

# The South Indian Teacher.

vol-11

NO-6

June 1938

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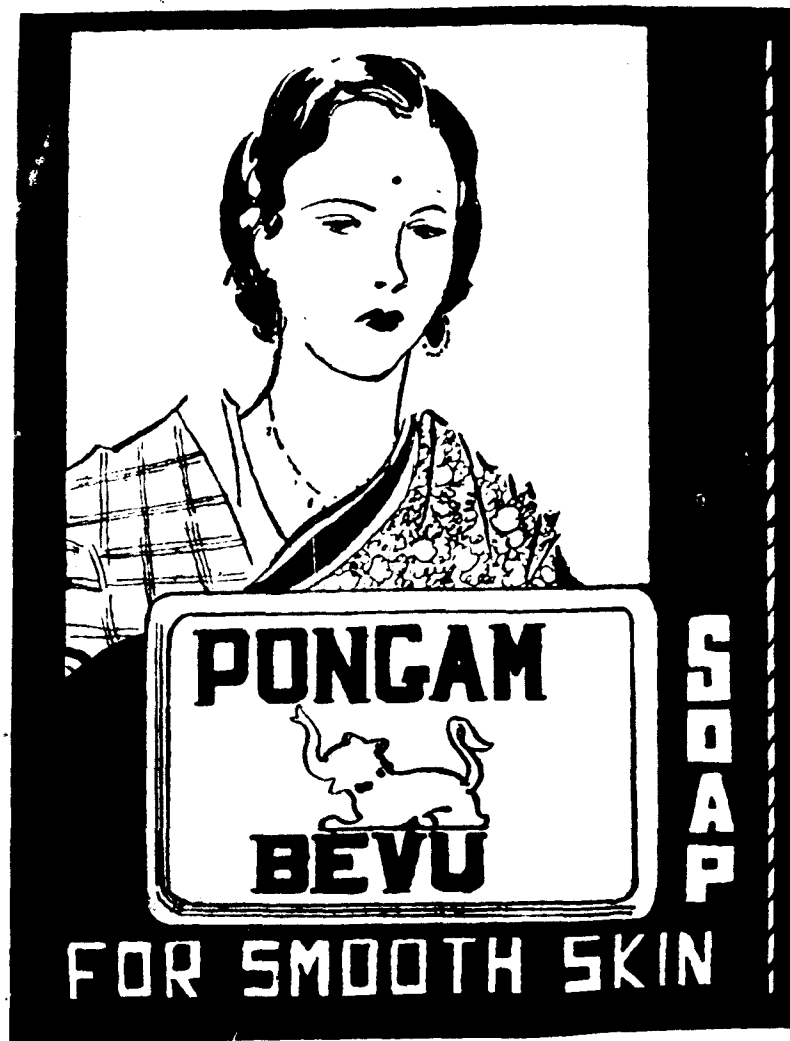
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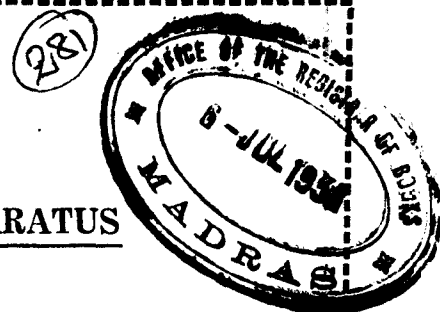


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## THE SOUTH INDIAN TEACHER

Vol. XI.

June, 1938

No. 6

### THE EIGHTEENTH PROVINCIAL EDUCATIONAL CONFERENCE OPENING ADDRESS

By

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

*Parliamentary Secretary to the Hon'ble Minister for Education.*

Ladies and Gentlemen,

I am very thankful to the organizers of this Eighteenth Provincial Educational Conference for the honour they have done me in inviting me to open this Conference. More than the honour I appreciate the pleasure afforded to me by this opportunity of being able to associate myself with this Conference of teachers. As one who has been a teacher for nearly quarter of a century, it gives me very great pleasure to mix with teachers and compare notes and exchange ideas. As Parliamentary Secretary to the Minister for Education, this Conference gives me a golden opportunity to get into intimate touch with the teachers of the Province and know their views on the many educational problems seeking solution at the hands of the Government.

This Conference meets at a very momentous time in the history of our country and in the history of the evolution of our educational system. After the establishment of the national Government in this Province of ours, this is the first Provincial Educational Conference; and it meets at a time when the question of introducing several changes in our educational system is actively engaging the attention of the Government. Introduction of a system of national education, enforcement of compulsory study of Hindustani in the middle school course, adoption of vernaculars as the media of instruction in the high school classes, reorganisation of the course of secondary education, greater state control over public institutions under private managements, betterment of the lot of teachers in aided schools, and revision of the regulations governing the relationship between managements and teachers—these

are the major problems that face the Government of today and demand an early solution. Your Conference meets, therefore, at an opportune moment when teachers assembled in this Conference could render a valuable help to the Government to solve these problems successfully and satisfactorily.

