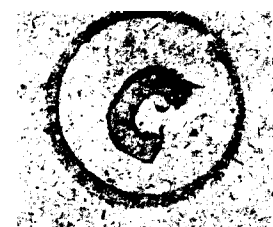


The
South Indian Teacher

Vol-~~14~~¹¹ Nov. 1938. No-11



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Regd. No. M. 124



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THE SOUTH INDIAN TEACHER

Vol. XI.

November, 1938

No. 11

EDUCATION FOR TO-MORROW *

By

MISS. A. B. VAN DOREN.

The outstanding obstacle in planning a form of Education for to-morrow is that no one knows what sort of a day to-morrow will prove to be. How can we plan for the future, when that future is completely unknown? In other ages people were able to hold with a fair amount of certainty that the future would not be so very unlike the past and the present. Change was gradual and gave time for gradual adjustment. In our day, life is no longer static but dynamic, and "Whirl is King." Within a few years not only the map of Europe but the face of the world is changed. As one great educational thinker has said, stability in the present age must be that of a spinning top,—equilibrium in the midst of rapid movement. Such equilibrium in a human being must be created by an inner poise, not an outward compulsion. Our education must aim at governing principles, not external rules. This means training from early childhood in independent thought and judgment, and in the habit of making decisions and paying the penalty for one's own mistakes. Not coddling or spoon feeding but intellectual and moral adventure is required. If such adventure is to lead to safety and not to ruin it must mean a new emphasis upon the moral and religious aspect of education.

Although we are unable to prophesy the future with any degree of certainty, it is possible to notice certain trends of the present day and to form some judgment as to their worth. The uncertainty of to-morrow does not justify our sitting with folded hands, but rather earnest thought and endeavour "while it is called to-day."

The first tendency to be noted is that toward universal and compulsory primary education. This is not by any means a new idea. For

* A radio talk from A. I. R., Madras, on the 2nd. Nov. 1938.

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some years past, compulsion has been tried in various selected areas, chiefly urban, with varying degrees of success and failure. The promotion of universal literacy is one of the chief objectives of the Congress Government. The difficulties are similar to those met with in England during the years of the early 19th century—lack of teachers, lack of school buildings and lack of funds. To this should be added the apathy toward education which always exists among the uneducated. The introduction of Prohibition, while it holds out an ultimate hope for the spread of education, nevertheless provides an immediate and temporary obstacle, in the diminution of revenue. In the Wardha and Vidya Mandir Schemes of Education we see a courageous effort to achieve education on a basis of partial self-support. Every experiment is to be welcomed if only it arouses popular interest in the subject and creates desire and ambition among the illiterate.

Another trend which may cause surprise is that toward co-education. All the way from the infant class to the Honours Course in the University, girls are claiming the right to sit side by side with boys. This does not mean the abolition of girls' schools and Colleges, but rather the existence of two parallel systems of education. It is largely a result of economic necessity for as the number of girls increases, they overflow the schools provided for them. In a small village, it is financially impossible to provide two schools, one for girls and another for boys. For parents living in the mofussil, it is less expensive to keep daughters in a near by Board High School than to send them to a girls' school in a distant town. The few existing Women's Colleges cannot cope with the increasing demand from women students. The new social experiment resulting from these circumstances has its benefits and its dangers. Adjustments are probably easier and more natural in such areas as South India and Maharashtra where girls have had a greater degree of freedom than in the purdah ridden sections of India. In the primary school, mixed classes are undoubtedly good, provided that a woman teacher is available. The high school age is generally considered more difficult than either the primary school or the University. It is probably impossible to put a stop to this new educational development which has sprung up simultaneously in nearly all parts of India. What it called for is wise guidance and direction making the system really co-educational. In every school which admits girls there should be at least two women teachers on the staff; girls should be provided with sanitary accommodation, a rest room, and a section of the compound for games; courses should be arranged for them in needlework, home science and physical education. The school should be planned for their needs as well as for those of boys. A very few schools are already measuring up to these standards.

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An effort which looks toward the future is the search for new methods in the teaching of reading which will lead to quick and permanent literacy. Much of the stagnation and wastage of the primary school is due to ineffective teaching. In the pyal school of the past and the common variety of the village school of the present, the child is supposed to master the 216 vowels, consonants and combination of the Tamil alphabet or the 576 of the Telugu before he begins to read. This process frequently occupies several years. Any one familiar with village education has seen schools in which children spend three years in the Infant Class, and in some cases leave school before they have actually read a single word. The deadly monotony of such a method quenches any desire on the part of children to remain in school and is a contributing factor to the wastage found in primary schools. Progressive schools now use methods which begin with the word or the sentence and work down to the letter—from the whole to the part rather than the part to the whole. Letters are learned only as needed and the alphabet as a whole is postponed to a later stage. Examples are the Daniel Method and others closely related to it, which are popular in the Tamil country, and the Moga Story Method which is successfully used in Hindi and Urdu. The latter provides thoroughly interesting material from the very beginning and enables children to read simple stories throughout their first year in school. The education of the future is sure to take advantage of such improved methods.

The school of the past was book centred. It dealt with words which are at best either abstractions or symbols. It had little or no connection with reality, as expressed in the environment, needs and interests of the child's daily life. It was essentially an aristocratic education, leading away from the village to a white-collar job. Its aim was to push not the plough but the pen. Its immediate objective was the passing of examinations; its ultimate hope the securing of a Government job or a clerk's post. If the Wardha Scheme succeeds, the new education will be craft-centred. The proposed proportion of 1½ hours of book work to 3½ of handicrafts shows that the first swing of the pendulum has been too extreme. When it returns to the centre we may hope for a curriculum fairly divided between the world of books and the world of things. Meanwhile quite apart from the Wardha Scheme there are to be found throughout India, numbers of progressive schools, many of them developed from the Moga experiment, in which the work of the hand is an integral part of the school timetable. Gardening, field work and animal husbandry, simple carpentry and iron work, leather work, basketry spinning, weaving and tailoring, printing and book-binding are all found in schools of this class. Hostels constructed on the cottage or small group

system teach girls to budget, buy, plan balanced meals, cook and serve food and keep accounts. Every craft-centred school—and they are found in every province—is a signpost on the road to to-morrow.

But to be craft centred is not enough. Neither the book nor the craft, the brain nor the hand is the true centre of the school: it is nothing less than the child himself. The ideal teacher teaches not lessons but children. The development of the child's personality; his growth in health and knowledge and goodness, the formation of right habits of life and right attitudes towards God and men are the real objectives of the teachers' work. Books and crafts are among the tools he uses. This trend toward the placing of "the child in the midst" is discernible in the progressive schools of the country and will be the marks of all good schools in the future.

We need to look not only at present trends, but also at some of the unsolved problems that face all who are interested in Indian education as we look into the years ahead.

The most obvious problem has already been referred to, viz., the provision of the fundamental requirements of education—teachers, buildings and the funds to pay for both. The very increase of education brings with it its own problems, for it means the overcrowding of schools already full, and the enlargement of classes that already contain too many pupils. The ideas now current as to the simplification of buildings are all to the good. Elaborate buildings are not essential: so long as space, air and light are adequate, the building plans may be of the simplest. In villages it is sometimes possible to induce the people themselves to provide part of the building materials and all of the labour. The training of teachers is a more difficult problem. Should we aim at quality or quantity? A few teachers well trained for a period of two years, or a large number of "emergency" teachers, who have had a brief intensive course of three to six months? The C. P. Government is experimenting with the latter plan. 160 candidates are just finishing their six months' course at Wardha and as soon as they proceed to establish 160 Vidya Mandirs scattered throughout the province, will be succeeded by another batch of 160 trainees. Probably both types of training should proceed side by side.

A second problem which grows naturally out of the first is that of the adequate supervision of village schools and the provision of refresher courses for teachers in service. Unless the professional growth of the teachers is provided for, mental dry-rot soon sets in. If this is the case with teachers in secondary schools and Colleges with the advantages of libraries, lectures and social contacts, what is the fate of the rural school

master, who may be the only literate person in the village? To keep such persons alive and growing is the responsibility of the supervisor. A supervisor is not an inspecting officer. The inspector's duty is to reprove while that of the supervisor is to encourage. The inspector is the master, the supervisor is the friend. The supervisor makes use of periodic visits to schools; of one day conference and demonstration of new methods among several schools in adjacent areas; of monthly teachers' meetings; and of annual summer schools at which attendance is required. Such methods are in use in a number of Christian Missions working in different sections of India, and the improved quality of village education in those areas is apparent. All teachers tend to teach as they themselves were taught; the bad habits of their own school days prevail over the better methods of the brief period of training. Only persistent and untiring effort is the way of supervision and refresher courses can overcome the inertia that reverts to the attitude and habits of the pyal school.

Among the problems we face none is more baffling than that which deals with the place of moral and religious teaching in schools. There are many to-day who deny the need, saying that religion accentuates differences and destroys national unity. There are still, however, many of us who believe that neither the individual nor the nation can build well for the future apart from the firm foundation of an intelligent faith in God. How can such a faith be nurtured in State schools which include the followers of two or three different religions? Can general moral or even theistic teaching be made sufficiently vital and vivid to seize the imagination and grip the emotion and will of the pupil? Shall we follow the example of the New Primary Education Act of Bengal, which allows of the teaching of each child in the religion of his own community? Upon the right answer to this problem the future of religion in India largely depends.

The last problem I shall mention deals with the family and community, for it is the education of the illiterate adult. Only such people as have themselves had at least a little education are interested in giving the chance for more education to their children. The product of illiteracy is further illiteracy, apathy and stagnation. The place where the vicious circle can be broken is the point where the adult is aroused and helped to become literate. With the new self-respect that comes with this new ability, there is born also a new ambition for the future of his children. We should mention with gratification the interest in this project that has sprung up in various parts of India—the two visits to India of Dr. Frank Laubach of the Philippines to be followed by a third in

December of this year ; the resulting discoveries of quick and efficient short-cuts to literacy ; the formation at Delhi in 1937 of an All-India Society for Adult Education ; the setting apart in several Missions of full-time workers for adult literacy ; the activities of several Provincial Governments looking toward the goal of universal literacy for India. This problem is so vast that its solutions demand the co-operation of all the educated among India's sons and daughters.

Such are a few of the trends that we may discern in the educational world of to-day ; such are some of the problems that call for clear thinking and untiring effort as we build the road to the Hidden world that is called to-morrow.

RELIGION AND EDUCATION

BY

PROF. DIWANCHAND SHARMA, LAHORE.

For many centuries the connection between religion and education was a vital one—not only in India but perhaps all over the world. This was especially so in the days gone by, when in the west the school was looked upon as the adjunct of the church. It grew up and developed under the fostering care of the clergy, it were they who staffed it in the main and it was financed by subsidies from the church. Schools were thus looked upon as more or less monastic establishments whose aim was to produce Christian gentlemen, to train people in the Christian way of life and to further the spread of the Biblical teachings. But then after many many years it was felt that education should not be a concern of the church but of the state, and since the state was mainly secular, education came also to be secularised. This has, however, happened not only in the west but also in the east. If we read the history of education in the Hindu and Mughal periods of India, we shall find that the schools and the maktabas were mainly under the control of the priestly classes. In ancient India we read of ashramas or residential schools where the students lived under the watchful eyes of the teachers as the members of a family. There they received instruction not only in reading and writing but also in philosophy and divinity. But the main principles underlying all this were religious. These ashramas were therefore a kind of religious seminary. The same was true of the maktabas. There the student was taught, besides other things, the holy Quran and most of these maktabas were housed in mosques. The late Major B. D. Basu, who wrote a book about the policy of the East India Company with regard to the educational problems of India, bore testimony to this. He said that in those days there existed many pathshalas and maktabas in India, where the students were given training in the 4 R's—the 3 R's of reading, writing and arithmetic and the fourth R of religion. This goes to show that religion was a vitally shaping influence in the education of that day.

But what is the situation to-day ? These days we have two types of educational institutions in India—secular and denominational. By secular institutions I mean those educational establishments where the teaching of religion is not at all a part of the syllabus and by denominational institutions one understands those centres of education where reli-

gious instructions is a vital part of the scheme of studies. Though the so-called secular schools out-number the denominational schools in India, still the latter are not negligible in number. Their existence therefore shows that they fulfil one of the most vital needs of the people. This, however, does not mean that their educational policy has never been criticised. They have been denounced very often as sores in the body educational of India, from where emanate religious fanaticism, communal bitterness, sectarian hatred and denominational exclusiveness. It is urged that they stand in the way of India's political unity and that much of the communal bitterness of to-day is due to them. It is no wonder that many people have even suggested that they should be razed to the ground. But the apologists of this type of education have not been less vehement and outspoken in their defence. They have always affirmed that godless education is not helpful to the progress of India, that character training is very essential and that one cannot be a good Indian unless one is a staunch follower of one's faith. In spite of many years of wrangling and controversy the last word has not been said on it, nor will it ever be said. But still it cannot be denied that religious education is in the eyes of some people the most desirable thing, and they cannot think of any instruction in which the teaching of religion does not play a part. Two things have happened recently which go to prove this. In the first place, the Wardha Scheme of Education was subjected to a great deal of criticism, because it made education completely secular. The criticism on this score was so insistent that Dr. Zakir Hussain had to make a statement that this scheme of education did not preclude religious instruction, and that it was left to the option of the people whether or not to make religious training a part of it. Again recently civil disobedience was practised in one of the towns of the Punjab, because the authorities of the only college there gave a kind of religious instruction which was abhorrent to the sentiments of the Hindus and the Muslims. It was believed that since that college was managed by a sect which was atheistical in its tendencies, it preached a kind of crusade against the belief in God, and therefore did something repugnant to the sentiments of the people. The authorities of the college insisted that though they did not believe in God, still they did not exhort the students to abjure their faith in Him, but what they did was only to inculcate a very simple type of morality in the minds of the young students. But no one would believe them. In the end they had to come to a compromise, and then the civil disobedience was called off. All this goes to show how deep-seated is the desire of some of the people in India for the right type of religious education.

Granted that this desire is genuine, the question is—Is the approach to it legitimate and right? A recent book on religious education says

that our approach should be four-fold: (a) the historical, (b) the moral, (c) the emotional and (d) the institutional. It is said further that the students should know something, do something, feel something and belong to something. Now if we were to examine the various schemes of studies adopted by the educational institutions in India, we would find that their approach is only doctrinal and dogmatic and moral. The most unfortunate thing about these institutions is that they represent not so many religions but so many religious sects. The result is that all of them seek to glorify their sects and do not aim at imparting a knowledge of the fundamental truths of their religion of which they form a part. This tendency is apparent not only in the schools controlled by the Hindus but also in those managed by the Christians and Muslims. In the Punjab, for instance, we have Arya Samajists, Sanatanists, Sikhs, Christians, Muslims and Dev Samajists running their own schools. In all these schools we have a particular brand of religious instruction which may be said to be directed towards the expositions of their creed, the glorification of their heroes and the dissemination of their specific ideals. All this means that they teach religion not in its broad, human and fundamental aspects but from a narrow sectarian view-point. They do not emphasise their points of agreement with other faiths but their points of difference; nor do they generally inculcate reverence for other religions. They seem to say that their truth is the only kind of truth, that their goal is the only right goal, that their scriptures are alone infallible and that their books are the only repositories of wisdom. Thus they turn out students who can repeat what they have read uncritically and blindly.

But if religion is to be properly understood, we should not make towards it an entirely intellectual approach, we should not be able merely to repeat the creed and to explain the scriptures. Even if this is to be done, it should be attempted in the spirit of comparative studies, and we should emphasise the underlying unity of all religions in spite of their apparent diversities. But more than this, we should teach students the elements of religion in order to make them more moral and godly. They should know that truth is the highest virtue and that its pursuit is the most noble of all. They should realise that they are not to lead a selfish life but to dedicate themselves to the service of others. It should be brought home to them that they should walk steadily and unflinchingly along the path of righteousness and not to follow the tortuous road of cunning and sham. But it is not merely enough to tell them these things. The teaching should be so regulated that these things do not remain merely abstractions but become compelling forces in their lives. They should not merely seek to know but also seek to do. In this matter, however, mere text-book teaching would not be

enough, but the examples of their teachers, parents and friends would be very effective.

Religion, however, is not merely knowing and doing it—it is also feeling. All noble impulses that actuate a man are religious to a great extent. He who stands awe struck at the sight of the limitless ocean has in him the root of religious feeling. To behold a flower and be full of wonder at its cunning workmanship is an act of religious devotion. It has been well said "Religious emotion comes in all kinds of ways, in the wonders of nature, and of human mind and of human achievement, in things done decently and in order, in the ritual of play, in drama, in the thrill of sound, in public worship, in music, and in creative art." All these things minister in a way to our religious impulses. Perhaps from this point of view judiciously selected plays and poems may do more to inspire religious emotion than many a dry text.

