted the first. "I am sweating for my bread," came the answer. "What are you doing," he asked the second. "Sir," he replied straightening with pride, "I am cutting this stone, and am doing marvellously well; I am the best stone-cutter for miles round." Again the royal visitor asked his question. This time the face which turned up was inspired and humble; and the man, pointing reverentially to the yonder rising temple, said "Sir, I am helping to build that house of worship." It is an interesting fact that each one of them was at once earning his living, cutting stone and helping to build the temple. The king went away satisfied that the temple builders regarded labour not only as a means of livelihood, but also as an opportunity that inspires the creative artist to give of his best.

*A paper read at the Physical Education Conference, Tanjore.

All will agree that our profession needs temple builders. It requires creative artists,—men and women of imagination and ability, who really love and believe in their task. It is a profession big enough to satisfy the ambition of the biggest type of man. It provides work large enough to satisfy both the head and the heart, and affords endless opportunities for service. The reward is in proportion to our ability to turn out of our schools youths brimming with a culture and personality so essential for worthy citizenship.

III

THE PLACE OF SPORT IN SCHOOLS

The chief aim and purpose of the schools, as well as the reason for their existence, is to educate the children for future citizenship. The term 'education' implies a drawing out of all the powers of the individual—physical, mental and moral—until a personality has been developed and a character has been formed, which will make of him an efficient and desirable citizen.

It is unfortunate, however, that till very recently our schools have been devoting all the time to mental gymnastics. There has been consequently a steadily growing demand for the inclusion of physical and moral training in the school curriculum. Indeed education is not a matter of the head alone; the foundation of a good bodily structure, the formation of a social and moral personality and the development of aesthetic tastes are equally the responsibility of the teacher. All these finer ideals can not be realised without a foundation of good physique in the pupil. The *Mens Sana in Corpore sano* is no mere figment of the poet's imagination. Of course the body is the servant of the mind; but a keen mind can be found only in a healthy body, and without a physical foundation there can be no solid mental superstructure. In fact the chief claim of physical education is that it seeks not merely the development of the body, but the culture of the mind through the body. Both the practical educators and the exponents of educational theory are agreed that, besides studies and association with other boys and masters, sport is an equally important formative influence of the school. Sport not only makes for mental enrichment through fellowship, and for mental alertness and self-confidence through quick reactions to shifting and complex situations; it also contributes to the development of a social and moral personality, which covers many laudable traits such as fair play, co-operation, loyalty, initiative, leadership, respect for authority and confidences, a gallant optimism and a keenness to use one's influence against sneakishness, flippancy and vulgarity. No school can therefore afford to neglect sport; for, as the U. S. A. Bureau of Educa-

tion has stated, "a school without sport may be an intellectual sweet-shop, or it may be an intellectual delicatessen shop, but it can not be a real education workshop." The most satisfactory system of schooling from the Kindergarten to the University is indeed that which assigns an adequate place to sport.

The growing interest in sport is a welcome and significant development. Physical education has now come to be regarded, not as a fad in education, but as an essential in the pattern of experiences which create normal citizenship. The Board of Education (England) has unequivocally asserted that sport has an essential part to play in the school. The Department of Public Instruction (Madras) have now provided for compulsory Physical Training in schools. But more important than official legislation is the urge from within; and one could hazard the opinion that our schools have not gone far enough in this direction, though no doubt Physical Training is assigned a place in the school syllabus. The disappointingly scanty attention paid to Physical Training in the reorganization scheme of secondary education which is now on the anvil is a positive proof of our deep-rooted lethargy to athletic education. Our Provincial Physical Education Association is therefore not a day late in emphasizing the role of school sport in the matter of raising the standard of national well-being, and in exhorting the schools to play up their part in the matter of developing the vitality of their alumni so that they could adapt themselves easily to the demands of a normally active life.

IV

THE TEACHER'S OBSTACLES

It is a foregone conclusion that, if due importance is to be attached to sport in any regime of schooling, not only the trained specialist but almost all teachers would have a due share in school sport. In his speech in Calcutta in February 1936 Sir George Anderson stated that he was against the segregate teacher so far as Physical Education was concerned. He favoured the system by which all teachers should be directly responsible for the sport of their own boys. Against this idea, be it noted, there have been and still are heard protests which seem to have more logic than results.

1. Firstly, there is the frank confession on the part of the senior masters that it is too late for them to acclimatize themselves to the sporting life of the school. It is perhaps a little unjust to accuse them of being apathetic towards sport, seeing that so much of their educational efforts has related all along to information-giving. But a single task or

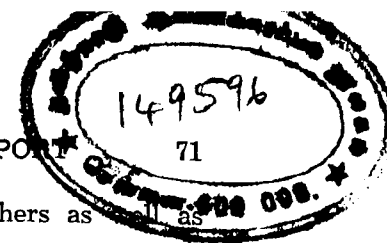
hobby, as we all know, is dangerous. You ride it to death, or it becomes your master. You need at least a pair of them in the stable. Even mere supervision of the sport activities of your pupils is bound to be a pleasurable second hobby. Moreover, it is a recognized fact that the best workman has some knowledge of related fields. Going back, for guidance on this point, to the analogy of the temple builders with which I started this paper, we will at once realize that stone-cutters are not masons, nor are they carpenters or fresco-painters. But after the stones are cut, they must fit with other stones, arches must appear at the right places, and domes and windows must be painted; and so stone-cutters, masons, carpenters and painters must co-ordinate their efforts. Is it too much to hope that before long we would be similarly impelled by the desire to co-operate with specialists in the field of Physical Education, who are also working towards the same end,—the education of the child? It is perhaps also good to remember that co-operation in the school sport would make us youthful in spirit, if not also in body, and that therefore it is no good desiring to be excused from a share in the sporting life of the school.

2. The second, and assuredly the bigger, snag to the teacher is the notion prevailing with a number of masters and perhaps more so with the parents that sport and study are incompatible in character, and that a good sportman must necessarily be a bad scholar. So long as this belief persists, there is no bright prospect for Physical Education, and we will rear only a nation of defectives. There is no reason why a pupil who excels in games should not be proficient in his academic work. The two are not competing sides of education, nor are they mutually exclusive forces; on the other hand, they are complementary. It is a matter, not of sport *v.* education, but sport in education. The teacher's ideal is that his boys should gain the benefits of both. The athlete who neglects his study grows with a poorly furnished mind and an untrained judgment. The student who neglects his games grows up without the nervous development that fits his body to be the instrument of his will, and without the knowledge of men and the habit of dealing with them which are indispensable in many callings. It has been proved again and again that it is possible to get the advantages of both these sides of school life, and that the playing of school games cannot be anything but a help to the intellectual development of a boy. There is danger only if we emphasize one side at the expense of the other, and thereby turn out of our schools either invalid bookworms and physical illiterates who would become a burden to society, or on the other hand Tarzans and Calibans who would set the clock of human progress back. The realization of the fact that properly regulated sport is not antitheti-

cal but complementary to study should dispose teachers as parents to take a keener interest in the matter.

3. A third deterrent factor is the doubt shared by many teachers if compulsory games could be recreational especially for students with little or no desire to play, and the resultant feeling in the masters that they could not all have scope for participation in the school sport. But the proof is present to show that compulsory sport is indeed of value even to the field-shy pupils. It has been observed that since compulsory Physical Training went into effect in the college Intermediate classes, many students of non-athletic interests and ability have found play periods enjoyable. The reason for this is a peculiarly human one. With games optional, the boy who is overstudious and obsessed by the desire for academic honours regards play as penance; while the boy who is given to "dreamful ease" and who feels that "there is no joy but calm" like the Lotos-Eaters of Greek legend regrets any curtailment of his hours of aestivation. The mere argument that play is beneficial will not induce the non-athletic student to give it the necessary time. But as soon as he understands that athletic periods are part of the regular curriculum and that attendance is compulsory, there is no option and consequently all reluctance to go to the playground vanishes. His mind is at once free from the thought that he is wasting some of his time. Before long he unwittingly shares with his mates the exhilaration of a strenuous game and leaves the field happier for the relaxation I have witnessed with immense satisfaction how the fragile youngsters in our Intermediate classes threw themselves vigorously into the game of Football or Hockey, Volleyball or Basketball. The Giant Volleyball game introduced recently was the hot favourite with the weaker group who found themselves metamorphosed for the time at least into little Brobdingnagians. One would be easily tempted to exclaim: "Bless you boys, you are 'translated' indeed!" The fact is that play activity is instinctive with children and belongs to them, and nothing will be more disastrous than our dallying with our own doubts and, worse still, our abetting of slackers and truants, who are bound to exist in the student community as in others.