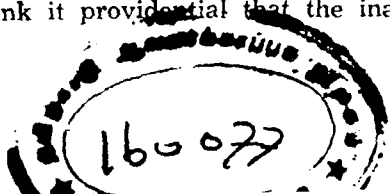
I am happy to think that this important session of your Conference is meeting in Mangalore. My happiness is not due to the fact that you have chosen as the venue of this Conference my beloved Mangalore which has been the scene of my educational labours for a long period, but because here, in this town, you have that necessary atmosphere conducive to a calm and cool deliberation on the great problems that you propose to discuss in this session. I may even challenge you to point out to me a place with a more favourable atmosphere for this special work. Unlike the districts of the Tamil Nadu, Andhra Desa and Kerala, here you have neither teachers' strikes nor students' strikes; here the political waters are disturbed neither by any violent agitation for linguistic provinces nor by any other political problems; here you need not fear stones falling on your heads at the hands of haters of Hindi or lovers of Tamil. You have my hearty congratulations on selecting Mangalore—the town of Mangalam—as the venue of this momentous session of the Conference, which is going to focus its attention on vital educational matters by discussing very important educational problems.

I must also congratulate you on the choice of the President of this session. Indeed, my esteemed friend Prof. Sabhesan and myself are not so honourable and eminent personages as the Hon'ble Mr. C. Rajagopalachariar, our revered Prime Minister who presided over the Conference last year, or as the Hon'ble B. G. Kher, the Education Minister of the Bombay Government, or as Rao Bahadur N. S. Subba Rao, the Vice-Chancellor of the Mysore University, whom I understand, the organizers of the Conference sought after to preside over and open this Conference. But let me assure you, Ladies and Gentlemen, that in us you have two teachers of long experience, not only possessing experience of teaching, but men who have all along been studying the educational problems. As the Editor of the "South Indian Teacher" (Vol. XI, No. 4, p. 192) has recently pointed out, "Mr. M. S. Sabhesan's intimate connection with the Union as its Secretary from 1923, his long and meritorious services to the cause of Education in this Province and his thorough acquaintance with the many problems connected with education make him eminently qualified for the place" and I would like to add that he is more qualified than any honourable personage for the Presidential Chair of this particular session of the Conference. I should think it providential that the inability of other greater personages to

accept the invitation has enabled the Conference to have so able and eminent a teacher as Prof. Sabhesan to preside over, and guide the deliberations of, this Conference, where teachers have to discuss educational as well as teachers' problems. Therefore I would appeal to the Reception Committee not to weep over the fact that, unlike the previous Conference, they could not get a more eminent personage to preside over this Conference. Conditions are more favourable in this session for a free and frank discussion, without the presence of politicians and without any disturbing factors, which condition enables the Conference to discuss academic and educational matters without any political bias or influence. With such a favourable atmosphere and with such an eminent educationist and teacher as President, I am sure this session will do more solid and faithful work than the previous sessions. As for myself, I shall not run away after declaring this Conference open. As an observer, I shall remain here and watch the proceedings; as Parliamentary Secretary for Education, I shall hear all that you have to say as expert educationists, and as a friend, I shall, when you want me to do so, speak on any of the questions that you will be discussing in the course of the deliberations.

Before I declare the Conference open, let me say a word on the much-needed co-operation between the Government and the teaching profession. In the latest issue of the "South Indian Teacher", in an editorial note I happened to read the following observation: "Our Provincial Conference is to be held on the 11th May and here is a splendid opportunity for Mr. Varkey and the Education Department to consult the opinion of the organised teaching profession. We cordially invite them to attend the Conference. Will they respond?" Here I am, responding to this invitation. Even without this invitation, I would have attended the Conference. The very moment I saw a notice of it in the papers, I had made up my mind to make Mangalore my headquarters, for sometime during the season, so that I might conveniently attend this Conference as well as other functions. The Editorial note proceeds to complain: "It is high time that the Department had cast off its characteristic stand-offishness and cared to move freely with the teaching profession. Only then would mutual understanding and co-operation be established and maintained. The example of democratic countries where officers of the Educational Department—Ministers and Directors—attend educational Conferences, is well worth following here."

Indeed, this complaint is fully justified as regards the past, when Ministers and Heads of Departments were not officers of a popular Government, when they did not care for public or even expert opinion as much as they ought to have. The utmost they did was to send a message of good wishes for the success of a Conference or an exhibition,



or to write a foreword to a book published by the South India Teachers' Union. But today things have considerably changed. With a popular Government, with a certain amount of responsibility, the Ministers and Heads of Departments cannot be deaf to public opinion, and they are certainly not. I need not retail here instances showing how bills and G.Os. are modified by this responsible Government, because it is also responsive. That today there is not that "stand-offishness" complained of by the Editor, ought to be clear from what has been happening in our Province during the past ten months of the Congress Government.