But religion is also institutional. A writer has well said: "I think it was T. H. Green who said somewhere that religious observances were essential for the preservation of their religious sentiment. Thoughts, ideas, causes, feelings naturally seek a body in which to be incarnated. They cannot function in the air. If war has to be outlawed, women emancipated, vice abolished, social righteousness vindicated, these things cannot be brought about by an amiable feeling of goodwill. They need society to stand for these things and fight for them. And that society requires a basis of action. It needs to know what it is doing and why it is doing it, and it will naturally find these reasons in its past and will formulate for its own purposes a statement of its belief. This crystallisation of belief and action will not, of course, appeal to everybody, but everybody who shares its ideals is dependent upon the formal preservation of those ideals by people with whom perhaps he does not agree." It is from this point of view that the student should be told the story of his religion. But this should be done with reference to the story of all religions. In other words, the story should be placed in a spiritual setting which emphasises the virtues of self-sacrifice and nobility.

We therefore conclude that religion plays a vital part in the life of a nation, and it should also be an influence in forming our educational system. Its approach should, however, be moral and emotional and not so much historical and institutional. Even if the two latter approaches are to be adopted, they should be dealt with in a manner so as to provide the basis of agreement between the different religions, for if we want a healthy national life, we should keep our educational establishments clear of bigotry, narrowmindedness and fanaticism. Religion is a thing to be felt and practised and an adequate opportunity should be provided in schools for the growth of healthy emotions and for the growth of religious spirit which finds its consummation in disinterested action.

SCHOOLS AND A HEALTHY NATION *

By

MRS. V. CHINNAPPA.

It is not my object to recount to a gathering of experts in the field of Child Education the many facts and figures dealt with in well known journals, text-books and articles relating to the subject of the health of the school child. Thanks to the modern outlook of educationalists and public health authorities alike, the subject has come into its own as it were and merits at present a special report by the Board of Education of the United Kingdom. Although neither public health nor education in this country has yet reached that stage of development at the present time, yet the gathering in this school hall to-day under the auspices of the Honourable Minister for Public Health is sufficient guarantee of development and expansion along right lines in the future. I am deeply conscious of the honour you have done me in asking me to speak to you on the subject to-day. I am more deeply conscious still of a feeling of bewilderment over the many aspects of it and hardly know where to begin or where to end. For who can estimate the possibility of the mind of the child or of its value to the State. The certain effects of heredity, of reaction to environment and to every phase of the treatment we accord a child, leaves us thrilled at every turn with the wealth that is at our disposal as a nation. For there are 11,500,000 children of school going age in our province. And yet how conscious we are only too often of neglect and indifference! Neglect on our part not only towards these little ones, but towards those ignorance we ought to remove in order that they too may be active and intelligent partakers in this campaign. For who but a teacher knows best the failure to which his efforts are doomed when the co-operation of parents is withheld?

2. And so with your permission I will restrict myself to a few aspects only of this vast subject. Indeed your choice of me to speak to you to-day I feel lends significance to these particular aspects. For I wish to point out to you how important a bearing the period before school life has not only on school life but on school life as a whole ever after; not only on one generation but on many succeeding generations. Birth is not the beginning of life; the ante-conceptional stages of life have an enormous influence on later stages. Life's beginning dates further and further back the more we think of it, its end never is; the life everlasting flows through our children.

* A paper read on the Health Day of the Madras Education Week.

3. In order to provide for the nation's needs in the matter of health and the means that may be adopted for its improvement or to retard such degeneration as may be in progress, it is necessary to obtain information. Such information could best be obtained through a School Medical Service. For the main purpose of such service is not "to catch and cure" the school child in the school, but by decreasing the sickness and incapacity among children decrease ultimately inefficiency and poverty in after life arising from physical disabilities. School hygiene is thus not a speciality but an integral factor in the health of the nation. The school is not a dispensary for the sick, it is one of the places, I shall refer to the other later; when the population in childhood can be collected and examined and trained. It is the school of health for the nation. The population here is young, alert, responsive, ambitious and easy to imbue with ideals.

4. By object is to present to you the findings of school medical inspection as carried on in the past, the methods of reorganisation indicated by the findings and the new institutions that ought to be brought into existence in order that national health may be attained through care in early life. The results of well organised school medical service are both far reaching and definite. Firstly much valuable data could be collected as regards both the extent and the cause and nature of physical and mental impairments.

Secondly there would be arrangements for dealing with both the healthy and the sick. The healthy are mentioned first, and the maintenance of good health in them is more important than caring for the sick. Skin diseases, anaemia, unsatisfactory teeth, tuberculosis, rickets all of which cripple both physical and mental development must disappear, and leave us at the end with a population worth planning for, or rather a population fit to plan for its own future.

Thirdly, and this is of profound importance, a health conscience develops both in the children and the parents: the progress of each individual child is assured and the warmest supporters of such a service are those parents who have themselves been under its care.

5. The most important findings of a well established School Medical Service would be the fact that a good many of the entrants to school are physiologically unfit for the strain of school life. The conviction has thus gained ground that service should be extended to cover the earlier years of life, the ante-natal, infant, and pre-school stages, when most of the seeds of the disease of adult life are sown. Faulty management and nutrition, ignorance of mother craft, and absence of ante-natal care leave their ugly marks for all time. School medical authori-

ties have testified abundantly to the fact that in the children, whose mothers attend welfare centres the proportion of defects is markedly low. Carious teeth, pigeon chest and rickets indicating calcium deficiency in the earliest stages of life, defective eye-sight, running ears and noses, adenoids and septic tonsils, digestive disturbances including that of habitual constipation which poisons and handicaps a person's whole life, wrong posture, deficiency anaemia, cracked lips and skin, eroded conjunctivae, phlyctenules in the eyes indicating serious diet deficiency, are only too common in children who from their earliest days, even before birth, were not given the attention they needed. Many mothers and teachers too now have the knowledge that the long head with a depression in the middle, known as "இரண்டலை" is not a sign of special intelligence but of marked calcium deficiency from the earliest days of existence. These defects can be noted within a short time in any group of children that gather round one in any of our villages. The Maternity and Child Welfare centre with all that it stands for, is therefore not merely a useful institution; it is absolutely necessary if national health is to be built up. Every one of the 1,600,000 children born annually in this province having spent the first five years of its life under its sheltering care and training, should pass through its portals to the school medical service thereafter. The teacher thus receives for education pupils with minds and bodies, sound not merely during the time of school life, but abundantly endowed with qualities required for intelligent and profitable citizenship.

6. Schools for mothers, health classes in both boys and girls schools, Little Mothers' Leagues where girls receive training in home-craft and mother-craft, social service groups, are all essential features of maternity and child welfare schemes which should be established under every local authority in this province. The teacher with vision and a thorough grasp of his needs, would make sure that the local authority he serves makes adequate provision for Child Welfare Schemes before colleges, high schools or even elementary schools are thought of. And yet we find that so far our efforts to improve national efficiency have begun at the other end. For while university students have already been placed under medical care, school children and their precursors, infants and toddlers are yet ignored to a large extent.

7. Other results of the work and findings of a school medical service are that the Nursery School, the Open Air School, institutions for the care of crippled and mentally deficient children and child guidance clinics are needed. They are sometimes at least mentioned already in this country.

The Nursery School is an institution yet new to this country. It is for the care of the pre-school child of whose kind there are 5,520,000

in our midst, who is left to the tender mercies of an adult population inclined to consider it at that age as a bundle of inconvenience to be snubbed, bullied, repressed, coaxed, petted and spoilt in turn in the most unreasonable manner. Kindergartens have come to stay in our schools; the nursery school should be almost a compulsory adjunct in the future. A sense of order, of neatness and discipline; the formation of health habits and the beginnings of a community sense, of self-confidence and of leadership engendered at this age, last through life enriching it at every turn. The discipline and routine of these days improve health and efficiency to an unbelievable extent, and a Nursery School is the best means of teaching parent-craft to the backward and ignorant among us.

8. Nutrition is of the greatest importance. An eminent authority said, you cannot ask a carpenter to make you a cabinet and say the material he used is of no concern to him. It is the food that we eat that builds our bodies. Nutrition is the process by which the nourishment of the body is effected through the reactions that take place in countless cells, each of which is a perfect physico chemical laboratory. The nourishment of the cell is the root of the whole matter—faulty nourishment of the cell impairs its structure, and is the foundation of all disease. The state of man's body and health thus depends on what the earth provides by way of plant and animal life. Impoverished soil such as is common in our country where even cowdung is turned into fuel must cause faulty nutrition and resultant disease. The school curriculum which includes some lessons on Dietetics, gardening and agricultural practice could thus wield an enormous influence on national health and efficiency. The village school garden could grow fresh vegetables and fruits they need, the children may be taught to care for the school cow which gives them their daily drink of milk at the school, the protected well at the school would be the best means of teaching them the value of pure water. We need originality and resourcefulness in our teachers.

9. *Physical Training*:—Health again is said to be “psycho physical” perfection. It is the fine art of living up to the top of one's capacity, physical and mental and moral. According to an educational authority to regard care of the body as unimportant would have been foolishness in a Greek; in the light of modern physiology, psychology and hygiene it is a crime. The purposive movements of the infant, natural and free as they are, provide all that is required at that stage, but they must be subsequently regulated and directed on physiological principles in the growing child. Thus it is thus that organised physical education of children is of the greatest importance to national efficiency

and health. Physical training develops the physiological functioning of the body which is to exercise all the muscles reasonably so that they improve in tone and quality and function properly, i.e., the muscles of the heart for circulation, of the chest for effective respiration, of the legs, hand and feet for their respective duties, of the abdomen and back to protect the body and carry it well. It seeks the improvement of the functioning of the nervous system which controls the process of respiration and circulation by which the body is oxygenated and nourished; of digestion by which it assimilates its food; and of excretion by which it gets rid of waste and therefore poisonous products. If we fail to ensure the physical health of the normal child under fourteen years of age we cannot be surprised if such neglect brings in latter years serious impairment or incapacity of body and mind. Medical science has proved with unmistakable clearness that disease and incapacity in adult life find their source in the seed time of childhood. Organisation for such physical training in order that it may be within the reach of all should be provided by the State through the education authorities and not left to voluntary effort. Although worthwhile efforts are made in this province in this direction, the advantages of such training are yet within the reach of only a few children.

10. The object with which we seek to surround our school going children with all this care is not merely that they may have sound bodies. Surely the ultimate aim and final purpose is mental and spiritual. And it is here that the teacher, privileged to deal with the most impressionable of the country's population has a duty and a joy all his own. It is the function of maternity and child welfare workers to train every parent in the land to co-operate willingly and intelligently with the teacher, for only through such co-operation can a suitable and healthy population be brought into the schools. Parents thus trained continue to take the keenest interest and pleasure in the progress of their children, for they have understood the ideals to be reached and are convinced as to the rightness of the method pursued. Teachers are thus armed with strength to pursue their ideals which is that every child in the land is equipped with all round knowledge, which shall enable him to make the most of his physical powers, his mental capacity, and his spiritual strength, and thus enrich his country by means of service such as only an enlightened, healthy citizen, noble and righteous in his dealings with his fellow citizens can render. May all teachers be encouraged and blessed in this their great undertaking as I am sure the fervent wish of all of us present here to-day.

A MATTER OF COSTS

BY

SRI R. M. SAVUR,

Divisional Inspector of Schools, Guntur

Time flies, and it is more years than one cares to recollect since Manual-training was made compulsory in high schools by the revised S.S.L.C. scheme. Yet what is the proportion of schools which have made provision for manual-training? It is difficult to get correct figures for the whole Presidency but according to a rough estimate more than one-third of the Secondary schools have not yet provided for the manual-training of their pupils, and among this number are included some of the largest and oldest of schools. So far no one appears to have studied the question—Why have so many schools in the Province failed to make provision for manual-training in spite of its being a compulsory subject.

The problems that confront school authorities (managements as well as teachers) are the following :

- I. Is the manual-training already introduced in some schools satisfactory? Does it serve the purpose for which it was introduced?
- II. What are the reasons for such a large percentage of schools failing to make provision for Manual-training?
- III. What can be done to remedy the present state of affairs?

At the repeated request of the indefatigable Mr. Natarajan the writer has agreed to contribute a series of articles intended to throw some light on these questions, and to give teachers an idea of what was attempted (with some success) in some of the Madras City schools. The school authorities who have not yet provided manual-training facilities might have been influenced by one or both of the following reasons :

- (1) They do not believe in manual-training.
- (2) They are deterred by the cost (initial as well as recurring).

So universal is the belief in the need for and efficacy of manual-training for the complete development of the child, that one can scarcely credit the statement that school-authorities to-day have no faith in the advantages of making manual-training a part of the education given to the child. The reason therefore that school-authorities do not be-

lieve in the value of manual-training can be ruled out without further consideration.

Whether school-authorities have been deterred by the cost of introducing manual-training must be considered. This can be determined by considering how much it would cost a school to introduce any one of the forms of Manual-Training which have been so far introduced into the schools in this Presidency? The two forms which are most commonly met with are Wood-work (carpentry) and Weaving. Let us consider the approximate cost for making provision for the teaching of Wood-work for a class of 40 pupils at a time.

The first need is provision of a suitable work-room because carpentry is rather noisy work. The work-room has to be separated from the class-rooms by a few yards at least. To accommodate ten work-benches for 20 pupils working at the same time and 20 drawing-desks the size of the room required will be 50' to 60' by say 20'. In addition to this 2 small rooms are required, one for storing wood and the other for storing finished articles made during the year. The cost of such a building will be not less than a couple of thousand rupees for it has to be a pucca building in order to house in safety the fairly costly tools. The cost of the site will vary according to the location of the school. In large cities like Madras city or in most district Headquarter towns land is quoted so much per square foot. So altogether one may roughly put down Rs. 3,000 as the average cost of site and building. To this we have to add an initial outlay of not less than Rs. 500 on work-benches, drawing-desks and tools. The minimum non-recurring expenditure for wood-work will therefore be somewhere about Rs. 3,500.

The recurring expenditure will cost nothing less than annas eight per pupil. For a school with 400 pupils the annual recurring cost therefore will be about Rs. 200. To this must be added the salary of the Manual-Training Instructor, who according to the rules on the subject has to be a qualified teacher. He will have to be paid a starting salary of not less than Rs. 35 per month. The figures therefore when tabulated will appear as below :

Non-recurring expenditure :

Site, building, work-benches, drawing-desks and tools Rs. 3,500

Recurring expenditure :

Cost of wood for a school of 400 pupils	Rs	200
Salary of the Manual-Training Instructor at Rs. 35 per mensum	Rs.	420

Total Rs. 4,120

If the school-authority considers the introduction of weaving it will find that an almost equal expenditure will have to be contemplated.

A school wishing to introduce manual-training has therefore to be prepared with a sum of Rs. 4,000 in ready cash, which is an amount of money which few schools can lay their hands on as most schools have no endowment funds while most of our wealthy people are far more ready to spend money on building more temples or on election than in endowing schools. It is no wonder therefore that even long established schools have found themselves unable to introduce manual-training. As a matter of fact the older and bigger the school the more difficult it is for it to find funds for the introduction of manual-training. For this reason therefore even some of the largest schools in the Presidency situated in the city of Madras have not made any provision for manual-training.

The question which has to be considered is whether there are not manual-training crafts which have at least the same educative value as wood-work and are at the same time so cheap to introduce and maintain that the poorest school can make a beginning without having to think twice. This question will be dealt with in the next article of the series.

(To be continued.)

ALL-MALABAR AIDED MANAGERS' CONFERENCE, QUILANDY

13th November 1938,

OPENING ADDRESS

Delivered by

C. J. VARKEY, M.A., M.L.A.

*Parliamentary Secretary to the Minister for Education,
Government of Madras.*

Dear Friends,

I am very thankful to the organizers of this Conference for asking me to open this important Conference of Aided School Managers. If I accepted your kind invitation, it was because I felt that this Conference would give me an opportunity, first to place before the managers of aided schools the policy of the present Government in their attitude to aided educational agencies, and their relations with managements, particularly of aided elementary schools, and secondly, to correct certain wrong impressions formed by elementary school managers regarding the new rules announced by the Government in their recent order and notifications in connection with the introduction of the system of Teachers' Service Registers.

Before proceeding further let me at the very outset correct the wrong idea some of you have about the present Government and about myself. You think that, in framing the recent rules the Government had taken into consideration only the interests of the teachers, because they had been agitating for the redress of their grievances by means of memorandums and conferences, and that the Government have been indifferent to the interests of managers. I hope to correct this wrong impression in the course of this address. Secondly, some of you think that I am a friend of teachers, having been a teacher myself, and that I am against the interests of managers. I should like to correct your impression. If I left the teaching profession and entered politics as a member of the Legislative Assembly, it was mainly with three objects, viz., to help the movement for the improvement of the state of education and of schools in general, to strengthen and preserve good aided agencies and schools, and to safeguard and protect the interests of managers and teachers of aided schools. Let me assure you once for all that I am a friend of good teachers and of good managers, and an enemy of bad teachers and of bad managements.