4. There is yet another situation that often threatens to damp our enthusiasm. The teacher who concerns himself with sport for his boys makes a sacrifice of time and effort that must often prove burdensome, particularly because it counts as voluntary extra-duty for which there is no added compensation. After a long day of classroom instruction, it takes more than a passing interest to bring a teacher out to the playground. Under such circumstances it is not surprising to come upon



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evidences of a feeling on the part of these teachers that they are over-worked and that their colleagues, who lack their interest and activity in school sport, enjoy an advantage and a leisure that they do not earn. But there are valuable compensations indeed for such a hard-pressed master that his non-athletic colleague does not gain, viz., intimate contact with his pupils, opportunities for developing their character, and the chances to do something for our future India, that may be their own reward. With this realization we may confidently expect most teachers to take their due share ungrudgingly in school sport. The time, I hope, is not far off when every teacher will, naturally and inevitably, play his part in the athletic life of his school in order that he may add to his classroom instruction that all-round education for LIFE.

V

THE TEACHER'S ROLE IN SCHOOL SPORT

The teacher who accepts his share in his school sport as a necessary adjunct to his teaching vocation soon finds that there are plenty of opportunities for service and plenty of directions to which he could devote his attention.

1. First among these is the *organization and administration of games and sports* in a manner that will conduce to the participation of all students in one or more athletic activities. Such an objective is possible only with the application of the law of individual differences. We know, for example that one boy may come to us with a finely co-ordinated body, which he has acquired by heredity and developed through upbringing. At the other extreme we may find a boy who by heredity has a faulty co-ordination of eye, brain, hand and leg muscles, and who moreover has spent his childhood in a family given to sedentary habits. To put these two widely differentiated boys into the same sports is educationally and psychologically bad. Man is not meant to be stretched on the Procrustean bed; and as the proverb goes, what is sauce for the goose may not be sauce for the gander. In order to get at these individual differences as early as possible, we must get the School Doctor and the Physical Expert on the School Staff to hold a Medical and Physical Examination. This would help us to sort out at once those who must perforce be sent to orthopaedic work under special arrangements, and those who are physically fit for playground activities.

Having once got the physically fit in hand, the teacher should endeavour to infuse into them the spirit of whole-hearted participation. "Give games applicable to the group," "Make the play period continuously happy," "Kill a game before it is dead," "Encourage losing

teams," "Hold to the rules of the game,"—these are slogans to be well borne in mind in promoting the spirit of hearty participation in games and sports.

2. Once the games get going, the teacher would find little difficulty in the *organization of intra-mural competitions*, where class meets class or one "house" is pitted against another in friendly rivalry. The value of intra-mural contests cannot be overestimated. They provide mildly recreative sports and a thoroughly healthy rivalry within the walls of institution, and leave the competitors moderately invigorated rather than fagged out as one often finds them after a "swotty" game in an open competition. There is also no regret of money thrown away in barn-storming journeys to outside stations or of week-ends lost in an unavailing fight against heavy odds on a far-away field. Above all—and this is their supreme value—they develop through group consciousness the school loyalty, which is part of the educational process. The importance of the "House System" as the very cornerstone of school loyalty is finely expressed in the saying that the house competitions are the red blood corpuscles of the school athletic life. This school loyalty is symbolical of the loyalty of a citizen to the state, and therefore is a worthy attitude to be cultivated among our growing youth.

3. The next step from intra-mural athletics is the *promotion of inter-school competitions*: and here the teacher's contribution can be twofold. Those who have gained experience can serve on the Inter-school athletic organization in a way that will ensure mutual regard and good will as well as clean sport. The less experienced can help in the selection of players of outstanding ability for the representative teams. The teams thus selected may be handed over to the Physical Director, who will give them the necessary coaching in the technique of the games and adequate training in the arts of offence and defence, and keep them on fine edge for inter-school contests through sharp and regular practices.

One caution is here necessary. We must so arrange the scheme of things that we do not lay ourselves open to cheap and satirical remarks which would certainly be hurled at us if these external matches were allowed to bulk too large in the programme, or even if the representative teams were permitted to monopolise all the coaching and opportunities for play and practice. For, even in school athletics the old order changeth; and the day of athletics for the few is gone. The modern cry for mass athletics is so insistent that, instead of training only the strong to excellence as in the past, the schools now seek to train all to moderate accomplishment. To the present day student sport is no longer an exhibition to be merely watched, but a recreation to be indulged in actively.

The athletic efficiency of a school is being judged more and more—and rightly so—by the greater number participating in games and sports than by the presence of a few star athletes. The promotion of team competitions in preference to individual stunts in Inter-school and District championship meets is significant of the change in modern athletics, and serves as a warning against undue pampering of star performers.

4. Another way by which the teacher could contribute to the school sport life is the *training in leadership*. If it be granted that one of the biggest and surest ways of maturing school boys is to place upon their shoulders, under guidance of masters, as much of the responsibility for sport as they can carry, then the boys who undergo this process will naturally be more mature and responsible than those who have not had this advantage; for they have unconsciously learnt something of the art of dealing with fellow-students and have developed initiative and resourcefulness, which will stand them in good stead in the greater affairs of life. The value of school training in leadership is summed up in the trite saying that the battle of Waterloo was won at Eton.

5. An equally valuable contribution of the teacher will be the inculcation of the *spirit of sportsmanship*, which is tersely expressed in the words "Play the game clean." Indeed contest for victory is at the bottom of all sport. But if "play to win" becomes the ideal instead of "play the game," unethical means will be resorted to and there would be nothing much left in competitive athletics worth striving for. For instance, Football and Basketball matches present many opportunities for rough work, and cleanness of games especially with non-educational clubs is said to depend too often upon the vigilance of referees. We must be up against the shame of ambition for victory at all costs, for "the ribboned coat" and "the season's fame." We shall have achieved a great deal if we have instilled in our boys at the outset the love of the game for the game's sake and the necessity of being a good winner as well as a good loser, of being chivalrous to a defeated opponent, and of being "friends when the ball has ceased to roll." If our boys realise that trophies are but the symbols and not the purpose, they will stand foursquare to any temptation to infringe the code of sportsmanship that will not infrequently face them when they are pitted against outside teams.

6. Again there is a lot that a teacher could do in the matter of *training his students as spectators of sports*. There is a vast difference in richness of experience between the blind emotional cheering for your own dear old chum figuring on the field, and the thrill of appreciation that comes from knowing the subtle points of a game. Sometimes the emotional cheering degenerates into wild hysterics such as jeering

and hooting. The exhibition of such unseemly behaviour is a deplorable spectacle indeed! In its Annual Report for 1933-34 the Trichinopoly District Athletic Association records emphatically its disappointment over the conduct of spectators in the Inter-school Football Tournament held during the year. "Enthusiasm," it says, "is a welcome and encouraging manifestation, but hooliganism cannot be countenanced; and in this respect some of the 'supporters' are the worst enemies of their own teams." It is surprising how much the teacher could do to influence the conduct of student-spectators for good. He could not only instil in the boys the importance of gentlemanly bearing on a sports field where incidentally he could also be present to check the results of his teaching; but he could also educate them in the understanding and appreciation of the fine points of a game. Just as we may enthusiastically appreciate exquisite painting and melodious music although we can never mix colours on a palette nor gather sheaves of golden notes from violin, so also we may enable our boys to appreciate a fine game though they may not have attained to excellent performances. If such appreciation of sports activities were taught to our pupils, we might surely breed up in years to come a new race of intelligent spectators who would, for value received, give increasing support not only to competitive sport but to Physical Education itself and to experimentation which needs to be done.

7. Above all, the teacher could interest himself in the *development of a sound school health programme*, which goes a long way to promote physical Education. Health is a recognized educational objective, and hence the school has a responsibility for health promotion. There is a general acceptance of this theory, but practice lags behind theory; for, beyond the provision of well-lighted and well-ventilated class rooms and drinking and washing facilities very little has been attempted in the way of health promotion in most of the schools. It is high time we ensured the following benefits to the boy at school:—

(A) Systematized health concepts, which will serve as ideals to be followed.

(B) Interesting talks on health matters such as:—respect for the stomach; care of eyes, teeth, feet and fingers; cleanliness of environments; effect of cinemas on physical and mental health; and above all, the futility of clinging unreasonably and blindly to quackery and superstition in matters of health. These talks will help to develop in the pupils a sense of personal responsibility, without creating morbidness or hypersensitiveness in regard to themselves.

(C) Knowledge of infectious diseases and of disease prevention.

(D) Provision of sanitary facilities such as well-drained water-closets, rubbish bins and spittoons; and effective supervision of their proper utilization. These will lead ultimately to sound health habits and civic virtues.

In short, the school day affords ample chances to learn and apply the laws of health and hygiene; and the teacher in charge of a small class is in a favourable position to guide his pupils into wholesome health behaviour.

8. There are a few other directions in which the teacher could profitably engage his attention, such as care and improvement of the playground and equipment, teaching of First Aid measures and Massage, treatment of minor athletic injuries, preparation and maintenance of the School Honour Roll in Sport, publicity of school achievements in Physical Education etc. No matter which of these you devote your attention to, the job you have is one of creating interest where little or none yet exists. It will be a proud claim indeed for a school if it can honestly boast of having on its staff teachers who are not content merely with serving as ornamental figure-heads on the School Sports Committee, but contribute in some way or other to the physical and health efficiency of the school children that they may better shape themselves for life.

VI

CONCLUSION

Such is the need and such other task. In the words of an eminent Cambridge Professor, "what we need to do is to make clearer the object of education in which sport form a vital part, that there may be more sense of reality in the boy's school time, more understanding that he is at school to fit himself manfully and capably to play his part on the wider stages of life." Our responsibility in fulfilling this need is drawing public attention in an increased measure; for our countrymen recognise now as they have never done before that the problem of national reconstruction is in the main a problem of nation education. Upon our schools depends no doubt the future welfare of our nation. Assuredly India is looking to her schools as she never did before for her future welfare; and she looks no less to creative artists in education of the type of temple builders. It must be remembered that we cannot build better temples with poorer stonecutting. We shall be guilty of "intellectual dishonesty" if we gave only lip service to the ideal of building "manhood-character." It is true that we may have to overcome the inertia of our superiors in regard to Physical Education; often perhaps

we must fight our own inertia. The task ahead of us promises to be a Marathon race rather than a sprint, a steeplechase rather than a trot. It demands all the concentration, all the wisdom, and all the earnest efforts of which we are capable. What is worth doing is worth doing well. May God give us strength and vision so that we might.

"Look up and not down; look forward and not back;
Look out and not in; and lend a hand."

OBITUARY

It is with deep regret we have to record the death of Mr. R. Venkobachar, clerk of the Office of the South India Teachers' Union at the very early age of 27. He was our Clerk for seven years and during this period, showed an exemplary sense of devotion to his duty. Loyal and faithful, very honest and earnest, he was very zealous in the discharge of his duties. He took ill on the 15th September, 1937. He appeared to be improving but on the 5th February 1938, his illness took a turn for the worse, and in spite of the best medical aid he died in the early hours of the next day. He leaves behind his young wife.

In his death, the Union has suffered a loss and we take this opportunity to convey to his wife our profound sorrow and sincere condolences.

BEHAVIOUR PROBLEMS IN RELATION TO SENSE OF INADEQUACY*

By

MRS. K. M. GEORGE

Inspectress of Schools, Trichur.

In these days of economic stress and acute unemployment it has become the fashion to put down all the ills of society to the unsatisfactory system of education obtained in the country. We teachers have been listening for a long time to this criticism of education, for which we are supposed to be responsible and in our anxiety to remedy the defects of the day we have been devoting more time to the discussion of the syllabus and such things as the reorganisation of the existing schemes of education, than to the study and analysis of the materials we have in hand. Our thoughts centre round the subjects to be taught rather than to the pupils themselves. The study of the child mind and problems connected with character and behaviour had been, as it were, thrown to the back ground. It is therefore in the fitness of things that this session of the Conference has resolved to concentrate its attention on the aspect of behaviour problems in schools.

We have chosen for discussion the problem of behaviour in secondary schools. In analysing these problems we find that the complexities of individual behaviour and mental attitude are such as to stagger scientific description. When one thinks of the combination of personal experiences which have determined the present habits of even a half matured child and when one attempts to find the roots of personal likes and dislikes one realises that the inner organisation of human nature is infinitely complex. The secondary teacher is confronted with a crowd of such complexities in the class room. To all outward appearances one pupil is bright, another is dull, another is restless and a few others are perfect angels. The task before the teacher is indeed difficult. No easy formulae can be supplied for interpreting the attitude and behaviour of pupils.

The behaviour problems of children in the secondary classes are different and distinct from those of the elementary stage. In the elementary stage the child learns to adapt himself to his new environments in the class room. Through reading and other forms of intellectual exercises the pupil learns new motives of behaviour. Habits are form-

BEHAVIOUR PROBLEMS AND SENSE OF INADEQUACY 79

ed by the time he reaches the secondary stage. Interests are associated with higher forms of mental activity. The social outlook is developed. The emotions are not mere manifestations of instincts as in little children but are more mature. It is the adolescent rather than the transitory stage from the infant to the adolescent the secondary teacher has to deal with and it bristles with difficulties.

The behaviour problems of the secondary school are further complicated by the cosmopolitan and democratic composition of our schools. The rich and the poor, the caste and the non-caste, the Hindu and the Muslim, the Christian and the non-christian, all these entities in one and the same class present difficult though interesting features of mental attitude. Little jealousies between castes and creeds, rival feelings among communities, conscious expressions of caste distinctions absent in the innocence of infancy begin to show themselves. These give rise to acute problems of behaviour which are not very easy of solution.

Such conditions with the enormous strength of the present day classes ranging from 40 to 50 offer plenty of work to the teacher. About 15 or 20 years ago the idea of discipline was confined to more of order and uniformity of behaviour. Perhaps the task was not so difficult as the number in a class was smaller. Now this idea of discipline has changed and the teacher's control and management of the class consists not in smoothening out all differences and making all alike but in preventing gross deviations in the direction of undesirable traits.

The aspect of behaviour about which I desire to say one or two things is the problem arising out of a sense of inadequacy. A class may comprise of pupils of varying degrees of intelligence, of physical robustness and of delicate constitution, and in all these respects they may be classified as the superior, the ordinary, and the below ordinary. It has been found there are more conduct disturbances among the backward children. In Karl Pearson's study of intelligent, dull robust and delicate children among the English professional class, it was found that the intelligent children were far more conscientious far less surly and usually possessed greater athletic power and more robustness than the dull ones, while the delicate ones were below the average intelligence. He concluded there was a close connection between intelligence, morality and physical robustness. As a result of the clinical study of delinquent and feeble minded children in some of the schools the writer concluded that it is particularly the backward pupil who creates the problems of discipline in schools, "who is a more aggressive and intelligent trouble-maker, and contributes potentially a greater criminal menace than the feeble minded child. Undoubtedly much of the misbehaviour of back-

*A paper read at the 13th All-India Educational Conference, Calcutta.

ward children in schools is directly attributable to their lack of interest in or ability to do the work required in the regular curriculum. If such pupils are dealt with in a special class the misbehaviour will probably cease. This has been found by experience in the special schools for the backward and the feeble minded in America and England. Unfortunately we have no schools of that type. This conference would do well to request the Government to open special schools in select localities for the backward and the feeble or at least to provide for special classes attached to teachers' training institutions. However, in the absence of such special schools or classes in our secondary schools we should make an attempt to solve the problem as best as we can.