I have no hesitation in saying that the Government deeply appreciate the excellent work and hearty co-operation of all *good private managements* who have rendered in the past and are even now rendering valuable help by shouldering the major part of the duty of the Government in the sphere of conducting schools and spreading education. This co-operation will always be welcomed and encouraged, and there is not the remotest chance of the Government taking over their schools. In the same breadth I should like to state that the Government, as the custodian of public interests, have no sympathy for *bad managements* that pretend to help the State by running schools but are really hinderances to improve the state of schools and education in the Province. Such schools will receive lesser and lesser encouragement and support, and nobody—neither the Government nor the public—will be sorry if such schools are allowed to die, giving place to new schools that are more efficient and properly managed either by the Government or by Local Bodies or by better private managements of societies or individuals.

Let me also express my joy at the sight of so many managers who have assembled at this Conference. The idea of organizing the aided school managers as a force by means of managers' associations and conferences is but a recent development, unlike those of the teachers, who, owing to various professional reasons, began to organize themselves much earlier than the managers. It is very gratifying to see that managers have, though rather late, begun to feel the need of a strong organization to represent their points of view before the Government and the public. In this work of organizing the aided school managers of this District, may I not give a well deserved tribute to the zeal, sacrifice and activity of such pioneers as Sri K. S. Ramaswamy Iyer, Secretary of All-Malabar Teacher Managers' Association, and Sri P. Pyru Kurup, B.A., B.L., President of the Committee of this Conference. This is an age of organization, and it is organized public opinion that proves effective. I wish your Association greater popularity and solidarity and activity so that your voice might also carry that weight which teachers' organizations do at present.

THREE TYPES OF MANAGEMENTS AND SCHOOLS

Let us now examine the different types of managements and schools. Through nearly a century of evolution in the field of education, we find in our midst to-day three main types of schools, each type having three divisions, and some of the divisions having three subdivisions.

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| I. Government Schools | (a) Under Education Department |
| | (b) Under Labour Department |
| | (c) Under Fisheries Department. |
| II. Local Bodies Schools | (a) Under District Board management |
| | (b) Under Panchayat Board management |
| | (c) Under Municipal Council management. |
| | (1) Roman Catholic |
| | (a) Under Mission Missions |
| | management (2) Protestant Missions |
| | (3) Hindu Missions |
| III. Private or Aided Schools | (b) Under Educational Societies or Associations. |
| | (1) Philanthropists |
| | (c) Individuals (2) Teacher-Managers |
| | (3) Other Managers |

This Conference, I presume, is attended mainly by the last group—individual private managers who fall under three classes. First, there are the schools conducted by philanthropists, rich and influential men of the villages and taluks, who conduct schools out of their zeal for the spread of education in their respective localities, who do not get disturbed by the rules framed by the Government, and who generally come under the category of good managements, taking an active interest in the progress of the schools and the welfare of their teachers and pupils.

Then comes the second class—the schools conducted by Teacher-Managers, those who are both teachers and managers, whose interests, however, lie in allying themselves with the managers' group rather than with the teachers, and therefore, come within the Managers' Associations. Nevertheless, they have often formed their own associations independently of Managers' Associations, and the Government have often recognized them as a separate entity different from other individual managers. The schools under Teacher-Managers are generally much better conducted, because the manager, being also a teacher, knows the rules and regulations better than the other managers, because he is a professional man with ability and zeal to conduct the school, and because it is his interest to run the school efficiently as he finds his subsistence mostly from the school itself.

Under the third and last class come a very large number of schools under individual managers who are neither philanthropists nor teacher-

managers, who are mainly agriculturists or merchants, looking upon their schools as an additional source of income to their families—a kind of “cottage industry” to supplement their income. With the advent of the District Educational Council, having a large number of elected members, depending upon the votes of the men of their respective localities, these schools have come up like mushrooms, and are sustained by their influence in the District Educational Council and on the Educational officers. Several of these schools are condemned as uneconomic, being superfluous and ill-equipped and ill-attended. It is mainly with this class of managements that the Government have some quarrel as I shall point out presently.

POLICY OF GOVERNMENT.

From the foregoing analysis, it is seen that, from the point of view of managements, there are thirteen kinds of elementary schools in our Province. What the policy of the present Government is in relation to these managements—this is what you would like to know from me on this occasion.

Now, there is a certain school of thought who feel and urge that, elementary education being the primary concern of the State, all the private schools should be taken over by the Government and run as state schools. Let me assure you that this will never happen in our generation: the Government finances will not permit a revolutionary and costly step like that, nor is it advisable to bring about such a complete unification and co-ordination resulting in a dull uniformity, nor is it desirable in the interests of education itself. When good private managements can conduct schools well and thus relieve the State of a part of its financial burden and are willing to do service to the country by spreading education, why should we drive such managements out of the educational field?

Indeed, co-ordination in some respects is desirable and necessary, and what might happen is this. Instead of three Departments of Government—Education, Labour and Fisheries—conducting schools separately, we may well bring them all under one control—the control of the Education Department. This aspect of co-ordination is under consideration. Secondly, the schools under the managements of Local Bodies will continue under them, but as these schools are not conducted as efficiently as they ought to be, the Government are considering ways and means of improving their condition by a better system of control; rules and regulations for the purpose are being considered and may be expected to be issued before long. Thus

we hope to improve the schools and education under District Boards, Panchayat Boards and Municipal Councils. Indeed, as parents, as citizens, as tax-payers, you are indirectly interested in this matter; but as you have assembled here as managers of aided schools, I shall not dwell here on the various measures which the Government may take to improve the condition of schools under the management of Local Bodies.

We may now examine the policy of the Government in the case of private or aided schools. As pointed out before, there are three main types of private schools—those under Mission managements, those under some educational society or other, and those under individual managers. I shall take up these one by one.

Among the schools under private management, it is the opinion of the Government that the first place for efficiency and good management goes to schools conducted by Missions, Churches and temples. Under Missions, there is a very large number of schools in each district, maintained by Roman Catholic Missions, and non-Roman Catholic or Protestant Missions, and there are a few here and there run by Hindu Missions as Ramakrishna Mission, Servants of India Society and Harijan Sevaka Sangha. As these schools are generally conducted by persons or organizations possessing zeal for spread of education and also traditions of good educational work, there is no need for the Government to take over their management. These schools are welcomed and encouraged by the Government.

There is, then, the second group conducted by Educational Societies or Associations. Here and there, there are such organisations, some of them communal like Muslim Educational Societies, some of them local like those formed by Parents or Educationists of a locality to run schools in their respective areas. Unfortunately this type of schools is very few in our Province. Either because of the general poverty of the people or because of the lack of organizing powers or because of both, people have been accustomed to look to the Government or Local Bodies for all their primary needs such as roads, wells, tanks, dispensaries and schools, such educational organizations, societies and associations of local men, have not flourished in our country. These few schools too may well be left under the management of these organizations, and there is no justification for the Government to take over their management.

Now coming to the third category, viz., schools under individual private managers, we find that they have created a problem for the Government, and therefore, they have to be carefully and critically

examined. Among these managements, there are three varieties those conducted by philanthropists, by Teacher-Managers, and by other private managers. Those maintained by rich persons or landlords or philanthropists are generally in a good condition and run on efficient lines. They are able to stand the financial strain involved in maintaining schools at a high standard of efficiency. Their co-operation in the spread of education is always welcomed by the Government and appreciated by the public of the locality. It was to help such willing managements that the grant-in-aid system was first introduced, so that the Government might go half way to help and encourage them in their laudable work. In earlier days, most of the non-mission schools belonged to this category. Unfortunately the Great War and the subsequent economic depression affected the financial prosperity and stability of such rich men, and therefore, most of these managements gradually lost their interest in educational work and began to retire from the field of education. Consequently schools of this type are not many in our Province to-day.

The second category is, however, more numerous and is ever on the increase, viz., schools run by Teacher-Managers. These schools, I consider as the modern counterpart of the pial schools that flourished in large numbers some twenty or thirty years ago. Most of these Teacher-Manager schools are of recent origin. When a young man, after his secondary education and without the means to go up for university education, found that he could not easily get a job or that his temperament did not permit him to serve under another, thought of leading an independent life by starting a school, either in his own compound or in a neighbouring locality, and by becoming its manager as well as one of its teachers, with other teachers employed under him. Some of these Teacher-Managers have no doubt, started schools out of a sense of public service, but most of them have started schools to find a living in these days of unemployment. While several of these schools are efficient, many are leading a precarious existence, the Teacher-Manager having to depend entirely on Government grants for the payment of the teachers and for the improvement of the school.

The same may be said generally of the last category of schools, those maintained by other individual private managers. These are generally landowners of the middle class, agriculturists or merchants by profession. They have admitted in their memoranda to the Government that they have started schools, not out of any philanthropic motives, but simply to earn a living. When some saw that others were making money by running schools, they too started schools, and with their influence in the locality, they got together enough students, and with their influence in the District Educational Council and with Educational

Officers, they got recognition and aid for the school. They have, of course, been doing their best, within their limited financial resources, to keep the school going and do some service to the people. Unfortunately, their main concern is the profit to themselves, and not the welfare of the teachers or the pupils. They are incapable of improving their schools or the lot of the teachers under them without the help of the Government. These schools are, at least fifty percent of them, not properly managed, not adequately staffed and equipped. How to improve these schools is the main problem of elementary education before the Government. Hitherto the means adopted by the Government to improve these schools is by the regulating of the grant-in-aid. Grants are reduced for badly managed schools so that the management might improve the schools so as to gain larger grants and make profits. But, I must confess that this method of improving schools has not been successful. Either larger grants should be given to the bad managements to make their schools better, or the Government or Local Bodies or some better private managements should take over these schools. Which of these two alternatives should the Government adopt is the practical issue before us to-day.

THE NEW RULES

The latest decision of the Government on the means of improving the state of aided elementary education in the Province is contained in G.O. No. 2270, dated 24th September 1938, and in the Notification of the Director of Public Instruction, dated 30th September 1938, which are mainly concerned with the introduction of the Teachers' Service Register. Owing to the financial difficulties of poor managements, teachers have been subjected to various forms of hardships, and as a solution of this problem, the Government have decided to enforce that teachers in aided schools should have Service Registers in which the terms of service will be entered, and these terms of service have to be faithfully followed by the managers. Since the publication of this G.O. and the Notification, managers have shown an unusual stir and activity, implying thereby that they are against the adoption of the new rules. They have not realised that the intention of the Government in issuing the G.O. is to improve the state of the aided elementary schools. The new rules will not affect the good managements; but I do admit that they will affect the bad managements who cannot go on with their old practices under the new rules and will be faced with the two alternatives—either to improve their schools if they can, and if they cannot, give up their managements.

Now, let us examine the new rules and see if there is sufficient ground for being alarmed at their introduction. My feeling is that the

new rules are favourable to the managers too, and are calculated to improve the state of their schools. In examining the rules we must make the distinction clear between good managements and bad managements, and all my explanation is based on this important distinction. By good managements we mean those who look to the welfare of their teachers and pupils, by paying their teachers regularly and the stipulated salary, by not sending them away at will for the managers' profits, by supplying the minimum requirements for efficient teaching, by keeping the school building in a sanitary condition, and doing such other things to make their schools good and efficient.

Coming to the new rules, managers are allowed to keep 15% of the grants and 85% is to be paid to the teachers. Indeed managers who used to pay teachers less and took for themselves more of the grant will naturally grumble at this rule. The Government have now acted as arbitrators and fixed the proportion of grant for the manager and the teacher. If any manager objects to this act of the Government, it only shows that they do not want to pay their teachers properly and want to pocket a much larger share of the grant than is legitimate. If you think that 15% is not adequate for all the expenses you now incur, my submission to you is that you need spend to the extent fixed by the Government, if you are not in a position to spend more and improve the school.

You also object to the stipulation that you should keep an account of expenses met out of the 15% grant. Good and conscientious managements will have no hesitation to comply with this rule, because they actually spend more than the grant; it is only those who are handicapped in continuing their old practices that will raise any objection to the requirement as regards keeping an account. This new rule is intended as a check on the bad managements that pocket the grant and do nothing or very little for the improvement or even the ordinary requirements of the school. I should like you to bear in mind that the Government, of to-day is a responsible Government, responsible to the tax-payer, and the grant paid is to be accounted for to the tax-payer who actually pays the grant. I am surprised at the way managers grumble at this elementary duty of a responsible Government. Good managements who spend a decent sum on their schools do not grumble at the new rule; it is only bad managements that will be hit by the new rule; they may keep, say 5 per cent, for their remuneration, and we expect them to spend at least 10 per cent on the improvement of their school. I would request the dissatisfied managers to work the new rules for a year or two, with a good conscience and goodwill, and we shall then see how the rules may be modified in the light of experience gained during this period of experiment.

Another rule you do not at all like is the one which restricts your freedom to send away teachers as and when you like. It is when liberty is turned into licence that freedom is curtailed. Some managers, if not most managers, have not properly been exercising their freedom, and the evil had gone to such an extent that the Government had to step in with a new rule. I want you to appreciate the Government's point of view. The Government have a responsibility to see that the education of the child is not spoiled either by frequent changes in the staff or by frequent quarrels between managers and teachers, and that teachers are not, like any others, thrown out of employment for no legitimate fault of theirs. Good managements do not send away their teachers whenever they like, but bad managements do so, and the Government restricts this liberty of bad managements so that they too might act as good managements do. Is this not justifiable?

Even here, let me point out a misconception. The Government have also been solicitous of the welfare and discipline of the schools, and consequently of the rights of managers. If a teacher gives trouble to the manager, if he disobeys him, if he does not attend to his duties punctually and faithfully in the interests of the school, the manager has the privilege and, I would say, the duty, of reporting against him to the higher authorities, as is being done in the Local Board or Government service, and with the approval of the Educational Officers concerned, the teacher could be sent away ordinarily with three months' notice, and in extraordinary cases, even without three months' notice. Is this not an adequate provision to protect the interests of the manager and of the good name of the school. We have taken a consistent view of the matter: the Government offer protection to good manager and good teachers; and cannot be expected to allow bad managements to continue their bad practices nor to allow bad teachers to continue teaching or spoil the good name of a school.

Another rule you evidently do not like is the provision for direct payment of salary to teachers. Here again you forget that the Government have safeguarded your rights. Teachers have been asking for the principle of direct payment; but the Government, being solicitous of safeguarding the discipline of the staff and the position of the manager as the employer, did not accept the principle of paying the teachers over the head of their employers, the managers. Indeed, some provision is made for direct payment, but it is only in the case of defaulting managers. Managers need not fear any restriction of their privileges and powers, if they pay their teachers regularly. And with the system of monthly grants which we propose to introduce, where is the difficulty to pay teachers regularly and monthly? The objection on this score is,

therefore, unreasonable. You may rest assured that the Government are not unreasonable as you seem to think.

There is one among the new rules which is decidedly in your favour, but which you have not been able to understand. In the Service Register there is the item No. 8— "Special conditions, if any, as to the tenure of appointment". Let me explain how this is in favour of managers. Since the monthly average attendance, on which the actual grant is based, will vary during certain portions of the year, and therefore, the need of a particular teacher or teachers ceases to exist, the manager can state under this column, when appointing a new teacher "subject to the continuance of the Register-holder's eligibility for grant". Again, in the general interests of a school, the management might get ready specially selected and trained teachers, and until such teachers are ready, the management can appoint temporary teachers for one or two or three years, which fact also could be stated in the Service Register. So you will now realise that a large volume of latitude is given to the managers—a fact which you do not seem to realise and which shows how the Government have taken into consideration the interests of managers as well.

MANAGER'S ULTIMATUM

If, after the foregoing explanation of the new rules, you still think that you cannot reconcile yourselves to the new plans of the Government and you still persist in thinking that the only course left open for you is to close down your schools, the Government will, of course, be forced, to their great regret, to accept your resignation and retirement from the field. If the District Educational Council advises the Government that in place of your school a new school must be started in the interest of the public, then the Government will open a new school or ask the Local Body to open one.

In the latest memorandum of yours, dated 2nd November 1938, you state your case thus: "The Government may be pleased to safeguard the rights and privileges of the managers or the Government may be pleased to take up the management direct and to allow the managers an adequate compensation in the shape of rent for building, furniture and appliances and expenses for contingency, library and games." This, I take it, is the ultimate ultimatum of managers to the Government. The first alternative is to safeguard the rights and privileges of the managers, and this, according to me, has been done under the new rules as explained by me above; consistent with sound education and conduct of schools, all reasonable protection has been given to the rights and privileges of the managers. And if any of you feel that this has not been done,

the only course left for you will be to retreat in good order from the field, enabling the Government to take over the ground thus left by you or to entrust it to the Local Body or to any other private agency that is willing to run a new school in place of the old one which any of you might give up.

As a friend, my advice to you is not to non-co-operate with the Government in the matter. If you leave the field, some one will step in—either the Government or the Local Body or some stable private management. I am inclined to think that local educational societies of parents or of teachers will be encouraged to take the place of individual managers. As far as I could see the future of elementary education in our Province, we must have more of local education societies to spread education; then and then only will the people of a locality take a keen interest in the education of the children of their locality. The possibilities of running schools on somewhat the lines of the Vidya Mandir Scheme have to be explored. If any of the dissatisfied private managers leave the field, I am optimistic enough to forecast the rise of local education societies running schools either on co-operative lines or on the Vidya Mandir plan.

There is one idea in your ultimatum referred to above, and I should like you to understand the implications contained therein. You expect the Government to allow a retiring manager an adequate compensation for many things. I am not competent to pronounce an opinion on the legal aspect of the claim for compensation. When the time comes, the Government will consult their legal advisers on the admissibility of your claim for compensation and will act accordingly. When a manager retires from the management of a school, whether the same school will be taken over by paying compensation as desired, or whether another school will be started, are questions which will have to be decided in each case by the competent authorities as and when the cases arise.

GRIEVANCES OF MANAGERS

Now let me examine the grievances of managers in general those grievances which arise under the existing rules and conditions.

You complain, and I say, rightly, that there is at present unhealthy rivalry between schools and schools. We hope to check this evil by introducing in elementary schools the system of transfer certificates now prevailing in secondary schools.

I am in agreement with you again, when you say that the managers must be given a copy of the inspection report and its review so that they may know the basis adopted in assessing grant. It is not only

for this purpose that I would welcome this innovation, but for two other purposes as well. It would enable the managers to know in what way the Inspecting Officers expect the school to be improved and, if possible, to make the suggested improvements before the next inspection, and also this reform will help to diminish the autocracy and evil propensities of some of our educational officers themselves.

Also in one other matter I am in full sympathy with your demand. You ask for due representation in the new District Educational Council for teacher-managers as well as for non-teacher-managers. In fact, you will get equal representation in the Council as anybody else; for one seat is reserved for Teacher-Managers' Association and another for Non-Teacher-Managers' Association in each district, provided such Associations are recognized by the Director of Public Instruction. It is up to you now to organise in each district a properly constituted Teacher-Managers' Association, and Non-Teacher-Managers' Association, and get them recognized by the Director, and thus claim the seats now provided for you in the new Council.

I am also in agreement with you when you say that the departmental teachers' meetings should have Deputy Inspector and Sub-Assistant Inspectresses as their permanent presidents, and that such meetings should not be used as a forum for extra-curricular propaganda. But I presume you will allow them to have their own Unions and Associations and Conferences to give expression to their grievances just as managers have their own Unions and Conferences.

If your contention that in Malabar district there is not an adequate number of trained teachers is correct, I agree with you that it is not fair for the Department to enforce the rule relating to the proportion of 2 to 1 in the matter of trained and untrained teachers you have to employ. You may rest assured that this matter will be investigated by me immediately and the needful will be done.

I am also prepared to admit that the grant now paid to schools is inadequate. But the grant-in-aid code and rules for assessing grants presuppose that private managements could not depend solely on Government grants for conducting their schools. Indeed, the grant-in-aid code needs revision in view of the present changed circumstances of most of the private managements. I should like you to make definite and practical suggestions for the revision of the half-a-century old grant-in-aid code which, I admit, has grown out of tune with the present-day conditions. At the same time you as well as teachers who appreciate the advent of a national Government in our Province, must give the Government time to adjust the finances and settle down to a better order of

things which will enable the Government to satisfy both managers and teachers in the matter of giving more liberal grants.

CONCLUSION

Let me now conclude this rather unusually long opening address. As I had to explain many matters to you, I had necessarily to be rather long. Let no one among you think that I have no knowledge of the working of elementary education in the country. Let lawyers like Mr. K. M. K. Nayar think so, and there is no danger in their thinking so. But if managers think like him, I may tell you that you are under an illusion. Another lawyer friend told you that I said one thing when addressing teachers and another when speaking to managers. I may tell you that I have spoken nothing privately to teachers or to managers; All my utterances are public, and I may say the same thing to teachers and to managers, and that is this: I am a friend of good teachers and good managers, and an enemy of bad teachers and bad managers; I am a friend of the persecuted and oppressed teachers and managers; and it is to redeem teachers and managers from their oppression and persecution that I entered politics. You may rest assured that you will find me always on the side of the just and the oppressed, be they teachers or managers.

I have nothing more to add. I have done my duty of enlightening you on the policy of the present Government and of showing you that the Government have your welfare as well as the welfare of your teachers at heart, and their legislation is intended to safeguard the interests of both, by holding the balance even between them. The Government is the Government of both teachers and managers; it is the Government of the people, and is always ready to listen to the grievances of all, and to redress those that are reasonable. It is up to you, managers, to trust the Government and co-operate with them in the right spirit. It is up to you to treat your teachers with sympathy and kindness and make them co-partners with you in improving your schools and elementary education in our Province. With mutual trust and love, let us all sincerely and wholeheartedly work for the progress and prosperity of our beloved Motherland. With this hope and prayer, I have much pleasure to declare open this Conference of the aided school managers of the Malabar District.

UNION LETTER

To All Affiliated Associations

Dear Sir,

The invitation extended to the South India Teachers' Union by the Madras Teachers' Guild to hold the abovementioned Conference in May, 1939, has been accepted by the Executive Board and you are requested to bring this fact to the notice of the members of your Association and to take such steps as may be necessary for the success of the Conference.

The attached voting paper contains the names of six persons nominated by the Executive Board of the Union at its meeting held on Saturday the 19th instant, in connection with the Presidentship of the ensuing Conference. You are requested to be good enough to have the vote of your Association recorded in favour of any one and only one of the six candidates and to return the voting paper with your signature so as to reach the abovementioned address on or before the 5th of January, 1939. Any voting paper received after that date will not be considered and a voting paper where vote is recorded for more than one will be declared invalid. Kindly note the change in the address of the Union Office.

Madras is a city of long distances and it is represented by the Reception Committee that there may be confusion and inconvenience if definite information regarding the number of delegates attending the Conference and desiring to have arrangements for boarding and lodging made for them be not furnished sufficiently early. Taking all points into consideration and having regard to the efficient conduct of the Provincial Educational Conference, the Executive Board has asked us to invite your attention to the following suggestions and it appeals to you to bear these in mind and to co-operate with the Office of the Union and the Reception Committee so that every delegate may get the full benefit of the Educational Conference:

1. Each Association is requested to send a list of its delegates along with the delegation fee of annas eight per delegate so as to reach the office of the Reception Committee, 41, Singarachari Street, Triplicane, not later than the 31st March, 1939.

2. You are also requested to send us any resolution which your Association may desire to bring up before the Conference on or before 31st January, 1939.

3. Any topics of current interest which your Association may like to take up for discussion may also be communicated to the Office of the Union by 31st January, 1939.

4. Any investigation of study made on subjects by your Association may also be communicated by 31st January, 1939, for inclusion in the programme.

Any suggestion which you can make with regard to the conduct of the Conference will be received with thanks and we appeal to you once again to do all that you can by giving wide publicity to the ensuing Conferences so as to make it a success.

Yours faithfully,

M. S. SABHESAN,

E. N. SUBRAMANYAM.

The following six persons have been nominated by the Executive Board of the S. I. T. U. for the presidentship of the 30th Provincial Educational Conference.

1. Sri. E. P. Audiseshiah, M.A., Principal, Voorhee's College, Vellore.
2. Rev. Fr. Carty, S.J., Professor, St. Joseph's College, Trichy.
3. Sri. P. Ganganna, B.A., L.T., Headmaster, Veerasalingam High School, Rajahmundry.
4. Rev. L. L. Lorbeer, Principal, Pasumalai High School.
5. Mrs. Radhabai Subbaroyan, B.A., M.L.A. (Central).
6. Sri P. Seahadri, M.A., Principal, Government College, Ajmers.

FROM OUR ASSOCIATIONS

THE THIRTIETH MADRAS PROVINCIAL EDUCATION CONFERENCE

Madras Teachers' Guild resolves to invite the Conference

A general body meeting of the Madras Teachers' Guild was held on Saturday the 5th November 1938, at 3-30 P.M. in the Singarachariar Hall, Hindu High School, Triplicane, under the presidency of Sri M. S. Sabhesan, M.A., President of the Guild. There was a large gathering of members present.

The meeting first passed a condolence resolution on the death of Kulapathi M. Muniswami Iyer, Retired Headmaster of the T. T. V. High School, and former President of the Guild.

Sri S. Natarajan of the St. Gabriel's High School, sought the permission of the Chairman to move certain resolutions, the first of which read as under:—

"This meeting expresses its strong disapproval of the Premier's remarks and the Editorial comment of *The Hindu* on our President's plea for a Board of Education."

The Chairman, Sri M. S. Sabhesan, wanted to take the sense of the House whether the resolutions could be taken as urgent, and asked Sri S. Natarajan to explain how they were urgent.

Sri Natarajan, after reading the resolutions, said that on the occasion of the inauguration of the Education Week, the Premier made certain observations regarding their proposal for the constitution of a Board of Education to advise Government on matters educational and made certain remarks regarding budget provision and equipment. It was for them to tell the public that 'education should not be stifled whatever be the economic condition of the Government.' He added that they must see that education was put on the proper road and that it was in education that their salvation lay. The public ought to be appraised of it and it was the duty of the teachers to give timely warning so that they might press the Government to make adequate provision for proper education. This was the urgency in the matter.

As far as the Board of Education was concerned, he was afraid the Premier twisted their proposal for a Board of Education. They had mentioned that the Board should be constituted for the specific purpose of advising Government on matters educational, not at all to rule the Education Department or administer it. The Premier had proceeded from false premises and had considered the Board of Education as a 'Guild Body.'

Proceeding, the speaker said that he would not have considered it as an urgent matter but for the fact that a very leading journal of this land, the '*Hindu*,' simply took up the remarks of the Premier and had said that if 'what the profession wanted was a free field to do what they liked—a kind of guild socialism—then their position is untenable.' The speaker added that he was afraid that the feeling might gain currency. For these reasons, he considered that the points contained in the resolutions, were not only urgent but of public importance and therefore, sought permission to move the resolutions.

Sri S. K. Yegnanarayana Iyer, suggested the dropping of the first resolution, saying that from an educational point of view, reference to persons and institutions

would be unnecessary and that they would do well to concentrate attention upon the main points which were embodied in the resolutions that followed, viz., that they advocated the formation of an advisory body and not a body of experts to control education.

After some discussion, the following amended resolutions were passed:

(1) "In view of the remarks of the Premier on the occasion of the inauguration of the Education Week and the Editorial comment of *The Hindu* of the 1st November, this meeting is of opinion that a Board of Education consisting of representatives of the Government, the Universities, Managements and the South India Teachers' Union cannot be construed as a Professional Guild. It is of opinion that a Board of Education constituted on the above lines to advise Government on educational matters is very necessary in the interest of sound and continuous progress in education."

(2) "This meeting views with alarm the Premier's view in relation to equipment in educational institutions and is of opinion that a disregard of the necessity for proper and adequate equipment will result in serious educational wastage and will lead to a set-back to the progress of education."

(3) "This meeting appeals to parents to urge on Government that the children of to-day should not be denied the facilities of good education and requests the Government to enunciate its policy with regard to education—its reorganisation and equipment."

It was then resolved to invite the South India Teachers' Union to hold the 30th Madras Provincial Education Conference in Madras in the month of May 1939, under the auspices of the Madras Teachers' Guild. The members present at the meeting constituted themselves into a Reception Committee for the time being and it was resolved that their membership be confirmed on the payment of the fee for membership before the 31st December 1938. The following other resolutions were then passed:—

"That the following minimum rates of membership fee be fixed:—

Patrons	..	Rs. 25 0 0
Donors	..	Rs. 10 0 0
Institutions	..	Rs. 5 0 0
Teachers in institutions other than Elementary Schools	Rs.	2 0 0
Teachers in Elementary Schools	..	Re. 1 0 0

"That the Council of the Madras Teachers' Guild be appointed as a Provisional Committee and be authorised to enrol members and make recommendations for the election of the Office-bearers of the Reception Committee before the 1st December 1938."

T. P. SRINIVASAVARADAN,
SYED MAHMOOD

Hon. Secretaries.

CHITTOOR DISTRICT TEACHERS' GUILD ANNUAL CONFERENCE

The annual conference of the District Teachers' Guild, Chittoor was held on Saturday, October 29, 1938 in Chandragiri District Board High School Assembly Hall which was tastefully decorated for the occasion. In the absence of Mr. C. J. Varkey, Parliamentary Secretary to the Minister for Education, Sri T. R. Krishnamachariar, Headmaster, D. H. H. S. Tirupati and President of the Guild occupied the chair. Delegates from Kalahasti, Tiruttani, Tirupati, Pakala, Chittoor and Madanapalle attended.

Proceedings commenced with prayers from Religions after which Mr. A. S. Krishnamurti Sastri, B.A., L.T., Chairman of the Reception Committee and Headmaster of the local school welcomed the delegates. He dwelt at length on the difficulties of the Teaching Profession and said that they should continue to represent their grievances especially in the matter of the Provident Fund till they were redressed. He appealed to the teachers to stand firm and united so that they might come into their own.

The President in the course of his brief address observed that teachers, especially those in schools managed by private agencies were under great disabilities and it was imperative that their position should be improved and hoped that the Congress Government would come to their help. He appealed to the teachers assembled to be united and to work vigorously for achieving their aims.

Sri E. N. Subrahmanyam, M.A., B.L., Secretary of the Guild then presented the Annual Report for 1937-38. On the motion of Sri A. S. Venkatraman, B.A., L.T., seconded by Sri K. Natesa Aiyar, B.A., L.T., the Report was adopted unanimously. Sri K. A. Narayana Rao, B.A., L.T., Secretary, Reception Committee read messages from Messrs S. K. Yegnarayana Aiyar, M. S. Sabhesan, E. H. Parameswaran and K. S. Chengalrayan wishing the Conference every success.

A paper on 'Basic Education' by Miss C. M. Coburn, M.A., Principal of the A. A. M. Girls' School, Madanapalle was read in her absence by Miss Chandra Royal. Prof. K. T. Krishnaswami Aiyangar, M.A., of the Theosophical College, Madanapalle next delivered an address on 'The Fundamentals of Education.' A discussion followed in which Messrs D. Purushottam and S. Srinivasan participated. The Conference then rose for lunch.

Reassembling after lunch the conference proceeded with the election of office-bearers. The following were elected:

President	: Sri T. R. Krishnamachariar, B.A., L.T.,
Vice-President	: Miss C. M. Coburn, M.A.,
Secretary and Treasurer	: Sri S. Srinivasan, M.A., L.T.
Joint Secretary	: Sri D. Purushottam, B. H. S. Chittoor.

Guild Representative on the
S.I.T.U. Executive : Sri H. Sunder Rao, M.A.,

The affiliation fees of Elementary Teachers' Associations, was by means of a resolution fixed as follows:

Associations with a membership of fifty and more Rs. 2 per annum; with less than fifty Rs. 1-8-0 per annum. School Associations Re. 1 per annum. After the business meeting, the conference took up for discussion the Resolutions framed by the Executive Committee. The following resolutions were unanimously adopted:

1. This Conference welcomes the Wardha Scheme of Education and requests the Government to introduce it at an early date.

2. This Conference is strongly of opinion that constant change of syllabuses is detrimental to the cause of education and requests the Government to frame them for all subjects in consultation with educational experts and in the light of public opinion.

3. This Conference feels that Government should undertake the publication of standard text books without delay so as to indicate the scope and content of the several subjects in schools.

4. The Conference requests the Government to bring the salary and status of teachers in Local Board, Municipal and aided schools into line with the salary and status of teachers in Government service.

5. This Conference requests the Government to frame suitable rules about the Provident Fund of teachers in aided schools so as to enable them (a) to contribute like the teachers in Board Schools at $2\frac{1}{2}$ annas in the Rupee (b) to get at least an interest of 4% per annum (c) to get the amount within one month from the date of retirement and (d) to utilise the P. F. contribution towards payment of insurance premia as in the case of teachers in Local Board and Municipal Schools.

6. In view of the serious defects recurring year after year in the mode and scope of questions set in the several subjects for the S.S.L.C. examination this Conference recommends to the Government and S.S.L.C. Board to appoint only experienced teachers handling those subjects as chief examiners.

7 (a) This Conference requests the Government of Madras not to insist on the S.S.L.C. qualification for the Hindusthani teachers and that the G.O. No. 1394 of 17-6-38 in force now be suitably modified.