Pupils who are and feel inferior to others in the class in point of intelligence, or intellectual attainments or excellence of conduct or even external appearance present modes of behaviour different from those of the average and the brilliant. What are the manifestations of this inferiority complex? No one individual is superior in all traits although he may excel in some. The balance between excellence and imperfection usually keeps one in an adequately humble attitude and yet gives him enough self esteem to enable him to compete with his fellows. Children understand this balance pretty well for, if one of their number seems to excel in any one thing the rest are very likely to pick some flaw in his make up and hold it up to him in order to humble him.

The feeling of inferiority is impressed more strongly than is usual on some individuals because of the fact that they have some marked defect which makes them the butt of the ridicule of their comrades. In such a case the inferiority is a fact, it must be faced as such and the individual must make the best of it. In other cases, the inferiority is not so apparent to others as it is to the person who feels it. Whether the person is actually inferior, or only believes himself to be, the results are the same—the actual facts are not so important as the attitude of the person.

If we picture a class before us we get at a few types. Some are quiet, others are dull and not responsive, others are shy. There are others again who are given to ridicule those who are more backward than themselves. This may be a kind of reaction of the behaviour or the more intelligent of the class who are inclined to look down upon those who are inferior to them and these in their turn delight to tease the ones below them in rank.

Amidst such a group the task of the teacher is many sided. He must have an insight into the pupils' nature and it is with this insight

and knowledge that the behaviour of pupils can be interpreted and motives behind specific acts understood and remedies applied. The teacher should be extremely tolerant, should possess clear vision and common sense to deal with problems as they arise.

Although individual cases of misbehaviour have to be dealt with according to the merits of each, a general principle may be suggested to apply to the pupils who suffer from an inferiority complex. Find out in these pupils any desirable and outstanding trait and emphasise on its excellence. Those of us who have some experience in handling a class of intelligent and average and below average pupils would have noticed that the intelligent boy or girl is generally well behaved. The reason for the good behaviour is that the pupil knows his merits are appreciated in the class both by the teacher and by the pupils. To take a small instance, the girl with pretty features is more sprightly and responsive than the girl with plain or ugly features though both of them may possess the same level of intelligence and attainments. The reason is obvious. The one feels she is appreciated for her external appearance and the other is conscious of her inferiority and therefore not so active or forward. So in order to make the pupils at home in the class and ensure good behaviour the teacher ought to aim at drawing out the best trait in the boy or girl rousing such of the interests as would exhibit the best in them. If the pupil is bad in Arithmetic and is worried and dejected let him excel in acting or singing or running or in whatever activities the school provides for the instruction or amusement of children.

Sometimes we find that the teacher cannot always do away with the sense of inferiority by giving the child a substitute standard. No doubt to counter balance an inferiority by superiority in another trait is a good adjustment. In some cases it may be, but it is quite possible that this trial may not be successful. The teacher may reason with a pupil that he would do well to ignore his defect and emphasise something in which he can shine, but the inferiority felt is there just the same and causes more or less anxiety to the possessor. The attempt to substitute mental superiority for physical inferiority though it might seem the substitution of a more valuable thing for a less valuable is not always viewed that way by the individual concerned. However teaching to console oneself or make a compensation for inferiority in one particular by emphasising excellence in another is one of the successful methods by which a teacher may control behaviour and maintain discipline in schools.

Comparative Statistics of Education 1934-35.

	British India	Bombay.	Madras.	Bengal.	U. P.'s	Punjab.	Bihar and Orisa.	C. P.'s and Berar	Assam.	N. W. F. Province.
1. Area (in Sq. miles) ...	1,096,171	123,679	142,277	77,521	106,248	69,700	83,054	99,920	55,014	13,518
2. Population (in 1931) ...	271,526,933	21,930,601	46,740,107	50,114,002	48,408,763	23,580,852	37,677,756	15,567,723	8,622,251	2,425,076
(Females) ...	(131,669,261)	(10,330,504)	(23,657,108)	(24,072,304)	(22,963,757)	(10,700,342)	(18,883,438)	(7,745,905)	(4,085,045)	(1,109,258)
3. Institutions. ...	256,253	16,927	51,564	71,660	24,830	18,019	31,406	5,940	7,643	1,128
("for girls) ...	(39,601)	(2,067)	(5,607)	(19,252)	(4,959)	(4,959)	(2,746)	(603)	(838)	(177)
Recognised ...	221,305	15,826	50,393	70,241	22,639	11,620	28,813	5,544	6,715	1,013
4. Pupils ...	13,506,869	1,422,146	3,094,203	3,075,272	1,594,940	1,268,474	1,184,968	501,197	403,890	95,263
(Girls in boys' schools) ...	(2,850,246)	(331,501)	(831,458)	(694,489)	(204,022)	(233,903)	(150,649)	(78,833)	(74,458)	(16,242)
(Girls in boys' schools) ...	(1,177,404)	(121,684)	(476,820)	(144,838)	(79,656)	(29,814)	(70,197)	(32,124)	(37,583)	(1,334)
5. Percentage of Pupils to Population ...	4.97	6.5	6.6	6.1	3.3	5.3	3.1	3.2	4.6	3.9
(7.58 of boys to male population and 2.2 of girls to female population)										
6. Primary schools for Boys ...	166,588	12,933	43,799	45,598	18,761	5,627	24,767	4,279	5,446	609
(One-teacher schools) ...	(57.5 p.c.)	(40.3 p.c.)	(44.4 p.c.)	(80.3 p.c.)	(39.3 p.c.)	(27.3 p.c.)	(71.2 p.c.)	(23.2)	(73.8 p.c.)	(62.1 p.c.)
For girls ...	33,785	1,797	5,344	18,711	1,739	1,679	2,430	462	703	123
Total ...	200,373	14,730	49,143	64,309	20,500	7,306	27,187	4,741	6,149	732
Primary Pupils (in Classes I-V) Boys ...	8,456,454	819,808	1,972,884	1,920,962	1,125,232	788,347	815,248	365,530	257,738	64,566
Girls ...	2,668,543	284,554	803,472	659,174	189,101	160,164	135,592	70,857	65,190	14,272
Total ...	11,065,007	1,104,362	2,776,356	2,780,136	1,314,333	948,511	950,840	436,377	322,928	78,838

* (1,030,645 in boys' school)