(b) This Conference requests the Government of Madras to adopt the same scale Rs. 45-2-75 for Visharad graduates of the D. B. Hindi Prachar Sabha, as is given to the Vidwan Graduates of the Madras University as both these qualifications are regarded as equal by the G.O. mentioned in resolution (a).

8. This Conference requests the Government to favourably consider the question of making necessary provision for the free education of the children of Elementary School masters serving in recognized schools.

9. This Conference requests the Government that the old scale of pay in force for the secondary grade teachers in Chittoor District Board prior to 1-11-1934 (Rs. 34-50-160) be restored to the old entrants.

10. This Conference protests against the continuance of the practice of appointing a custodian for S.S.L.C. papers which is resented as an insult to the integrity of the profession and requests the Government to abolish the said practice and restore the old system of entrusting the papers to the Chief Superintendents themselves.

11. This Conference places on record its sense of deep gratitude to the services rendered to the guild by Sri E. N. Subrahmanyam, the outgoing Secretary and Treasurer.

The Conference came to a close with a vote of thanks proposed by Sri E. N. Subrahmanyam to the Teachers' Association, B. H. S. Chandragiri for their cordial hospitality.

THE EIGHTH SOUTH INDIAN EDUCATION WEEK

MADRAS.

The Eighth South Indian Education Week was inaugurated by the Hon'ble Sjt. C. Rajagopalachariar, the Premier to the Government of Madras, on Monday the 31st October 1938, at 5-15 p.m. in the Madras Christian College School Hall. There was a large gathering of teachers numbering more than 500. Sri M. S. Sabhesan, President of the Guild, welcomed the Premier and the members present. Sjt. K. Santanam, M.L.A. (Central) delivered an interesting lecture on "Education for the India of Tomorrow".

On Tuesday the 1st November 1938, Physical Education Demonstrations were held in various centres which were largely attended by pupils and parents. In the South Zone, Physical Education Demonstration for Girls' Schools was held in the Lady Willington Training College grounds and for the boys at the P. S. High School grounds. In the West Zone, Physical Education Demonstration for girls' schools was held in the Bentinck Girls' High School grounds and for boys' schools in the Sir M. Ct. M. C. High School grounds.

On Wednesday the 2nd November, 1938, under the presidency of the Hon'ble Dr. T. S. S. Rajan, a meeting was held in the Corporation High School, Nungambakkam. Dr. (Mrs.) V. Chinnappa Assistant Director of Public Health, addressed the audience on "Schools and a Healthy Nation." Sri Diwan Bahadur R. Subbiah Naidu Garu, Commissioner, Corporation of Madras, gave a short talk on "Youth in relation to the Civic life of the city". The meeting was well attended by parents and the public of the locality.

On Thursday the 3rd November 1938, Dr. P. S. Lokanathan of the University of Madras gave an interesting lecture on "Schools: Social and Vocational Efficiency" at 5-30 p.m., in the Meston Training College Hall. Owing to unavoidable absence of the Hon'ble Mr. V. V. Giri, who had kindly consented to preside over that day's function, Rev. T. R. Foulger, Principal, Meston Training College, took the chair. Mrs. B. M. Chester, gave a talk on "Schools and Social Efficiency."

There were entertainments on Friday the 4th November 1938. The South Zone organised an interesting and attractive variety entertainment in the Sama Rao Higher Elementary School, Triplicane, in which a good number of schools in the South Zone took part. The West Zone got up another interesting variety entertainment in the spacious Hall of the Sir M. Ct. M. C. High School, Purasawalkam, under the presidency of Sri Diwan Bahadur R. Subbiah Naidu, Commissioner, Corporation of Madras. Both these entertainments were well got up and a good number of parents of pupils attended and enjoyed the entertainments.

In connection with the Education Week celebrations, a special service for teachers and for those under training was organised in the Zion Church, Chintadripet, Madras, on Friday the 4th November at 6-15 p.m.

Guild Day was celebrated on Saturday the 5th November 1938. Mr. M. S. Sabhesan, M.L.A., President of the Guild presided over the meeting. Sri E. W. Aravamudan, Member, Dr. Zakir Husain Committee of the Wardha Scheme of Basic Education and Secretary, Hindustani Talimi Sangh, Wardha, addressed the gathering on the "Wardha Scheme of Basic Education." Sri Rao Sahib S. R. Ranganathan, M.L.A., L.T., University Librarian, then delivered an interesting lecture on "School Libraries and the Holistic View of Education".

The Education Week celebrations concluded on Sunday the 4th November 1938 with the celebration of Good Will Day at the P. S. High School, Mylapore. There was a large gathering of teachers and pupils as well as others interested in Education. Sir Mohamed Usman Sahib Bahadur presided. There were interesting lectures on "Schools and World Good Will" by His Grace the Most Rev. L. Mathias, S. C., D. D., Archbishop of Madras, followed by Sri Swami Aseshananda of the Sri Ramakrishna Students' Home, Mylapore.

COMPETITIONS.

Competitions on Oratory and Music, both vocal and instrumental were organised in different centres in the South, West and North Zones. Almost all institutions sent in competitors to compete in the competitions.

EDUCATION WEEK IN CORPORATION SCHOOLS.

This year, the authorities of the Corporation of Madras took a keen interest in celebrating the Education Week in schools under their management. Exhibitions were organised in different centres. Competitions in various items were conducted, variety entertainments were got up, physical education demonstrations were organised in different playgrounds and lectures were arranged. It is a matter of pleasure to note that all the Corporation Schools, not to leave one institution, took part in the celebration of Education Week this year.

Education Week was also celebrated in several aided schools in the city. Parents' Day and Scout Demonstrations were held. The Madras Education Week Committee should like to thank the staff of the city institutions for donations made and for the whole hearted co-operation extended to the Committee. It should also like to thank the authorities of the Corporation of Madras for their co-operation and support in the celebration of the Education Week.

BIMLIPATAM.

The Education Week celebrations commenced on the 5th instant with a Benefit performance of Vara Vikrayam in aid of the Education Week funds by the pupils of the Government Training School and some officials. There was an Educational Exhibition on the 7th instant and the exhibits included fret work, embroidery, clay modelling, Teaching aids, painting and pencil drawings. Professor Vissa Apparao, M.A., L.T., Principal, University Colleges, Waltair presided over the inaugural function of the week on the 7th instant at 5-15 P.M. at the Municipal High School. Jamab Hyderali Khan, B.A., Commissioner, Bimlipatam Municipality delivered an address on "Education." The pupils of the High School enacted two Telugu Farces *Balavanta Brahmanardham* and *Dhamba Sanyasi* which evoked the applause of the audience throughout. On the 8th afternoon there was a procession of the pupils and teachers of the several schools of the locality with National flags and florals. At the end of the procession peppermints were distributed to all the School children. On the 9th and 11th morning sports were held for boys and girls and they evinced keen enthusiasm in them. On the 10th instant a meeting was specially held for the Ladies who attended it in large numbers. Srimati T. Bullema, Headmistress, Municipal Girls' School No. 1 addressed the gathering. Girl pupils enacted *Sakkubai* and *Pahlada* successfully to the appreciation of all. The prize distribution function was held on the 12th instant at 5-15 p.m. under the presidency of K. P. G. Menon, Esq., B.A. (Hons.), Oxon., Bar-at-law, District Educational Officer, Vizagapatam. Prizes consisting of Khaddar cloths and

fancy goods were given away to the winners in sports and Exhibition and to the best actors and actresses in the Dramas. Professor S. Bhagavantam, M.Sc., Head of the Department of Physics, University College of Science, Waltair delivered an address on "Science and the development of human mind." "The sagacious Cadi" an English playlet was enacted by the High School pupils and a scene from "Harischandra" in Telugu was put on boards. The President in his concluding remarks spoke on the importance of the Education Week and congratulated the organisers on their successful celebration.

The Secretary proposed a hearty vote of thanks to the several Presidents and speakers at the different meetings and expressed the Committee's gratefulness to the public for their financial help. He also expressed his thankfulness to the Chairman and Commissioner of the Municipality and the District Educational Officer for their kind encouragement.

ONGOLE

The Pupil-Teachers' Association of the Government Training School, Ongole held the Education Week from 2-11-38 to 7-11-38. On the morning of the 2nd instant, a procession of the teachers and students of the training school went through the main streets of the town, singing songs relating to the value of Education and distributing invitations among the public. In the evening of the same day a Health Cinema on the prevention of plague was exhibited at the Kannan Talkies freely by the Junior Red Cross Association of the Training School. On the evening of the 3rd instant a public meeting was held in the garden of the Training School under the presidentship of Sri D. Raghava Rao, B.A., L.T., Headmaster of the Local Municipal High School when lectures on "Schools and our Cultural Heritage," on the "Education for to-morrow" and on "Schools and the World Goodwill" were delivered by Sri S. Lakshmi Narayana Rao, Sri A. V. Subba Rao, M.A., L.T., and Sri Bh. Satyanaraya, M.A., all belonging to the Training School. On the night of the 4th instant lectures on Parental Co-operations were held in five centres of Ongole by the staff and students of the Training School. A special feature of this year's week was the holding of meetings in four neighbouring villages on the night of the 5th instant when parents were exhorted to send their children to schools regularly and to co-operate with the teachers in all possible ways. These lectures were largely attended by both the illiterate and the literate parents including several ladies. The Education Week was brought to a close by a public meeting held in the Training School under the presidentship of Sri O. M. Subrahmanyam, B.A., a prominent Vakil of Ongole, when a lecture was delivered on "Schools and Character" by Sri M. Nageswara Rao, B.A., B.Ed. Lectures on other subjects relating to Education were delivered by Sri B. Jesuratnam, Sri Ch. Kotiswara Siddhanti and Sri N. Kotayya all teachers of the Government Training School. The President Sir O. M. Subrahmanyam laid great emphasis on the formation of Character among the pupils. The meetings were made interesting by the dialogues of the girl pupils of the Model Elementary School on subjects relating to Education.

NARASAPATAM.

The Eighth South Indian Education Week was duly celebrated by the teachers and pupils of the Board High School, Narsapatam from Monday the 31st October 1938 to Sunday the 6th November 1938. During the week the day to day programme as fixed by the Central Education Board was adhered to and lectures were

delivered both by the teachers and pupils on subjects pertaining to each day's topics. M. R. Ry. G. Jagiraju Pantulu Garu, Assistant Director of Agriculture who had been recently to Wardha, gave a clear and lucid account of the system of Education at Wardha. He explained how the Vidya Mandir Scheme of Education is a solution for the education of the Masses in India. The fact that the Wardha Scheme is the only scheme to the requirements of a sound elementary education must clearly be borne in mind and a proper scheme for the Secondary and Collegiate Education still remains to be formulated.

During the Week lectures were also had on Adult Education, extra-curricular activities, and on the importance of world friendliness and world-peace saving humanity from the horrors of war. A reading room was duly organized within the school. There were lectures on Health and Education especially on the Physical side of it.

Competitions in Games and Sports were held on Wednesday, the 2nd November and on the succeeding days.

Special attention is also paid to spirit of service character training and self-government in the school. How the school forms a ground for preparation for good Citizenship is well brought out. The formation of a School Council to force school laws of discipline was organised. In addition to this cleanliness squads were formed in the different classes and forms of the school.

The whole programme was finally brought to a close with the final meeting presided over by M. R. Ry. P. ch. Venkata Rao Pantulu Garu, Deputy Superintendent of Police, Narsapatam on leave, who gave away the prizes with words of encouragement in a thrilling speech. Some scenes from notable Telugu Dramas were staged and the functions of the Week terminated.

KURNOOL.

Procession: The Week commenced on Monday the 31st of October 1938. In the morning, a procession of pupils and teachers of various schools went round the town, heralding the week. Telugu songs on the importance of education were sung by school children.

Exhibition: In the evening at 5-30, the Educational Exhibition, in which 12 local schools took part, was declared open by Mrs. B. J. Rockwood, in the Coles Manual Training Hall, before a large audience. She spoke on the educative value of exhibition and said that exhibits of various kinds in connection with regular school work added to the interest of the class work and helped pupils to visualize and more easily understand the subjects they were studying.

Inauguration: At 6 p.m. in the Coles High School Hall, the inauguration of the Week took place. Among those present were Mr. N. S. Arunachalam, I.C.S., District Collector, Mr. V. Hanumantha Rao Naidu, R.D.O., Mr. and Mrs. B. J. Rockwood, Mr. and Mrs. Longley, Mr. O. L. Swami Rao, M.L.A., Mr. A. Abdur Rahiman Khan, M.L.A., Rao Bahadur T. R. Ramachandra Sastri and Mr. Rao Sahab J. Ramayya Setty. Mr. P. N. Ramaswami, I.C.S., District Judge was in the chair.

After prayer and recital of Telugu verses, Rev. B. J. Rockwood, President, Kurnool District Teachers' Guild, spoke on the importance of the Week and said that it afforded an opportunity to the public for understanding the needs of schools. He then read messages from the Central Education Week Committee and from Mr. K. Kuppaswami Aiyar, Retired Headmaster and Ex-President of the Guild.

Mr. K. N. Pasupathi, Secretary and Convener, read a short paper appealing to the parents for their hearty co-operation with schools.

Mr. P. N. Ramaswami, District Judge, while inaugurating the Week, dwelt on the necessity for frequent contact between teachers and parents and for the provision of adequate home environments to pupils.

A lecture on Indian Culture, by Mr. K. B. Krishnamurthi Rao, followed. Proposing a vote of thanks, Mr. G. Siva Rao appealed to the public to view with sympathy the several difficulties, the teachers had to labour under.

In the Municipal High School, with Mr. Rao Sahib J. Ramayya Setty, Municipal Chairman, as President, a Physical Training demonstration, Scout-display, art-display etc., took place.

Mr. K. N. Pasupathi, Secretary, made a statement on the Essay Contests held in Telugu and English and requested Mrs. Longley to give away the prizes. A silver cup presented by the Municipal Commissioner Mr. Rao Sahib Ranayya Setty, for the best Telugu Essayist, was awarded to Miss Hemalata of the E. C. M. Girls' School, and two silver medals, presented by Rev. B. J. Rockwood, were awarded to N. V. Krishnamurthi Rao and K. Venkata Reddi, pupils of the local High Schools.

The President, expressed his appreciation of the display of games and scout-craft. With a vote of thanks proposed by Mr. K. Nilakanta Rao, the function ended.

With Mr. O. L. Swami Rao in the chair, two lectures were delivered. Mr. S. Ganapathi Aiyar, pleader spoke in English on "Schools and Character training", while Mr. K. Sethu Rao Dy Inspector of Schools spoke in Telugu on "Schools and the spirit of Service". Mr. P. Raju proposed a vote of thanks.

Under the Presidentship of Mrs. Rajam Ramaswami, wife of Mr. P. N. Ramaswami, District Judge, the Ladies' Day was celebrated in the premises of the Government Middle Schools for Girls. An interesting programme of comic acting, recitations and songs was gone through. Mrs. Lakshmi Devi lectured on Home Science as a preparation for home-making. The President gave an account of her impressions of education in the West and many useful suggestions for the improvement of Girls' education. Miss E. Lima, B.A., B.T., proposed a vote of thanks.

The 'Banish Illiteracy Day' was celebrated with great eclat in the gaily decorated compound of the Municipal Office, with Mr. N. S. Arunachalam M.A., I.C.S., Collector, in the chair. The mike and loud speaker arrangements were made for the occasion; and songs and speeches were broadcast to thousands of hearers. After a prayer song, a boy scout sang a ballad on the mike conveying a message of education. A Hindi song by a school pupil and a Gobbi dance by the pupils of the Adult school, the sweepers of the Municipality, provided much amusement.

Mr. B. Lakshamana Pillai, B.A., B.L., Municipal Commissioner, on whose initiative an adult school was started in July last, gave an account of the work of the school.

THE SOUTH INDIAN TEACHER

and satisfactory progress made. The Messrs. V. Seshiah and H. Krishnamurthi, honorary teachers of the school, gave short talks on the work of the school and appealed for the co-operation of the leisured, the educated and the rich in stamping out illiteracy.

Mrs. Arunachalam gave away the prizes to the successful students and certificates of merit to the workers of the Adult school. The President spoke on the great part that the radio would play in disseminating useful knowledge to the illiterate adults.

Rao Saheb Jutur Ramayya Setty, Municipal Chairman, proposed a vote of thanks.