Primary Teachers	Men	Women	...	327,932	32,656	97,090	84,104	38,192	11,546	37,344	10,913	7,528	900
	...	...	...	37,119	5,716	13,877	5,806	2,211	3,148	1,773	1,337	641	303
Total ...	365,051	38,372	110,967	89,910	40,403	14,694	39,117	12,250	8,169	1,293			
Trained Men	179,544	15,831	65,644	26,103	27,598	9,193	20,184	6,699	2,218	730			
Women	20,509	2,889	11,673	615	337	1,582	511	758	101	100			
	(55.3 p.c.)	(50.5 p.c.)	(84.1 p.c.)	(10.6 p.c.)	(15.2 p.c.)	(50.3 p.c.)	(28.8 p.c.)	(56.7)	(15.7 p.c.)	(33 p.c.)			
Total ...	200,053	18,720	77,317	26,717	27,935	10,775	20,695	7,457	2,319	830			
Total Percentage	54.8 p.c.	48.8 p.c.	69.6 p.c.	20.7 p.c.	69.1 p.c.	73.3 p.c.	52.9 p.c.	60.8 p.c.	28.3 p.c.	64.1 p.c.			
Wastage of boys in primary schools	74 p.c.	59 p.c.	69 p.c.	86 p.c.	75 p.c.	75 p.c.	85 p.c.	52 p.c.	64 p.c.	77 p.c.			
Wastage of Girls in primary schools	87 p.c.	74 p.c.	84 p.c.	96 p.c.	89 p.c.	81 p.c.	95 p.c.	79 p.c.	76 p.c.	84 p.c.			
7. Secondary Schools for Boys	7,086	648	562	2,987	318	554	892	274	306	47			
Girls	761	107	110	155	97	71	34	36	42	11			
Total ...	7,854	757	672	3,142	415	625	926	310	348	58			
Pupils Boys	12,65,942	211,869	199,184	265,643	165,045	143,705	134,733	39,441	40,880	10,689			
Girls	122,199	33,743	31,092	13,937	8,913	10,193	4,603	2,830	3,836	1,060			
Total ...	13,88,141	245,612	230,276	279,580	173,958	153,898	139,336	42,271	44,716	11,749			
Teachers Men	98,922	6,146	9,645	26,114	10,262	22,389	7,418	5,126	3,031	2,645			
Women	13,340	1,455	1,564	1,443	2,628	1,941	469	397	361	268			
Total ...	112,262	7,601	11,209	27,557	12,890	24,330	7,887	5,523	3,392	1,913			
Trained (women)	58.4 p.c.	25.9 p.c.	84.4 p.c.	21.1 p.c.	65.4 p.c.	88.4 p.c.	55.2 p.c.	69.4 p.c.	40.2	76.6			
8. Universities	(66.3 p.c.)	(49.8 p.c.)	(87.5 p.c.)	(45.6 p.c.)	(51.3 p.c.)	(73.0 p.c.)	(72.1 p.c.)	(71.8 p.c.)	(49.6)	(52.2)			
Students (Girls)	111,808	17,494	18,503	30,811	13,115	21,653	4,726	3,096	...	...			
	(5.3:8)	(1,250)	(962)	(1,320)	(463)	(614)	(102)	...	...	...			
Total Expenditure	26,52,11,420	4,10,86,354	5,40,94,044	4,32,39,303	3,80,41,838	3,12,06,032	1,71,03,929	1,06,01,617	50,50,860	29,45,791			

COMPARATIVE STATISTICS OF EDUCATION 1934-35—(Contd.)

	British India.	Bombay.	Madras.	Bengal.	U. P.'s	Punjab.	Bihar and Orisa.	C. P.'s and Berar.	Assam.	N. W. F. Province.
(a) Expenditure from Government Funds ...	11,58,73,080	1,76,43,547	2,55,37,980	1,36,19,445	2,01,76,130	1,59,92,885	53,02,467	45,78,718	28,69,392	19,56,830
• In 1931 it was Rs. 13,60,97,116										
(b) Percentage of Government Expenditure to total Expenditure ...	43.7	43.0	47.2	31.5	53.0	51.2	31.0	43.2	56.8	66.4
(c) Cost of Educating each pupil ...	Rs. 20-11-0	Rs. 30-0-0	Rs. 18-1-2	Rs. 14-4-9	Rs. 24-13-1	Rs. 20-8-9	Rs. 15-5-5	Rs. 21-13-5	Rs. 13-6-4	Rs. 32-3-1
(Rs. 55-3-1 in High schools; Rs. 20-14-3 in Middle Schools and Rs. 7-15-8 in Primary Schools)										
(d) Cost to Government ...	Rs. 9-0-7	Rs. 13-0-0	Rs. 8-8-5	Rs. 4-8-0	Rs. 13-2-7	Rs. 9-15-5	Rs. 4-12-2	Rs. 9-6-11	Rs. 7-11-2	Rs. 21-6-2
P. C. to total of Government Expenditure to Total Government Expenditure on:										
(i) Universities and Colleges ...	14.7 (3.8 in Eng-land)	5.9	9.9	24.9	20.7	12.5	26.0	11.3	8.9	9.1
(ii) Secondary Schools ...	24.1 (18.44 in Eng-land)	12.6	10.9	19.0	26.3	46.0	18.5	28.3	30.5	45.3
(iii) Primary Schools ...	34.3 (68.2 in Eng-land)	62.7	53.7	19.2	29.9	19.1	1.6	29.1	30.1	18.3
(iv) Girls' Education ...	13.9	14.5	19.1	13.0	9.9	11.0	9.8	13.3	9.2	12.1
(v) Direction & Inspection ...	8.8	7.3	7.4	9.0	6.4	8.0	18.2	11.0	13.7	9.54

K. S. VAKIL, Kollhapur.

THE SOUTH INDIA TEACHERS' UNION AND EDUCATIONAL RECONSTRUCTION

BY

S. T. RAMANUJA IYENGAR. B.A., L.T.,

The question of educational reconstruction was looming large since the issue of the Government Communique of June last, and the advent of the Congress Government under Provincial Autonomy. It was a great drawback that the Congress Government had not issued a Communique embodying their policy and programme regarding educational reconstruction. Yet, teachers in general and organised teaching opinion as presented in the South India Teachers' Union, were bound to take stock of the ministerial party's utterances and get ready for the same.

The mainpoints about reconstruction as embodied in the June Communique had been considered by the S. I. T. U. and the Tanjore Provincial Conference for months together since the XXVII Conference at Salem. The reports of the S. I. T. U. on Higher Education and Elementary Education embodied the views of organised teaching opinion regarding the reconstruction proposals formulated by Government and the constructive suggestions of the premier body of teachers in South India.

But it was the duty of the S. I. T. U. to continue to dissect the Government Communique and educate public opinion. The problem of waste and stagnation was one of the results of the educational policy of the Government and not due to the negligence of teachers as a body. The proposal to stem wastage and stagnation by elimination of inefficient and incomplete schools, while welcome, was attended with great risk to national educational facilities in the absence of a plan to create schools where they were abolished and wanted. The improvement of structure of the lower elementary school might ensure statistical progress as in the past, but it was impossible to achieve in rural India, with its isolated villages, which demanded parallel expansion and consolidation. The revision of the rules of assessing and awarding grant, though much advertised as bringing in the millenium had in actual working been worse than the original disease and at the top of all, even the proposed increase of teaching grant had had to be dropped. The increase in grant had been circumvented even before grant by allowing managements to divert a portion of the grant for contingent expenses and by countenancing deferred payment of salaries half-yearly and even annually on contract. The curricular revision and the protection of teachers' service condi-

tions are yet in the making, though pompously announced. The attempt to improve elementary education has in actual practice, added to the worries of managements and teachers and it has further restricted educational activity while promoting feverish activity with regard to statistics, mostly unrelated to real conditions.

While that is the achievement of the Government in respect of elementary education for the past one year, in regard to Secondary Education, it is providential that things are moving slowly. The attempts to have a middle school external public examination, to prolong the school course by one year, to bifurcate the course of studies, to have a vocational bias in Secondary Education and to restrict admission to Universities are all controversial and require a round table conference of actual workers in education with those who can give educational guidance. The Union's proposals regarding Secondary and Elementary Education not merely criticise but offer constructive proposals for Government.

While that is the situation with regard to the Government Communique and the pursuit of that policy, we have before the country the Congress Election Programme and its proposals to implement the same. The Union has already accorded its support to Hindi in middle schools by its Tanjore Conference Resolution, in the interest of an adequate linguistic foundation for the citizens in our schools. The Union has from 1920 been in favour of a national dress, in the interests of a healthy national outfit. Regarding working hours, again, the Union has always been in favour of a change either to one session or two sessions with a long interval during the hottest hours. The Union is entirely in favour of the mother tongue being made the medium of instruction for the past many years and this is a reform which is a measure of real educational recovery. There was therefore complete agreement between the Congress Government's proposals and the Union.

Regarding the Wardha Scheme of Education, the basic principles were sound, like the correlating of primary education to the needs of the nation, the education of the child through the mother tongue and making school self-supporting. The plan of making pupils' labour for the remuneration of teachers could be successful, if the state purchased its stores from schools and if the state gave the preliminary facilities to teachers and pupils, and if the state made teachers in all schools public servants on minimum wages and salary scales. There was a confusion about teachers' status in the educational system—treating as a public servant for altruistic service and a private servant in professional matters. The Union could therefore only agree to the educational side

of the Wardha scheme while continuing to demand administrative and legal guarantees for the teacher to do his service.

It was to that end, that the Union was building up its numerical strength and its educational and professional work by its constructive programme of organisations, publicity, protection and safeguards. The work of the Union was bearing fruit and it rested with teachers to continue to work on the same lines with a view to make education safe for the future citizenry.

THE RESOLUTION BY CONGRESS ON NATIONAL EDUCATION

"The Congress has emphasised the importance of national education ever since 1906 and during the Non-co-operation period many national institutions were started under its auspices. The Congress attaches the utmost importance to the proper organisation of mass education and holds that all national progress ultimately depends on the method, content and objective of the education that is provided for the people. The existing system of education in India is admitted to have failed. Its objectives have been anti-national, its methods have been anti-social and it has been confined to a small number of people and has left the vast majority of our people illiterate. It is essential, therefore, to build up national education on a new foundation and on a nation-wide scale. As the Congress is having new opportunities of service and of influencing and controlling state education, it is necessary to lay down a basic principle which would guide such education and take other necessary steps to give effect to them.

"The Congress is of opinion that for primary and secondary stages, a basic education should be imparted in accordance with the following principles: (1) Free and compulsory education should be provided for seven years on a nation-wide scale. (2) The medium of instruction must be the mother tongue. (3) Throughout this period, education should centre round some form of manual and productive work and all the other activities to be developed or the training to be given should as far as possible be integrally related to a central handicraft, chosen with due regard to the environment of the child.

"Accordingly, the Congress is of the opinion that an All-India Education Board to deal with this basic part of education should be established and for this purpose, requests and authorises Dr. Zakir Hussain and Mr. E. Aryanayakam to take immediate steps under the advice and guidance of Gandhiji to bring such a Board into existence in order to work out a programme of basic national education and to recommend it for acceptance to those who are in control of State or private education. The said Board shall have the power to frame its own constitution, to raise funds and to perform all such acts as may be necessary for the fulfilment of its objects."

THE 29TH PROVINCIAL EDUCATIONAL CONFERENCE TO BE HELD AT MANGALORE

DRAFT RESOLUTIONS

At a meeting of the Working Committee of the S. I. T. U. held on the 5th February, 1938, resolutions from various affiliated associations were considered and it was decided to place the resolutions on the agenda of the Conference:—

I. Educational Policy and Agency.—

This Conference urges that the Government should, in the interest of sound education and in view of the changed conditions, review and enunciate its policy in regard to the future of education in general and to the relationship between the Government and the Agencies managing Educational Institutions in particular.

II. Revision of Policy regarding financial aid.—

This Conference is of opinion that revision of the policy of the Government in regard to financial aid to institutions under private agencies and local bodies is long overdue and it requests the Government to appoint an expert committee consisting of the representatives of the Department, The South Indian Universities, the South India Teachers' Union and Managements (Public and Private) to go into this question and make recommendations thereon.

III. Educational Legislation.—

This Conference recommends to the Government the adoption of the following programme of Educational legislation:—

(a) That the amended Madras Elementary Education Act of 1937 be amended with a view to introduce compulsory, universal education for all and free elementary education for the poor only and also to provide facilities for the education of the illiterate adults.

(b) That a Secondary Education Act be placed on the Statute Book.

(c) That a Teachers' Service Conditions Act be placed on the Statute Book with a view to stabilise service conditions and promote professional efficiency in non-Government educational institutions.

(d) That legislation with a view to provide for compulsory medical inspection and care of the school-going population be undertaken with a view to improve the health and physical fitness of the future citizens.

IV. Administration of Education.—

(a) This Conference considers that the time has arrived for the control of Education being vested in a Board of Education for the Province constituted on the lines of the Board of Education in England, so as to co-ordinate the educational activities.

(b) This Conference urges the creation of Statutory Education Committee, called Education Panchayat in each education centre to serve as the local education authority to control the educational agencies and services in the area and to plan educational advance.

(e) That a senior experienced I.C.S. Officer be appointed as the Director of Public Instruction.

V. Supervision and Inspection.—

In view of the need expressed for an effective and proper educational guidance and supervision, this Conference recommends that the Inspectorate be reorganised and that committees of non-official honorary visitors of educational institutions be appointed in several centres to co-operate with the Inspectorate and the Teaching staff.

VI. Educational Finance.—

This Conference suggests the reorganisation of educational finance on the following lines:—

(a) Raising the Budget provision for education by a half.

(b) Reduction of the present overhead charges on education by half.

(c) Abolishing the posts of Divisional Inspectors and reverting to the old circle system of educational officers with adequate expansion of the subordinate inspecting agency to meet the growing needs of education.

(d) Raising a loan for the purpose of planned educational expansion, especially for the introduction of efficient, universal, compulsory mass education.

(e) Organising Educational Melas from time to time to canalise educational charity and endowments.

VII. The Organisation of the Teaching Profession—Registry and Council.—

This Conference urges the formation of a Teachers' Registry for the Province on the lines of the Royal Society of Teachers in England and the formation of a Teachers' Council for the Province on the lines of the Bar Council and the Medical Council.

VIII. Amendment to Madras Educational Rules.—

This Conference urges that following be incorporated in the Appendix 28 of the Madras Educational Rules:—

(a) No teacher's service shall be terminated except with the previous approval of the Department.

(b) No teacher shall be removed from service except on the judicial enquiry and findings of an *ad hoc* arbitration board to be appointed by the Department.

(c) No teacher shall be paid a salary less than the minimum in the scale of salaries fixed by the Government for different grades.

IX. Mother Tongue and Technical Terms.—

This Conference urges the adoption of the mother tongue as the medium of instruction at all stages of education and recommends that the Government do take immediate steps to publish an authorised list of technical terms in the different languages of South India.

X. Text-books.—

This Conference is of opinion that the Government should arrange for the publication of standard Text-books so as to indicate the scope and content of the several subjects in the courses of study in schools.

XI. External Public Examinations.—

This Conference urges the abolition of the present type of *external, public* examination at all stages of education.

XII. School Hours—

This Conference appeals to managements to avail themselves of the elastic provision in the Madras Educational Rules in regard to school hours and school sessions and to encourage the heads of institutions to arrange the working hours according to local needs.

XIII. Educational and Recreational Facilities for Children.—

This Conference is of opinion that it is the *primary responsibility* of the State to provide adequate educational and recreational facilities to every child in the community and therefore urges upon the Government:—

- (a) To start in each district fully equipped Nursery and Montessori Schools.
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This Conference requests the Government to keep in abeyance the G.O. relating to the closure of what are called uneconomic schools under District Boards and Municipalities, pending the final decision of the Government in respect of the reorganisation of Education.

XV. G.O. 4619.—

This Conference considers that Government should take into consideration the hardships caused by the G. O. 4619 to teachers of all grades under local bodies and municipalities and take steps to redress the grievances of the teachers affected by the G.O.

THE S.I.T.U. PROTECTION FUND

(List of Names continued.)

Reg. No.	Name.	Place and Address.
1362.	Mr. G. Subramaniam, Asst.,	National College High School, Trichinopoly.
1363.	" T. P. Natesam, Asst.,	N.C.B. Aryan Ele. School, Trichinopoly.
1364.	" A. V. Arunachalam, N.C.B.	Aryan Ele. School, Trichinopoly.
1365.	" Md. Yousuff Roomy, Asst.,	Islamiah High School, Melvisharam.
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1369.	" A. Packiam, Asst.,	St. Joseph's College H. School, Trichinopoly.
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1371.	" T. S. Kuppuswamy, Asst.,	N.C.B. Aryan Ele. School, Trichinopoly.
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1378.	" R. Narasimhachari, Asst.,	U. S. High School, Mylapore.

FROM OUR ASSOCIATIONS

THE DISTRICT TEACHERS' GUILD, COIMBATORE AND NILGIRIS
WARDHA SCHEME

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The President in the course of his introductory speech observed the necessity for a dispassionate discussion of the scheme and for confining to the defects and difficulties which were likely to be experienced so that they might arrive at a common agreement on the essential aspects of the scheme. The chief aim should be to suggest modifications in the scheme in the future interests of the country. The speaker very much condemned the present method of examinations and said that the examination system by which a student's progress and capacity were tested should go.