On Saturday evening, in the Coles Memorial High School with Rev. B. J. Rockwood, President, Teachers' Guild, in the chair, a meeting was held for the presentation of certificates of merit to those who had sent good exhibits for the Educational Exhibition. Mr. K. Nilakanta Rao, member, Exhibition Sub-Committee, read a statement. He said that about 800 exhibits were received in all, and that 12 local schools took part in the Exhibition. 44 certificates of merit were issued by the Guild to the teachers and pupils whose work was deemed excellent by the judges. Mr. K. N. Pasupathi Aiyar, Secretary, read the list of winners and Mrs. B. J. Rockwood gave away the certificates. Rev. W. J. Longley made useful suggestions for organising an Exhibition. Mr. K. N. Pasupathi proposed a vote of thanks to all those who contributed to the Week's activities and the week's success.

After this, a magic lantern lecture by Rev. B. J. Rockwood on "Round the Globe From Colombo to New York" was given. There was also radio music entertainment.

RAYADRUG.

Under the auspices of the High School Teachers' Association a public meeting was held in the School Hall on Sunday the 6th instant, to celebrate the Education Week, with Sri B. Cheluvanayakam Pillai, the Tahsildar in the chair. Sjt. Alur Venkoba Rao, the Headmaster, in the course of his speech said that the use of the mother tongue as the medium of instruction, introduction of technical instruction to enable the students to earn their living after the completion of their courses, and the teaching of Hindustani were some of the most important requisites of the Education that the India of the future needed.

Many others also spoke on the occasion and the function terminated with a vote of thanks proposed by the Secretary of the Teachers' Association.

MADANAPALLEE

The eighth South Indian Education Week was inaugurated in Madanapalle at 5-30 p.m. on Monday, October 31, in Besant Hall of the Theosophical College by Mr. C. J. Varkey, M.A., M.L.A., K.S.G., Parliamentary Secretary to the Minister for Education. There was a large and distinguished gathering including many ladies.

Proceedings commenced with the singing of a national song by the lady students of the college after which prayers representing various religions were said.

In welcoming the gathering Prof. E. N. Subrahmanyam, General Convener, briefly explained the aims and achievements of the South India Teachers' Union and observed how by organising the Education Week year after year since 1931 the S. I. T. U. was doing its best to focus the attention of the public on certain vital aspects of Education.

Mr. Varkey, in inaugurating the Week said that he welcomed the observance of the Education Week as an annual event as it provided an opportunity for mobilising public opinion on matters educational. Education, he said was not a matter for the school alone but it was a co-operative enterprise in which the school, the Home and the community were all equally concerned. He then made a strong appeal for parental co-operation.

The object of Education, Mr. Varkey said should not be only the training of character on the promotion of culture but it should also help in getting a living. The Wardha Scheme of education answered all these tests and that was why the Government gave its support to the scheme. The scheme would be introduced as soon as teachers trained on the Wardha lines were available.

EDUCATIONAL EXHIBITION.

On Tuesday, November, 1, Sri P. Ramakrishnan, M.A., I.C.S. declared open in Hope School Hall the educational exhibition arranged in connection with the Week. Mr. Ranga Rao Nippand in the course of a brief statement said that the Theosophical High School, the Government Training School for Women, the Hope School, the A. A. M. Girls' School, Board Hindu Boys' Elementary School and Sri V. S. Krishnaswami, I.F.S., had Co-operated with the Exhibition Committee by sending different exhibits.

In declaring the Exhibition open Sri Ramakrishnan referred to certain unique features that Madanapalle possessed as an Educational Centre and added that the college and other educational institutions could to a very large extent influence the civic life of the town. Sri V. S. Krishnaswami, I.F.S. delivered a short address on the educational value of Exhibitions. He described how paper could be made from Boda grass without any elaborate machinery. Wednesday, November, 2 was observed as the 'Parents' Day when opportunity was afforded to parents to express their point of view with regard to 'Education for the India of To-morrow.' A meeting was held in the Board High School Assembly Hall which was tastefully decorated for the occasion. Mr. C. S. Trilokekar, M.A., Principal of the Theosophical High School presided.

After prayer Sri S. Jayaram Pillai, B.A., L.T., Headmaster of the school welcomed the gathering in a short speech. Dr. Shenoy, Civil Assistant Surgeon, speaking first pleaded for the introduction of military training as a compulsory subject in all schools and colleges while Mr. S. Guru Rao, Retired Deputy Collector, observed that the system of education required complete overhaul but such overhaul was possible only when India was complete mistress of her destinies. Mr. R. Krishna Sastri, M.A., B.L., Advocate, accorded his warm support to the Wardha Scheme and pleaded for its early introduction. Sri Brahmayya Sastri, Special Officer, stressed the importance of mother tongue and the teaching of civics as a compulsory subject.

The President in the course of his remarks observed that any scheme of educational reorganisation, if it should prove a success should be based on a proper

understanding of the child and its essential requirements. The meeting terminated with a vote of thanks proposed by Mr. E. N. Subrahmanyam.

TEACHERS' RALLY

The celebrations were brought to close on Saturday, November 5, with a Teachers' Rally on the premises of the A. A. M. Girls' School. Sixty teachers attended half the number being ladies. After refreshments Messrs Narahari and Vittal Rao entertained the gathering to some exquisite music.

A meeting was held under the presidency of Miss Coburn, M.A., Principal of the A. A. M. Girls' School when Prof. H. Sunder Rao, M.A., led a symposium on the Teaching Profession.

The President expressed the hope that as a result of the Celebration's during the Week the teachers would have derived a new inspiration which would sustain them in their great task throughout the year.

Prof Sunder Rao said that it was necessary for teachers to meet every now and then in one common fellowship and inspired by the common ideals. The position of the teacher in the scheme of things was, he said, a very discouraging one. After analysing the causes for such a state, he appealed to the teachers to stand united till they came into their own. Prof. Srinivasan described what the S. I. T. U. had done for the teaching profession and appealed to the gathering to rededicate themselves to the great mission of Education. Prof. P. N. Chary, Principal of the College said that there could not be any finality about schemes of educational reorganisation as the world was rapidly changing.

The gathering then repaired to the quadrangle of the A. A. M. Girls' School Hostel to witness the Camp Fire and display organised by the girl guides and blue birds of the Government Training School for Women and the A. A. M. School.

The gathering broke up after singing Tagore's *Jana Gana Mana* and a vote of thanks by Mr. E. N. Subrahmanyam.

CHIDAMBARAM.

The Education Week was celebrated in Pachaiyappa's High School, Chidambaram on the 2nd, 3rd, and 4th of November 1938 with much enthusiasm.

Sri R. Kalyanasundaram Iyer, Headmaster in welcoming the President said that education at present was unrelated to life and did not serve the needs of the community. The teachers should function as useful members of the community, catch new ideas and give a new orientation to their work in school. They had not only to educate the children but also their masters.

Sri G. Srinivasa Iyer, retired Headmaster and veteran teacher, inaugurated the Education Week, and observed that teachers had to be leaders of thought and spread sound educational ideas. The object of celebrating the Education Week was to give wide publicity to and educate the public in matters of education, and this could be achieved by the agency of the press and public meetings like these.

The "Teachers' Day" was celebrated by the school on the 2nd November, and Sri T. N. Krishnamoorthi, M.A., L.T., delivered an address on "certain aspects of Educational Reform". He said that education must change with changing times and pleaded for a craft-centred education. There was great need for correlation between the school, the home and the community. The educator must bear in mind the social background, must treat the child with respect and not dominate him.

Sri M. Gopala Iyengar participated in the discussion that followed.

Thursday the 3rd November was set apart as "Health Day," and Dr. K. S. Appu Mudaliyar, Civil Assistant Surgeon, Chidambaram delivered a very interesting lecture on "Leprosy." It was illustrated with numerous lantern slides. He appealed to masters and parents for closer co-operation in rooting out this terrible disease from the district.

Sri C. V. Srinivasa Chariar, B.A., B.L., leading Advocate and Member of the Syndicate presided over the "Parents' and Children's Day" celebrations. The programme consisted of recitations, dialogues, variety entertainments and amateur music. The children acquitted themselves well and the keerthanams of Miss Lalitha of Second Form were much appreciated. The President in his illuminating speech pleaded for parental co-operation, and congratulated the children on the success of their performances. The Elementary School also took an active part in the celebrations.

CONJEEWARAM

The Education Week Committee observed the following programme during the Education Week:—

Date	Subject.	Speaker.	President.
Monday. 31-10-38 5 P.M.	Schools and Culture	Sri A. Ranganatham Chetty, Dt. Munsiff.	Swami Iswarananda
Tuesday. 1-11-38 5 P.M.	Schools and Knowledge	Sri P. Ratnavelu, Dep-Insp. of schools.	Sri K. Subramania Pillai, Advocate
Wednesday. 2-11-38 5 P.M.	Schools and a healthy Nation	Sri P. Raghuraman.	Sri A. Krishna-swami Mudr., Commissioner
Thursday. 3-11-38 5 P.M.	Schools and Character	Sri V. Andeseshiah, Principal, Voorhees College, Vellore.	Sri Gnanadicam, Headmaster, A. H. S.
Friday. 4-11-38 5 P.M.	Schools and Society	Srimathi Chellammal, Headmistress, Govt. Trg. School.	Sri D. P. Srinivasachariar, P. H. S.
Saturday. 5-11-38 5 P.M.	Schools and Vocation	Mr. Greenless Duncan, Principal, Balagurukula, Cuddalore.	Sri P. S. Srinivasan, M.L.A. Headmaster.

TIRUKATTUPALLI.

Under the auspices of the Teachers' Association, Sir Sivaswami Ayyar High School, Tirukattupalli, the Education Week was inaugurated by Sri V. Guruswami Sastri, Headmaster, in the school hall after the hoisting of the school-flag, in the

presence of a large gathering of teachers and pupils and was celebrated on Wednesday, Thursday and Friday, the 2nd, 3rd and 4th November respectively.

On Wednesday the 2nd, the Teachers' Day, Sri N. Yagnarama Aiyar addressed the teachers on "Schools as centres of Culture and Knowledge." He traced the history of Indian Culture from the ancient times to the present day. Whatever may be the slight differences between any two stages in the History of Indian Culture, the Indian's Godliness, his unostentatious village life, and his sense of responsibility to the family ties, have been always predominant and are worthy of imitation by even the most civilised country of the modern times. 'But unfortunately to-day, Indian culture is to go to pieces, due to influences more than the western. It is possible to keep our present day culture as ripe as it was thousands of years ago, and complemented by all that is good in the west. All cultural knowledge is to be obtained by a people from the schools they own. The school has no longer the bare, utilitarian, vocational view of fitting people for life. The present day school must at once develop its pattern of present day culture in the light of the ancient and the present wholesome influences of the west.

On Thursday, the 3rd November, the High School pupils had arranged for a meeting of their Union, Mr. V. C. Seturaman, a sixth form pupil, presiding. The pupils had excellent practice in managing the meeting on that day, and talked a good deal on what items of school life they could be left to take care of themselves and practise the art of self-government.

Sri N. Krishnaswami Sastri, Retired Sub Registrar presiding, Sri M. V. Swaminatha Aiyar, a teacher of the school, addressed the teachers and pupils on "Schools and Training for Citizenship... He said that very many things have to be achieved for future India, and so the future Indian schools must abound in group activities and group life, fitting pupils to move in ordered and well disciplined manner, and achieve all things unitedly. The school will then produce worthy and efficient citizens.

Sri H. Sundararaja Rao, B.A., (Hons.) and teacher of the same school, addressed on "Classroom vs. Playground". The classroom and the playground go hand in hand in developing the pupil. Instead of being viewed as two antagonistic things they must be viewed as means to the same end which is the modern educational theory.

On Friday, the 3rd November, Sri V. Guruswami Sastri addressed a large gathering of parents and teachers on "the school of to-morrow", Sri O. S. Narayanaswami Aiyar, retired Sub Judge, presiding. The President observed that Mr. Sastri's scheme was very ambitious and the public should come in large numbers with philanthropic spirit to support such schools.

KAMUTHI

The first meeting in connection with the Eighth South Indian Education Week was held in the premises of the Board High School, Kamuthi, on Monday the 31st October, 1938. Sri. A. Subramania Pillai, B.A., L.T., Headmaster and President of the Association was in the chair. A learned lecture on *What Schools do to Promote Sound Health*, was delivered by Sri K. Doraisamy Pillai, B.A., L.T., Science Assistant of the school. Teachers from all the Elementary schools in the locality as well as from the High School were present. In the course of his lecture, the speaker dwelt upon the need for medical inspection of pupils, the necessity for

observing the rules of cleanliness and sound health by pupils and the playing of games in the open air. The following resolutions were adopted unanimously:—

SECOND DAY, 3-11-38.

The Second day of the Education Week was celebrated on Thursday, the 3rd November, in the premises of the K. A. V. Elementary School, under the presidency of Sri. A. Mahalinga Moorthy Nadar, President, Panchayat Board Kamuthi. All the teachers and many Nadar gentlemen attended the meeting. Sri. K. R. Srinivasa Iyengar, B.A., L.T., Headmaster, K. A. V. School, spoke on *Adult Illiteracy and its Removal* and suggested methods of eradicating illiteracy here by citing examples of other countries in this behalf. Messrs. A. Subramania Pillai, B.A., L.T., S. V. Mahadeva Sastri and N. Iyemperumal Pillai supplemented the main speaker.

THIRD DAY, 5-11-38.

The "Parents' Day" in connection with the Education Week, under the auspicious of the Teachers' Association of the Local Board High School, took place in the premises of the Cowrava Chettiars' Elementary School on Saturday, the 5th November. Sri Dhinakaran, a prominent congress worker of the place and author of many works in Tamil was voted to the chair. Sri N. Arumugam Pillai, M.A., L.T., delivered an interesting lecture on "Schools and Parental Co-operation". Teachers and parents assembled in large number. Among the supplementary speakers were Messrs. A. Subramania Pillai, B.A., L.T., (Board High School), A. Chella Pandian (Board High School), P. Vairavanatha Mudaliar (Gowrava Elementary School), K. G. Solomon (A.M.C.C.), Subbarayalu Chettiar and S. V. Mahadeva Sastri, B.A., L.T., (Board High School).

LAST MEETING. 6-11-38.

The fourth and last meeting of the Education Week, celebrated by the Teachers' Association, was held in the spacious hall of the Muslim Elementary School, on Sunday (6-11-38) from 4 to 6 p.m. A large crowd of teachers, students and the general public was present. Janab Abdul Aziz Sahib Bahadur, the local Sub-Registrar, occupied the chair. Sri S. V. Mahadeva Sastri, B.A., L.T., Mathematics Assistant, Board High School, gave a thought-provoking address on *Schools and World Good-will*. In the course of his talk, he dwelt upon the essential unity of all Religions in the world and emphasised the need for teachers inculcating in their pupils, love of humanity and international understanding, while teaching subjects like geography, History, Literature and Art. Pen-friendship, Talkies, and Radio could also be properly utilised for the same purpose.

TUTICORIN.

The "Education Week", this year was celebrated by a committee constituted for the purpose by the influential citizens of this town with Sri R. Sastha Aiyar, First Assistant, S. A. V. High School, Tuticorin as its Secretary.

The Week began in the Ashe Memorial Hall, Tuticorin on 31-10-38 with Sri L. S. Parthasarathy Aiyer, B.A., B.L. Sub-Judge Tuticorin in the chair. Sri A. Sundaresa Aiyer, M.A., L.T., First Assistant, Caldwell High School, Tuticorin, delivered a lecture on "The Basic National Education" for India. In the course of his lecture he not only explained to the audience the details of the Wardha Scheme but also ably met the various criticisms generally levelled against the scheme. The one feature of the Week this year was that all the proceedings were only in Tamil with the exception of two lectures that were done in English.

From the second to the sixth day meeting were held in the Municipal Council

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Hall which was placed at the disposal of the Education Week Committee by the kindness of the Commissioner and the Chairman of the Municipality. Sri Gabriel, B.A., L.T., Head Master Karaipahai Nadar Higher Elementary School Tuticorin delivered a lecture on Mass Education with Sir J. L. P. Roche Victoria, M.L.A., Municipal Chairman in the Chair. Srimathi Sarathambal, Secretary, Town Congress Committee spoke on "Hindi as a common language for India."

On the third day Sri D. D. Thomas, L.M.P., spoke in a humorous way on the common ailments of school children with the Civil Surgeon in the chair. On the Fourth day Sri Ramamurthy Rao, B.A., B.L., spoke on schools and spirits of service with Rev. Sathya Samuel, Manager and Head Master Caldwell High School, Tuticorin in the chair. On the Fifth day Mr. Ramamurthy Aiyer, B.A., B.L., Vakil spoke in English on "Schools and Vocation." In the course of his speech the lecturer raised some doubts regarding the utility of the Wardha Scheme. But Mr. Masilamany Pillai supported the scheme in a spirited Tamil speech and A. R. A. S. Doraiswamy Nadar, M.L.A., who presided that evening also supported the Wardha Scheme and spoke at length on the dignity of labour. On the Sixth day Mr. Anthonysamy Pillai, M.A., L.T., spoke on the problem of unemployment in Tamil with Sir A. C. Paul Nadar, B.A., B.L., in the chair. The Week came to a close on Sunday, the 6th with an Educational Exhibition arranged in the Municipal Girls School, Melur, Tuticorin, Sri A. C. Paul Nadar, Sri Subbaraya Mudliyar, Commissioner's Tuticorin and Srimathi Mary Anthonysamy acted as Judges and certificates of merits were awarded to each school for the best exhibit. Many schools brought their exhibits and received the certificates.