Mr. R. Srinivasa Iyengar, B.A., L.T., Headmaster Sarvajana High School, Peelamedu then invited the discussion. He heartily welcomed the new plan of free and compulsory education, but he was rather sceptic as regards the self supporting aspect of the scheme. He said that the Tamil Nadu Provincial conference struck at the root of the fundamental principles of the scheme, by proposing to start schools in villages where endowments to the annual value of Rs. 300 were offered and that this scheme was uncertain of accomplishment and even unfair in execution. The right way to approach the scheme was for the Provincial Government to float a loan of Rs. 5 crores for three consecutive Years for setting the scheme in motion and recover the major part of the loan gradually for the sale—sale of articles made by children, school fees in the case of children who could afford to pay and voluntary endowment and contributions.

The President then invited discussion from the non-educationists and the educationist. Mr. N. Subramania Iyer, B.A., B.L., Municipal Councillor and the Secretary of the Town Congress said that the first thing that they should have in such matters was implicit faith in the authors. It may be that we meet with failure at first but that they would only lead us nearer to success. If they were convinced the objective of the scheme was good then they must shake away their conservatism and resolve to overcome all difficulties at any cost. It was the duty of the teachers to tell the Government about the merits and demerits of the scheme, both in the principal difficulties and in the particibility or chances of failure in the desired effect. It was duty of the Government to look at the financial and other aspects of administration. They should get over the erroneous conception regarding the self supporting aspect of the scheme. No where is it stated that the 'teachers' salary was depended upon the out-put of the children. Finally he exhorted them to have faith in their leaders and the authors of the scheme and to carry it through.

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depended mainly on the regeneration of her villages which again depended on the revival of their handicrafts. As the Wardha scheme had this as the fundamental basic Principle the scheme was sure to be a success.

Mr. S. V. Viswanatha, M.A., L.T., then said that the scheme was sure to be introduced and that it was not an absolute impossibility for teachers to get on fairly well—if it was going to affect their present salaries adversely. It was high time he said that people thought of earning only for their bare necessities and not for avoidable luxuries.

Mr. V. Chellam Iyengar, B.A., L.T., Headmaster, Government Secondary and Training School, Coimbatore in trying to clear certain practical difficulties in establishing schools in villages on the score of distances would not deter the villagers from sending their children to the new type of schools as the name of Mahathma Gandhi and the introduction of handicrafts suitable to the localities were enough strong attractions.

This was then followed by a good deal of discussion by the teachers present and the following resolutions were passed.

Resolved that this Guild is generally in agreement with the principle that education should be self supporting in the sense that it should incidentally cover the major portion of the cost of maintaining schools, subject to the following safeguards:

1. It should not be made a necessary condition of recognition and aid.
 2. Children in scattered villages or population centres should not be made to walk long distances from their houses for attending schools.
 3. Different crafts should as far as possible be provided to suit the varying aptitudes of the children in a school from the beginning.
 4. The salaries should not be made to depend upon the value of the product of the schools.
 5. It is desirable and necessary to make provision for a course of cultural education in schools for such as may desire it, after a course of 5 years in the basic school either as an end in itself or as a preparation for further higher studies.
- With a vote of thanks by Mr. S. K. Subarama Ayer, the Secretary, the meeting terminated at 5 p.m.

KURNOOL DISTRICT TEACHERS' GUILD.

The Annual Conference of the Guild was held on Saturday, the 29th instant in the Coles Memorial High School with Rev. B. J. Rockwood M.A., B.D., in the chair. There was a large gathering of 140 men and women delegates representing all the local teachers' Associations in the town and the mofussil associations of Koilkuntla, Atmakur, Markapur and Pyapalli. Among those present were Messrs. N. Sankara Reddy, President, District Board Kurnool, B. Lakshmana Pillai, Municipal Commissioner, G. Parameswaran Pillai, Secretary, District Board, and others.

Mr. K. N. Pasupathi Aiyar, Secretary of the Guild, welcoming the delegates said that he was gratified to find so many delegates from the mofussil schools and that it was a remarkable thing that all the 13 members of the staff of the Board High School, Atmakur were present. He referred to the two important questions to be discussed at the Conference, both of them questions of great moment to the teaching profession, the question of "Uneconomic" Secondary Schools and the Government proposal to close down three high schools and one Middle School in the District, and the consideration of the Wardha Education Scheme and the Guild's contribution to the volume of public and professional opinion on it.

Then the Annual Report on the work of the Guild during the year was read

by the Secretary and adopted. It revealed a poor state of the Guild's Finances showing a closing balance of Rs. 32-15-0. During the year under report five general body meetings and six Managing Council Meetings were held.

The House then elected Mr. M. Ramaiya, B.A., L.T., Headmaster, Board High School, Atmakur, as Vice-President in place of Mr. C. M. Cawthorne, who has left the District for England. All the other Office-Bearers of the Guild were, it was resolved, to continue in Office till June next, when a re-election is to take place.

A sub-committee was appointed to scrutinise the draft resolutions on "Uneconomic Schools" and frame a comprehensive resolution on the subject. Mr. M. P. Rajam Iyer, B.A., L.T., Headmaster of Markapur High School then moved the following resolution and made a long speech explaining its full implications.

The Resolution runs as follows:—

"1. This Guild views with alarm the proposal of the government to close three High Schools and one Middle School in this District on the ground that they are uneconomic.

2. This Guild humbly submits to the authorities that these Secondary Schools should not be abolished for the reasons:

- (a) that the people in this District are educationally backward,
- (b) that the people in this district are generally poor and cannot afford to pay school fees at standard rates and much less to send their children to distant urban schools for education,

and (c) that there are comparatively fewer Secondary Schools in this District and the abolition of any School would altogether remove the limited facilities for Secondary Education in some taluks and thus would seriously affect the progress of Secondary and Higher Education in the District as a whole.

3. This Guild requests the Dt. Collector, the President, District Board, and the District Educational Officer Kurnool, to strongly recommend to the Government not to abolish any Secondary School in this District."

The Conference adjourned for tea. Mr. N. Sankara Reddi, President, District Board was "At Home" to all delegates and visitors.

Then there was a full discussion on the Wardha Education Plan. Mr. G. Siva Rao, Headmaster, Municipal High School, Kurnool, outlined the chief features of the Wardha Scheme in English and showed how there was a diversity of views on the subject.

Mr. Ch. Narashimham Pantulu, Headmaster, Government Training School, Kurnool explained the scheme in Telugu.

Mr. K. N. Pasupathi Aiyar pointed out how the Wardha Plan turned upside down the whole educational Order now existing and how it gave undue prominence to craft. He urged that discriminating support must be given to the scheme.

From among the public Messrs. B. Lakshmana Pillai and Beabani Sahib spoke in support of the Scheme. The latter said that the introduction of Hindi, however, would be a handicap to Muslims.

In winding up the discussion, the President, Mr. Rockwood expressed his admiration for Mahatma Gandhi and said that the Scheme was one of idealism and only ideal teachers could work it successfully. He pointed out that repetition of manual labour would create monotony and make children's school life dull. The teacher would be under the Wardha plan a sort of capitalist extracting labour from them. He concluded that the Wardha scheme would ruin India's prospects for a generation or until India could get back to another method of supporting its teachers.

No resolution was passed on the subject of Wardha Scheme. The Conference ended with a vote of thanks proposed by Mr. K. N. Pasupathi, the Secretary.

THE TEACHERS' BOOK-SHELF

Action and Adventure—Edited by N. B. McKellar M. A. Macmillan & Co., Ltd.

Restlessness, activity and curiosity are the traits that mark pupils of the ages 12 to 15. Reading books at this stage should cater to these qualities. The modern student feels a thrilling interest in an account of a daring adventure or exploit. What interests him is activity and movement. N. B. McKellar M.A. has succeeded in getting together in one book a good collection of stories and has quite aptly styled it 'Action and Adventure'. The topics included cover a wide range. The Editor has certainly succeeded in securing a pleasing variety of attractive readings.

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Shakespeare for Senior Schools—by R. V. Taylor—Macmillan & Co. Ltd., Price 2 sh. 6d.