On the last day Sri R. Narasimha Aiyer, M.A., B.L., delivered a lecture in English on "League of Nations and its achievements." In spite of the downpour the meeting was attended by a large distinguished audience. The Commissioner presided over the function. The Week thus ended with success. The hearty co-operation of the Municipal Commissioner, was a special feature of the Week this year.

BADAGARA.

Sri C. V. Govindan Nambiar, B.A., L.T., District Educational Officer, North Malabar inaugurated the celebrations at 5 p.m., on 31-10-38. In doing so he emphasised the need for an intense effort for the removal of illiteracy from our land and for shaping the character of boys within the school itself. After the welcome speech by Sri M. Narayanan, B.A., L.T., Head Master, Sri M. P. Damodaran, B.A., M.L.A. who presided dwelt upon the defects of the present system of education and the need for immediate reform. He presented the Wardha Scheme as the one suited to the National ideals and requirements. Sri A. K. Sankara Varma Raja of Kadathanad the well known scholar and poet delivered lecture on the "Joy of Poetry".

The second day's function took place on Wednesday, 2-11-38 under the Presidentship of Sri T. S. Subramania Iyer, B.A., Retired Deputy Collector. Sri E. Kunhi Kannan Nair, B.A., LL.B., spoke on "Adult Education", Sri T. J. Mathai, B.A., L.T., spoke on character and school and Sri K. M. Kunhi Krishnan Nair, B.A., spoke on the "Dharma of Teachers."

On Friday Sri V. K. Rama Menon, B.A., B.L. presided. Sri P. K. Koru, M.A., L.T., of the Govt. Bremen College spoke on "Education outside the school" and Sri T. V. John, B.A., L.T., of the local Mission High School spoke on "Schools and Society."

The students of the Training School and the pupils of the Model School exhibited some pageants of Physical activities on the third day.

On all the three days there was a large gathering of more than 500.

NANNILAM.

The following programme was observed during the Education Week at Nannilam :—

Monday, 31st October 1938.

(PARENTS' DAY).

- 3—0 P.M. The Local Committee visits the school.
- 4—0 P.M. Welcome by the Headmaster.
- 4—30 P.M. Opening of the Education Week by
SRI P. V. RAMASUBRAMANYAM, B.A., Tahsildar.

Tuesday, 1st November 1938

(MASTERS' DAY)

- 4—30 P.M. Meeting of the Masters' Association.
Wednesday, 2nd November 1938
(PARENTS AND PUBLIC)
- 5—30 P.M. Chairman: SRI N. R. SUBRAMANYAM, B.A., L.T., Headmaster,
'This Age of Unreason'—REV. E. J. ROLLS, M.A.,
Methodist Mission, Mannargudi.
Thursday, 3rd November 1938
(PUPILS' DAY)

- 3—0 P.M. Chairman: N. S. SREENIVASAN, Pupil, VI Form.
Boys' Own Exhibition.
Inauguration of the Students' Council.
Essay Competition :—Prize Essay.

Friday, 4th November 1938

(PARENTS' DAY).

- 3—0 P.M. Chairman: SRI G. SREENIVASA RAO, B.A., L.T.,
Senior Deputy Inspector of Schools.
Parents' Visit to Boys' Own Exhibition.
'The New Era in Child Education'—
SRI K. KRISHNAMACHARI, B.A., L.T., Junior Deputy Inspector
of Schools,
Physical Activities and Games.
Scouts' Display.
'Scouting':—SRI K. S. SUNDARESA AYYAR,
Assistant District Scout Commissioner, Tanjore District.
Saturday, 5th November 1938
(GUILD DAY).

- 1—0 P.M. Meeting of THE TANJORE DISTRICT TEACHERS' GUILD.
Sunday, 6th November 1938.
(PARENTS AND PUBLIC).

- 2—0 P.M. Chairman: SRI M. R. SAMBASIVA AYYAR, B.A.,
Member, District Board, Tanjore.
'The New School', SRI A. C. SUBRAMANYAM, M.A., L.T.,
Lecturer in English, Annamalai University.

IDIGARAI

The 8th South Indian Education Week, was celebrated at Idigarai, Coimbatore District, on behalf of the Teachers' Association, Board Middle School, Idigarai on Saturday 5-11-1938. A public meeting was held, that day, in the school hall at 2 p.m., under the kind presidency of Sri K. S. Srinivasa Aiyar, B.A., L.T., Headmaster, Board High School, Mettupalayam.

There was a large gathering consisting of parents, educationists, prominent businessmen, ladies and children representative of all the villages round Idigarai. The pupils of the school staged with great enthusiasm a short Tamil play.

In welcoming the guests, the Headmaster of the school, Sri R. Ramakrishnan, M.A., L.T., explained the importance of the celebration of the Education Week and stressed on the necessity of parental and public co-operation.

Janab K. Nainar Mahommed, Tamil Pandit, Board High School, Udumalpet, delivered a very instructive address on "Tamil Education". He explained very clearly what education in South India, in ancient days, was, how it was imparted then and how it has developed into the present day form.

Sri C. S. Chockalingam Pillai of Coimbatore who graced the occasion by his presence also addressed the gathering. As representatives of parents, Sri A. Ramaswamy Naidu, and Sri P. Karivaradharajulu Naidu, spoke. Sri S. K. Subbarama Aiyer, Secretary, The District Teachers' Guild, Coimbatore and the Nilgiris, also participated in the function. Sri Y. Srinivasa Aiyar, of Coimbatore entertained the guests with very delightful music.

Sri K. N. Venkatarama Aiyar, the Secretary of the Teachers' Association, proposed a hearty vote of thanks and the meeting terminated.

Later in the evening, a procession was taken out in the streets at Idigarai, along with the pupils and workers of Ramakrishna Vidyalaya, Perianaickenpalayam.

SULUR

A strong and influential committee was elected at a public meeting held on 19-10-38, to concert proper measures for the celebration of the Education Week for the first time at Sulur.

The celebrations lasted for four days from 3-11-38 to 6-11-38.

On 3-11-38, there was a grand procession of 700 school children, besides staff and parents, from 6 p.m. to 3-30 p.m. At 4 p.m. Sri V. C. Vellingiri Gounder, till recently President District Board, Coimbatore inaugurated the Week. He was welcomed by Sri S. L. Venkatachala Thevar, District Board Member and President of the local celebration committee. After songs, kummi and dialogues, the following lectures were delivered. (1) "The right type of education" by V. G. Parthasarathi Nayudu, Local Medical Officer, (2) The growth of the schools at Sulur, and urgent need for new buildings if the schools have to work efficiently by Muhammad Nabi Khan Sahib Retired Sub-Inspector of Police.

At 6 p.m., Sri V. C. Vellingiri Gounder, unveiled the portrait of Mahatma Gandhi. Then Sri B. S. Sundaram, Secretary, District Congress Committee Coimbatore, spoke on the life and character of Mahatma Gandhi. In his concluding remarks the President, Mr. V. C. Vellingiri Gounder, pointed that the local people should rectify their needs, as far as possible, for themselves, and should not de-

pend upon the District Board or the Government for everything. With a vote of thanks proposed by Sri Y. C. Krishna Iyer, Headmaster Elementary school, the first day's functions came to a close.

On 4-11-38, two meetings were held. The first between 1 p.m., and 4 p.m., and the second between 5 p.m., and 7 p.m. The first meeting consisted mainly of the Elementary School Teachers of Sulur and the surrounding villages. The Wardha Scheme was discussed. The Headmaster, Board Middle School, Sulur, Presided, and Mr. K. N. Subramania Iyer, B.A., L.T., Senior Deputy Inspector of Schools Tiruppur was present. There was a lively and interesting debate, and the scheme, on the whole, was considered to be good and useful. Mr. K. Venkataramana Iyer, Assistant Bd. Middle School, Sulur gave a model lesson on Fractions.

Mr. R. M. Kumaraswamy Gounder, District Board Member presided over the second function, and spoke on the importance of the Education Week.

On 5-11-38, sports for children of all the four schools in the town were held between 3 p.m. & 6 p.m. On 6-11-38, the closing day, the Senior Deputy Inspector of Schools Tiruppur Presided and distributed the prizes to the winners in sports. He also gave a lecture about the importance of Parental Co-operation. The local dictator spoken on the importance of Health and Physical Education. The Middle School Headmaster dwelt on "Schools and the World Good-Will" Messrs. K. N. Palaniswamy Gounder, Chairman Municipal Council, Tiruppur, and R. M. Kumaraswamy Gounder, District Board Member also spoke a few words about the duty of Parents and congratulated the Education Week Committee for organizing celebration for the first time this year. The next item was the Planting of a Good-Will Tree in the playground. With a vote of thanks proposed by the Secretary, and the distribution of Sweets, etc., the function came to a close.

PERIANAYAKKANPALAYAM.

The following villages in the neighbourhood of the Sri Ramakrishna Vidyalaya were selected for celebrating the Education Week. At Perianaickenpalayam, which is the nearest of the villages selected, all the boys and the workers celebrated the Week on Wednesday the 2nd November. The staff and the pupils of the Board Elementary School also took part along with us. Early in the morning a big procession of boys, teachers and parents went round the village. Songs on Education, Health and Nationalism were sung by the boys of the Vidyalaya and the Board Elementary School. In the evening there was a meeting at the Perianaickenpalayam Temple. People of the village, mainly parents, were gathered there. Shree Swami Chidambavanandaji of the Ramakrishna Ashram, Ooty, spoke about the needs of the boys and the teachers, and the necessity for the parental co-operation with the teachers. Shree N. M. R. Subaraman, Chairman, Madura, presiding, spoke on the needs of Elementary Education and the importance of the much-applauded Wardha Scheme.

At Idikarai, on Saturday, the 5th instant, a procession and meeting were arranged. The importance of education in all aspects was explained to the people. The staff and the boys of the Board Middle School there co-operated in the celebration. The boys of the Vidyalaya enacted mock-plays of the bad and evil customs prevailing in our society.

Sunday the 6th November was the busiest day of the Education Week. Workers and the pupils of the Vidyalaya, number about 120 in all, divided into four groups of 25 each, each group containing not less than two workers. One group went to Athipalayam (3 miles) another to Vellamadai (5 miles) third to Viyampalayam (6 miles) and the last to Pannimadai (7 miles). The following programme was followed in all these villages throughout the day.

8-30 A.M. to 9-30 A.M.—Procession through the streets of the village—Singing of songs on Education and Nationalism.

10 A.M. to 12 A.M.—Cleaning of the cherries and the village-streets by the Vidyalaya boys and those of the Elementary Schools there.

2-30 P.M. to 3-30 P.M.—Speeches on Education—Parental Co-operation—Primary Education—Duties of teachers—Wardha Scheme—its aims.

4 P.M. to 5 P.M.—Activities of the Elementary School boys and teachers—Small Dramas—speeches, songs, etc.

5 P.M. to 6 P.M.—Spinning by our Vidyalaya boys.

6 P.M. to 8-30 P.M.—Activities of the boys and workers of the Sri Ramakrishna Vidyalaya :—(1) Music. (2) Hygiene. (3) Mockplays enacted by the staff and boys of the Vidyalaya.

Example :—

(a) How the uneducated villagers purchase tickets in a Railway Station in an uncultured manner without showing any respect to women purchasers.

(b) How the village Munsiff at present behaves rudely with the peasants, by extorting more money than the kist due—how he usurps 9 months pay of the Dhandals under his control.

(c) How “Throwing coins” a money game in the villages, spoils the uneducated youths of the villages.

(d) “The Karaimadai Kavalam”—how uneducated people take kavalam-spitting as prasadam—The true significance of kavalam being to relieve the fasting—Dhasars from the resulting stomach-pain, constipation and other diseases.

(e) Dance of the Malays.

The pupils and the staff of the Elementary Schools in the respective villages co-operated very much with us in making the celebration of the Education Week a great success. The villagers were very enthusiastic about the celebration and hence the consequent success.

ATTUR.

Under the auspices of the Teachers' Association, Board High School, Attur, the Eighth South Indian Education Week was celebrated on the sixth instant. A public meeting was held under the Presidentship of Sri R. Venkata Bhasayam Naidu, B.A., Stationary Sub-Magistrate, Attur. Sri S. Raghava Ayyar, B.A., L.T., Secretary, Teachers' Association welcomed the gathering. Sri K. R. Radhakrishna Ayyar,

B.A., B.L., Vakil, spoke on “Education of the India of To-morrow.” The lecturer stressed on the need for a sound education that would train the budding citizens of the India of to-morrow physically, mentally and morally. He deplored the woeful lack of effective moral and religious instruction in schools at the present days and said that if proper emphasis was not laid on this aspect of education, physical and mental training alone would be not only of no avail, but also dangerous. Sri Bhuvaramurti Achar, B.A., B.L., Vakil, Sri Srinivasachariar, Manager Co-operative Bank and Sri Anantarama Ayyar of the Board Azizia School also addressed the gathering. The Wardha Scheme of education was warmly supported.

With a vote of thanks proposed by Sri P. R. Subrahmanya Pillai, B.A. L.T., Headmaster, Board High School, Attur, the function came to a close.

SALEM.

Meetings were held in the following places in the District. Salem, Omalur, Hosur, Rasipuram, Kanenpatnam Krishnagiri, Attur, Eramapatti (Namakkal Taluk) Veppanapalli (Krishnagiri Taluk).

KRISHNAGIRI.

2-11-38. Board High School Hall Rev. John G. P. Nanmann of the M. E. L. J. Mission addressed the meeting.

5-11-38. Board Elementary School Hall. Sri R. Rajagopala Ayyengar, B.A., L.T., presided Sri R. S. Subramania Ayyar, and Sri M. K. Margabandu Ayyar, B.A., L.T., addressed the meeting.

VEPPANAPALLI.

5-11-38. Board Elementary School Sri K. Gangadharan Nair, B.A., L.T., presided. Sri K. S. Chengalraya Ayyar Joint Secretary, Salem District Teachers' Guild spoke on the aims of the Education Week. The Rural Medical Practitioner Dr. C. Kunjan Pillai L.M.P. spoke on the Health of School children and how the teachers can help the pupils in the matter of health.

RASIPURAM.

The Teachers' Association of the Rasipuram Board High School organised the celebration of the Eighth South Indian Education Week. It was proposed to celebrate the Week from 31-10-38 to 4-11-38. Accordingly a committee was constituted and entrusted with the work.

The Committee purchased the wall-posters and the necessary literature and gave wide publicity of the celebration. A programme of lectures and demonstrations was drawn up and all the public were invited.

The Week was inaugurated on 31-10-38 by Sri N. Ramaswamy Iyengar, Deputy Thasildhar, Rasipuram. He stressed upon the importance of Education and dwelt at length on the Co-operation of Parents in Education of their children. He also explained the need for the celebration of the week.

Many lectures and Demonstrations were arranged for the following days. Sri A. V. Ranga Rao spoke on Wardha Scheme and importance. He explained at length its import and how it would help National Reconstruction. Some of the old boys of the school gave interesting lectures as to what they should do to contribute to the cause of Education. Mr. T. S. Muniswamy dwelt on the need for "Adult Education". Sri A. Muthuswamy Pillai, Sub-Registrar, Rasipuram spoke on the Kind of Education that is needed at present and explained with many instances how it should be reorganised. Dr. S. S. Ramaswamy Iyer dwelt at length on "The Health of Students" as an important factor in Education and suggested ways and means to improve the same. Health Inspector Sri S. Krishna Iyer with the aid of his Magic Lantern pictures gave an interesting lecture on "Infectious Diseases" and the various preventive methods to combat them. There was also Physical and Games Demonstrations by Mr. R. G. Abdul Quadir, Drill Master. The Girls of the School gave an interesting performance of Kummi and Kolattam. There was a gathering of mothers of children in the Board Girls' Elementary School on the Parents Day and they showed keen interest in the work of the School. Sri R. V. Krishnamoorthy Iyer, B.A., gave a lecture on "School and Parents".

Every day the meetings were presided by learned men from the Public and well attended by students and parents.

The Head Master Sri S. M. Lakshmana Chettiar concluded the Week thanking the Local officials and the Public on behalf of the committee for their hearty co-operation in the successful celebration of the Week.

TRICHINOPOLY.

Trichinopoly observed the following programme during the Education Week:—

Monday	31—10—38	
6 P.M.	Chairman	Sri T. S. Krishnamurthi Aiyar, D.E.O., Trichinopoly.
	Lecturer	Sri M. S. Srinivasa Sarma.
	Subject	Schools and our Cultural Heritage.
Tuesday	1—11—38	
6 P.M.	Chairman	Sri P. Ponnambala Gounder, President, District Board, Trichinopoly.
	Lecturer	Sri S. T. Ramanuja Iyengar.
	Subject	The future of Education under Local Bodies.
Wednesday	2—11—38	
6 P.M.	Chairman	Rev. Fr. A. M. Antoniswami, s.j.s
	Lecturer	Dr. T. S. Balasubramania Aiyer.
	Subject	Schools and a healthy nation.
Thursday	3—11—38	
6 P.M.	Chairman	Sri S. K. Devasikhamani.
	Lecturer	Sri V. Muthuswami Iyer.
	Subject	Removal of Illiteracy.

Friday	4—11—38	
6 P.M.	Chairman	Sri K. V. Subbier.
	Lecturer	Sri S. Jambunatha Iyer.
	Subject	Education and World Peace.
Saturday	5—11—38	
3 P.M.	Chairman	Sri V. Saranatha Iyengar
	Lecturer	Sri N. V. Vaidyanatha Iyer.
	Subject	Holiday planning and Schools.

N.B.—It is proposed with the help of the South Indian Railway authorities to organise under the auspices of the Guild an educational holiday tour from Trichy to Madras for five days before Christmas at a cost of rupees ten per head, all charges included, subject to the Schools and Colleges guaranteeing a special train load of 250 persons, whether teachers or students.

SIVAKASI.

The Eighth Education Week was celebrated in our High School under the auspices of the Teachers' Association from 31—10—'38 to 6—11—38 as per programme given below.

Date.	Subject.	Lecturer	Chairman
Monday 31—10—38	Schools and Our Cultural Heritage	Sri C. Arumuga Nadar, B.A., L.T.	Sri V. R. Gopalan, B.A., L.T.
Tuesday 1—11—38	Schools and Knowledge	Sri R. Sankaranarayana Ayyar, M.A., L.T.	Sri R. K. Varada Raja Nadar, B.A.
Wednesday 2—11—38	Schools and a Healthy Nation	Sri S. Ramachandra Ayyar, M.A., L.T.	Sri N. S. Narasimha Iyer, M.A., L.T., Deputy Inspector of Schools, Sattur
Thursday 3—11—38	Schools and Character	Sri R. Chellam Ayyar	Sri Minakshisundaram Ayyar, B.A., B.L.
Friday 4—11—38	Schools and Vocation	Sri P. S. Ramachandra Ayyar, B.A., L.T.	Sri S. Thiagaraj, B.A.

Saturday 5-11-38	Some Aspects of Education	Sri A. Srinivasa Raghavan, M.A., Professor of English, Hindu College, Tinnevely	Sri Subbaraman, B.A., L.T.
Sunday 6-11-38 (Morning)	"DREAMS"	Do.	
(Evening)	1. Schools and Society	Sri V. D. Abraham, B.A., L.T.	Sri V. R. Gopalan, B.A., L.T.
	2. Schools and World Good-will	Sri V. R. Gopalan, B.A., L.T.	

THE S. I. T. U. PROTECTION FUND

OBITUARY.

We regret to have to announce the death of Mr. S. Ramachandran, Corporation School, Mylapore, Madras, on 13-10-1938, at the early age of 35. His nominee was paid a benefit amount of Rs. 291-4-0 on 30-10-1938.

520, High Road,
Triplicane.

V. SRINIVASAN,
Hony. Secretary.

14TH ALL-INDIA EDUCATIONAL CONFERENCE, BOMBAY

Draft Programme.

MONDAY, 26TH DEC. 1938.

- 3 P.M. Opening of the All-India Educational Exhibition—St. Xavier's High School.
- 4-30 P.M. Demonstration of Physical activities—Elphinstone High School.

TUESDAY, 27TH DEC. 1938.

- 8 A.M. Annual meeting of the Council of the A. I. F. E. A. open to members only—Elphinstone High School.
- 3 P.M. Opening Session of the Conference—
Opening of the 14th All-India Educational Conference.
Welcome and Presidential Addresses—St. Xavier's College.
- 7 P.M. Annual meeting of the Council of the A. I. F. E. A.—
Elphinstone High School.
- 8 P.M. Musical entertainments.

WEDNESDAY, 28TH DEC. 1938.

8 A.M. TO 10 A.M.

Sectional Meetings—Elphinstone High School.

1. University Section.
2. Moral and Religious Education Section.
3. Adult Education Section.
4. Childhood and Home Education Section.

12 NOON TO 2 P.M.

1. Secondary Education Section.
2. Health and Physical Education Section.
3. Vocational Education Section.
4. International and Peace Section.

- 3 P.M. General Session of the Conference—St. Xavier's College.
- 7 P.M. Public Lectures.
- 9 P.M. 1. Cinema.
2. Joint meeting of the Editorial and Management Boards of the Journal.

THURSDAY, 29TH DEC. 1938.

8 TO 10 A.M.

Sectional Meetings.

Joint Session of the Secondary and University Education Section.

12 TO 2 P.M.

1. Training of Teachers and Educational Researches and Section.
2. Examination Section.
3. Primary and Rural Education Section.
4. Health and Physical Education Section.

3 P.M. TO 5-30 P.M.

General Session combined with a special session on Women's Education.

6-30 P.M. Public Education Debate.

FRIDAY, 30TH DEC. 1938.

8 TO 10-30 A.M.

1. New Education Fellowship meeting.
2. Sectional meetings.

12 NOON TO 2-30 P.M.

All-India Adult Education Conference.

3 P.M. TO 5-30 P.M.

Closing Session of the Conference.

5-30 P.M. Demonstration of Physical Activities.

SATURDAY, 31ST DEC. 1938.

Excursions to places of general interest.

EDITORIAL

THE EQUIPPED TEACHER.

The Eighth South Indian Education Week has attracted the attention of the public owing to the observations made by our Premier on the occasion of the inauguration of the week. The speech of the Premier has raised a controversy in the press and on the platform. The teaching profession will be willing to take the remarks of the Premier in the spirit in which they were made. It will even feel thankful to him for advising teachers not to get themselves entangled in the controversies of the day. However, the speech is likely to have serious repercussions elsewhere if the position of the teaching profession be not clearly placed before the authorities and the public. We should like just to invite the attention of our readers to the proceedings of a conference of teachers in corporation schools held in Madras soon after the education week. An argument was then seriously advanced with immediate effect in the course of a discussion on the Wardha scheme that it would not be proper for teachers to discuss the question in view of the Premier's speech during the Education Week.

It is, therefore, necessary to examine the reasonableness and implications of the suggestions made by Mr. Sabhesan, which have formed the subject matter of the speech of the Premier. Three questions stand out for consideration in this connection. (1) Can a Teachers' organisation like our Union be permitted to enjoy the privilege of educating the public in regard to academic questions and explaining to it the soundness of educational measures? (2) Can a Board of Education constituted on the lines suggested by Mr. Sabhesan serve any useful purpose or lead to administration of education by professional guilds? (3) Can the expenditure on equipment be reduced?

The central theme chosen for the Education Week was "Education for the India of To-morrow." The appropriateness of the points raised by Mr. Sabhesan should be obvious. It is unfortunate that the Premier should see no good in those suggestions. Did Mr. Sabhesan make any extravagant demand? Reorganisation of education has been in the air for several months and the Congress Ministry has allowed the draft proposals of the interim ministry to be taken as the basis for discussion. It has not till this moment chosen to indicate what policy it will adopt in regard to education. The public may be aware that the Union has taken considerable pains to study the draft proposals and to educate the public with regard to the implications of the Government scheme. It is a matter for satisfaction that the Union and the Univer-

sity authorities should happen to hold the same view. The authorities and the public should be acquainted with the methods of publicity adopted by the Union in regard to the Reorganisation question and the Wardha Scheme. Affiliated associations appointed committees of their own to study the several aspects of the problems on hand and considered the reports submitted by them. The final reports were published in the valuable local dailies and in our columns for the information of the public. They were then considered in the provincial educational conference and the resolutions were communicated to the authorities. The accredited representatives of the Union also accepted invitations from responsible bodies like the Y.M.I.A. and Y.M.C.A. and placed the point of view of the Union. The speech of Mr. Sabhesan has no direct reference to propaganda or to participation in the controversies of the day. Whatever it might or might not mean, we hold the view that the teaching profession should enjoy complete freedom to educate the public with regard to educational problems. The Union will be failing in its duty if it does not give a lead to the public. It may be trusted to realise its responsibilities and obligations. Public education will be the poorer if on the advice of our leaders teachers should prefer to be content with being merely hewers of wood and drawers of water. Such an attitude will result in a complete paralysis of an important limb of public education. It should be remembered that educational experts are not always born and that they are more often made by the opportunities provided by a responsible organisation for study and investigation of problems as they arise.

The Premier has, we feel, completely misunderstood the suggestion for a Board of Education. We cannot understand how an Advisory Board consisting of the representatives of the Government, the Universities, the Management and the Union can lead to administration by professional guilds. There is nothing new in the suggestion of the Board of Education. What does the hesitation on the part of the Premier signify? To say that there are the Universities and the Department to advise the Government on educational matters is to take a narrow view of the question. It is an indication of his disinclination to recognise the value of the contribution which the Management and the Union can make to the cause of education. The University bodies are found to be very unwieldy even to consider University problems and the complaint is often made that the University machinery moves very slowly. No one questions the value of the help expected from the Department and the Universities and they are there in the proposed Board. We fail to see what is wrong in creating a Board so as to give scope to the Management and the Union to place their respective views before the Board and to influence the policy of the Government. Quite recently a distinguished

writer had suggested that the defects of the centralised Egyptian system of education could be remedied by the constitution of a fairly large and representative Board. Now and then a sneering comment is made in regard to this suggestion of a Board by some of our leaders who think that the Union will be narrow in its outlook and often crowd out eminent educationists. This prejudice is unfounded and those who hold that view are not fair to the organisation. Direct representation to the professional organisation on its own account is as important in the educational sphere as in the political sphere. It is in the interest of the profession if its organisation which throws open its membership to all teachers irrespective of caste, race or creed be allowed to grow on efficient and healthy lines.

As for the third question of equipment, the Premier's speech has created an alarm. We shall have nothing to complain if owing to financial stringency he pleads inability to do anything for the time being. We are sorry that he should go one step further and maintain that good work does not depend on laboratory equipment, and that an equipped teacher is what matters most. How is an *equipped teacher* to be produced? Is he not the product of an institution with provision for good equipment? Laboratory equipment is needed not only as an aid to efficient teaching but also as an excellent opportunity for pupils to handle things themselves and get proper training. We hope we shall not be misunderstood if we should point out that even ministerial utterances should have due regard to existing realities. We do not attach importance to the description of golden age in the past. Teachers in public institutions have to satisfy the tax-payers and they know the mind of tax-payers as well as political leaders claim to know. What do the tax-payers in general think of the present system of education? From the knowledge that we have of the rise, growth, and activity of novel types of institutions, working side by side with our schools, we shall be right in saying that the general tax-payer is not opposed to the present system, root and branch. We, therefore, feel that it is the bounden duty of the Ministry to provide the necessary amount whatever view an individual Minister may hold in respect of methods of education. So long as the present system of education is found to satisfy the needs of the community of tax-payers and so long as it is allowed to remain in the field, it is expected of the Government to give adequate financial assistance. If schools and colleges can neither pay teachers reasonable salaries nor afford children reasonable library and laboratory facilities, they can hardly be expected to make their full contribution to the India of to-morrow.

OUR CONFERENCE.

The attention of our readers is invited to the communication sent from the office of the Union to its affiliated associations and published elsewhere in this issue. We are glad to learn that the Thirtieth Provincial Educational Conference is to be held in Madras in May 1939. We feel that it should be made possible for the delegates to get the full benefit of the Conference. This will depend to a considerable extent upon the realisation of the principle by all concerned that the Conference should be run in a business-like manner. We therefore heartily support the suggestion of the Executive Board that every association should send a list of its delegates within the prescribed time. There is much to be said in favour of this procedure and the Reception Committee will then be in a position to plan properly and make adequate arrangements. We also suggest that the programme should give prominent place to studies and investigations on current topics of interest made by the associations. If only teachers look round the class room several questions will easily suggest themselves. We take the liberty to pass on to our readers some of the numerous suggestions made to us now and then, such as "The handwriting of our pupils", "The existing standard of the mother-tongue in schools", "The methods of teaching the mother-tongue", "The correlation idea in the school curriculum", "The assessment of the individual capacity", "The improvement of the physique of our pupils", "Why pupils do not take interest in study", "Are our pupils deteriorating", "What our pupils can do", "What we owe to inspection", "The class room hygiene and the work of the pupils", "Parent-teacher contact and the education of the pupil", "Team-spirit among the staff", "The school routine and the freedom of the teacher", "Planning of the school programme and achievement", "The Backward child", "Subject preferences and home and social environment", "Every pupil to take part in manual work and study", "Note dictation and its effect on the pupil", etc. It will be good if the thoughts and experiences of teachers on the above-mentioned topics be put down in black and white and communicated to the Reception Committee sufficiently early. It can arrange for the printing of the matter and have copies ready for sale on the occasion of the Conference. So long as teachers do not take the Conference seriously, they will be missing a valuable opportunity of acquiring expert knowledge so necessary for efficient instruction in the class room. A rule of thumb method has to be condemned because it is mechanical and fails to call forth appropriate reactions. The Working Committee of the Union which is in possession of the information regarding the conduct of service may be trusted to bring up resolutions on that subject if necessary. It is hoped that a large number of delegates will register themselves as early as possible and send their delegation fee so as to enable the Reception Committee and the office of the Union to

go ahead with the arrangements for the Conference in a business-like manner.

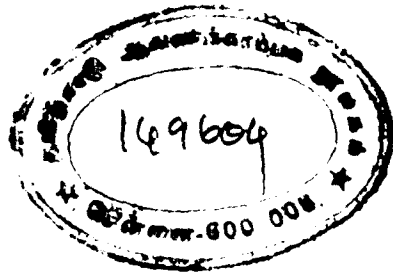
ELECTIONS.

We are informed that the Executive Board of the Union has decided not to put up candidates on behalf of the Union in connection with the elections to the Senate and the Academic Council of the University of Madras. Our readers may remember that the Union put up candidates for the constituency of Registered Graduates on previous occasions. The Board believes that a spirit of professional comradeship has been sufficiently developed by the publicity and appeal made so far by the Union and feels that the time and resources of the Union need not be devoted to this activity any further. It has no doubt that teacher-voters will, of their own accord, realise the value of extending their support to all the teacher-candidates who are members of the Union and are associated with the activities of the Union and its affiliated associations. A list of such teacher candidates who have solicited the support of the Union will be published in due course and we appeal to teacher-voters to vote solidly in favour of the candidates interested in the Union. Last time candidates were put up on behalf of the Union for the constituency of Headmasters also and our readers may know that there was no Headmasters' Association then in existence. The Executive Board, we understand, resolved to authorise the Secretary of the Union to address the Secretary of the Headmasters' Association and to find out its programme. We learn that it is the desire of the Headmasters' Association to put up candidates of its own. It is essential that the idea underlying the putting up of candidates officially should be clearly understood. In a representative body fruitful results cannot always be achieved unless the representatives of a particular constituency feel a responsibility to an organisation. It is expected of them to plan together and to act together. We have no doubt that the Headmasters' Association will very soon adopt a procedure for the selection of candidates with the general consent of the constituency and announce its candidates. We hope that the efforts of the Headmasters' Association will prove successful and promote the cause of higher education in our province.

COURTESY WEEK

We heartily congratulate the All-India Safety First Association for the very successful inauguration of the 'Courtesy Week' in Bombay, School Safety Patrols, Boy Scout organisations, and Junior Red Cross leagues participated in the celebrations explaining to the pedestrians the rules of the Road and the need for their observance in the interests of the

safety of road users. This is a splendid effort and it will be good if others should catch the spirit. Some time ago, the Vellore Scouts celebrated a similar week and now it is reported that Chingleput is observing the 'Courtesy Week'. In these days of rush and speed it is imperative that people should be acquainted with the causes and perils of road accidents and should be helped to be acquainted with the measures suggested for their own safety and for the safety of their fellow-men. School authorities may well organise with good results such humanitarian services. The young will not only experience the joy of being of service to others but will also have an education of great value.



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**TRIPLICANE,
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V. SRINIVASAN,

Hony. Secretary.

PRINTED BY G. SRINIVASACHARI, B.A., AT THE G. S. PRESS, MOUNT ROAD, MADRAS AND
FORWARDED BY S. K. YOGANARAYANA IYER, M.A., FOR THE S. I. T. U., AT
41, HINGARACHARI STREET, TRIPLICANE, MADRAS.