The study of selections from Shakespeare's plays in the final year of our High school course has become an established practice. The advantages of such a study are indeed great. It introduces the young students to England's master dramatist. But a short piece selected may not quite adequately serve the purpose. In the secondary schools of England the study of Shakespeare's plays is taken up usually in the last three years of school life. To meet the requirements of these English schools, the book under Review is prepared. The selections are taken from 7 of his simple plays. The book contains 4 introductory chapters dealing with Shakespeare's life, the Elizabethan play house, and on the English of Shakespeare's. An additional feature of the book is the chapter giving short extracts for study and recitation. Teachers who are in charge of School Dramatic Societies will find much valuable information in the chapter on "Suggestions for class room performance".

Rhymes & Riddles—Compiled by K. Srinivasa Kini, B.A. L.T. Basel Mission Book Depot, Mangalore.

This little book containing 28 selections for the young is printed in bold type. The verses are aptly illustrated. The verses chosen are short and sweet.

General Science—L. C. Joslin B.S.C. Macmillan & Co., Ltd.

It is a fact that the early stages of science courses in schools should be of a general character in order to enable the pupils to obtain a broad view of science and the necessary scientific background to enable them to understand every-day phenomena. This book is prepared to offer such a course in general science. The author has succeeded in his attempt to keep the subject a living whole by maintaining an intelligent sequence between the various branches. The various branches of science are not treated as separate units but are treated in such a way as to emphasise their contribution to man's environment.

In choosing the topics the author has followed the suggestions given in that excellent memorandum of the Science Masters Association on 'General Science'.

The book would be valuable as a reference book to teachers and pupils in our High Schools. The questions given at the end of each chapter, and the clear illustrations are all special merits of the book.

EDITORIAL

THE CONGRESS AND EDUCATION

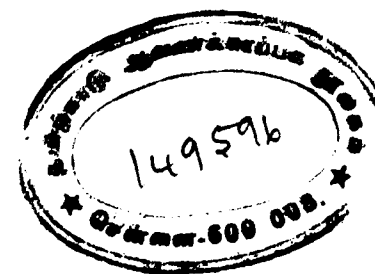
This is the first occasion when the Indian National Congress has devoted special attention to education. The Wardha scheme has been before the public for some months and educationists and public men have been discussing its several aspects. Whether the Congress would extend its approval to the scheme was a matter on which there was a good deal of speculation. It is a matter for great satisfaction that the Congress has approved of the main principles of the scheme. The resolution on the National Education Policy emphasises the need for the proper organisation of mass education since "national progress depends upon the method, content, and the objective of the education provided for the people". It is clear from the resolution that the Congress is anxious to make good use of the present opportunity to serve the people and to influence and control State education. There is one important omission in the resolution to which the attention of the public should be invited. There is no reference to the self-supporting idea in the resolution and it may be presumed that the deletion of this idea is due to the strong feeling expressed by different sections. Our own view has been that opposition to the Wardha scheme is likely to grow strong because of the idea of self-supporting education. There is a misapprehension that the object of emphasising the self-supporting education (is to relieve the State of its financial responsibility in regard to mass education. The resolution as it stands, is a clear and definite lead to the country and the suggestion for constituting an All-India Educational Board to work out a programme of basic national education and recommend it for acceptance is to be heartily welcomed. While we are in hearty agreement with the principles formulated in the resolution, we may be permitted to comment on what appears to us as a confusing expression in the resolution. The second para of the resolution runs thus: "The Congress is of opinion that for primary and secondary stages, a basic education should be imparted in accordance with the following principles . . .". The words "for primary and secondary stages" will give rise to endless discussion and it is necessary that the position should be cleared. Are we to understand that this proposed basic education is to serve as an introduction to the primary and secondary stages? The framers would not have had any such idea at all. Or is it to be understood that this basic education is to be in the place of the primary and secondary stages? If so, the framers should by appropriate data establish that the pupil under the Wardha scheme of seven years will be coming up to the standard of the present day pupil leaving the school after receiving education

for eleven years. It may be that the medium of instruction under the Wardha scheme is the mother tongue. It will still be difficult to maintain that the present standard of secondary stage can be expected from a pupil leaving the Wardha school after seven years. It will be nothing short of a miracle if such a result be achieved. The idea of basic productive education of seven years for the entire population is laudable; but any attempt to overestimate the educational outcome of this scheme involving the virtual abolition of the secondary stage altogether will result in the lowering of the standard of University and Technical education higher. What the relation of the basic education to higher education is to be should be carefully considered. There need not be any antithesis between the basic education intended to secure an all-round national efficiency and higher education intended to prepare specialists and experts in every sphere. We therefore earnestly urge that the confusion likely to be created by the words "for primary and secondary stages" should be removed.

OUR EDUCATION MINISTER

There was a report in the Press that the Hon'ble Minister for Education would very soon consult the Director of Public Instruction and the Secretary in regard to the reorganisation of secondary education. This news will be welcomed by the teaching profession. It has not been able to understand the silence on the part of the Minister and the Director all these months. One is perplexed by the scanty references to reorganisation of education in the speeches of the Minister and the Director during their extensive tours. We can understand the silence of the Director since he has already submitted his proposals to the Government and explained clearly the official point of view. What the Minister thinks of the various proposals is not known. No one objects to his references to cricket and student strikes but the teaching profession and the public certainly expect the Minister responsible to the people to explain the position in regard to educational reorganisation and to give a lead. Why should not the Minister for Education do for education which is his portfolio what the Premier has been successfully attempting to do in his sphere. Are the problems of education more perplexing than *Prohibition* and *Debt Relief Bill*? It is unfortunate that the country is not having the full benefit of the reformed constitution providing for an increase in the number of Ministers. There are numerous questions such as the revision of the Grant-in-aid code, the relation between the Government and the management, the service conditions of teachers, the medium of instruction, and the provision of playgrounds and no attempt has been made to tackle them. How the Minister is proposing to deal with the reorganisation of education is a mystery. We are not much impressed with the news that he is intending

to consult the Director and the Secretary. All that the official section can do has been done. We do not object to his consultation with the officers but we venture to maintain that the Minister cannot overlook the volume of opinion expressed by the non-official individuals and organisations. He will be making a grave mistake if he should ignore the point of view of the non-officials. These feel that the reorganisation proposals of the Government do not go to the root of the problem. They are more likely to curtail the facilities to children for education in general and for higher education in particular. The teaching profession is not opposed to a sound scheme of proper distribution of pupils according to their aptitude and interest and it feels that any scheme of reorganisation of secondary education should suggest definite proposals for the provision of diversified courses in secondary schools. The Indian National Congress has adopted a resolution on the National Education Policy and the Minister for Education has to consider how the idea of basic education can be incorporated in the existing system and articulated to higher education. To say that all questions are under the consideration of the Government is meaningless. The public should be convinced that the Congress Ministry is not likely to leave education severely alone. We appeal to the Hon'ble Minister for Education to make up his mind with regard to what has to be done in the sphere of education and to adopt suitable measures. We have no doubt he will get the co-operation and support of his colleagues in the Cabinet. It will be a good thing if the Minister for Education should freely utilise the services of his colleague, the Minister for Public Information, so that the public may know the views expressed by various bodies on the reorganisation of education.



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Foreword by

Prof. P. C. RAMACHANDRAN, M.A.,
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Education Associations

POST BOX 52

CAWNPORE

ARE YOU UNDER 40?

**Are you a member of the PROTECTION FUND
RUN BY THE TEACHERS FOR THE TEA-
CHERS under the auspices of the S. I. T. U.?**

**Over Rs. 12,000 paid as DEATH BENEFIT
to the families of deceased teachers**

**Over Rs. 18,000 distributed as LOANS to nearly
350 Teachers**

**A BONUS OF 3 as. PER UNIT PER
MONTH FOR THE PERIOD 1933-37
HAS BEEN DECLARED.**

For particulars apply to :—

V. SRINIVASAN,

Hon. Secretary.

S. I. T. U. PROTECTION FUND,

41, Singaperumal Street,

Triplicane, MADRAS.