Speaking of the educational field I may point out a few instances of co-operation between the Minister and the Directorate and the Inspectorate and the teaching profession. One of the most important Conferences of teachers held during the past few months was the Provincial Conference of Headmasters; and that Conference was convened with the co-operation of the Minister for Education, who readily sanctioned it, and of the Director of Public Instruction, who issued a short-notice circular facilitating the holding of the Conference. And that Conference was opened by the Minister for Education and his Parliamentary Secretary presided over it for three days, and I must add, the Divisional Inspector and some other officers of the Department attended it. Again, consider the number of recent teachers' Conferences opened or presided over by the Minister or his Parliamentary Secretary. Besides, during the past ten months, the Parliamentary Secretary for Education has either convened or presided over about twenty-five Conferences—some, Conferences of teachers; some, Conferences of Managers, and some, of educationists—with a view to get at organised public opinion on educational problems, and the Divisional Inspectors, District Educational Officers, Inspectresses of Schools, and other subordinate officers of the Department, attended these Conferences and participated in the deliberations. Are not these instances sufficient to know which way the wind is blowing to-day? You may rest assured that henceforth there will be greater co-operation between the Government and the people, and the Government will be more and more responsive to public opinion. It is to get at your organised opinion as well as the know personally the trend of discussion on vital points that I propose to stay with you all these four days, and thus act as an intermediary between the Government and the teaching profession.

I must, in this connection, refer to the splendid work the South India Teachers' Union has been doing all these thirty years of its existence. Indeed, my acquaintance with this organisation has not been very intimate; but I have had close relationship with my esteemed friends Prof. Yeghyanarayana Iyer and Prof. Sabhesan, whom I regard

as the two strong pillars of the Union and to whom the teachers of South India owe a deep debt of gratitude for the uphill work of the former for the uplift work of the latter. However, I have been closely watching the steady progress of the Union through the pages of the "South Indian Teacher," the official organ of the Union, of which I have been a regular reader from its very commencement. I must take this occasion to congratulate the Union on the success that has attended its efforts to organise the teaching profession. By means of the periodical journal, Annual Conferences, occasional Refresher Courses, by organising the South Indian Teachers' Protection Fund, and by constant representations to the Government and the Education Authorities, the Union has rendered a valuable service to the teaching profession and to the Government of the Province. Our special thanks are due to the Secretary, Mr. Sabhesan, for his self-sacrifice in devoting his time and energy to the work of the Union in addition to his arduous work as a Professor in a private college—a position which I can well visualise from my own personal experience.

Ladies and gentlemen, I shall not prolong my opening address by touching upon the individual problems—a task which I shall leave to the President and the delegates to the Conference. I find you have a long agenda and a large variety and number of resolutions on very important matters. Your intimate knowledge of the working of the Education Department and of the system of elementary, secondary and collegiate education in our Province, will, I am sure, lead you to arrive at reasonable and practical solutions of the many complex problems that you will be discussing during this session. I am also sure you will bear in mind, in discussing resolutions having financial implications, the present financial position of the Government, and put forward, along with your schemes and plans, ways and means to enable the Government to carry them out as thoroughly as you and I would wish. My little experience in the world and my newly acquired knowledge of the inner working of the Government have convinced me that, if the Government turn a deaf ear at any time to the representations of the public, it is not because the Government are unresponsive and unsympathetic, but because schemes and plans suggested are sometimes too ambitious and and sometimes too impracticable. Wisdom lies in forcing the hands of the Government by the force of the reasonableness and practicability of the schemes and plans embodied in representations and resolutions.

In the congenial atmosphere of this town, and particularly of this High School, under the able guidance of your zealous and experienced President, and with the kind and sympathetic co-operation of the dele-

gates assembled from all parts of this extensive Province. I am sure this Conference will turn out excellent, useful work, offering to the Government reasonable and practical suggestions for the improvement of the state of education, of schools and of teachers in our Province. With this wish and hope, I have much pleasure to declare open this Twenty-ninth Madras Provincial Educational Conference.

## LEARNING AND DOING \*

*The Activity Programme in Education.*

By

REV. H. A. POPLEY

The general idea of learning as expressed in the present day educational system of India is that of the acquisition by the child of an ordered series of knowledge-matter and knowledge-skills, arranged in convenient parcels over a period of years. The teacher is there in order to distribute rewards or punishments according as the child acquires or does not acquire these things and also to see that it spends a certain defined time in doing so. The teacher is also supposed to give the child some guidance in the best ways of acquiring this matter and these skills. Even the Kindergarten and Montessori methods became in the hands of most teachers merely new and better methods of making such acquisitions. Schools thus became dull places in which a mass of facts has to be memorised and a few elementary mental skills have to be acquired. There are of course many exceptions to this in India as elsewhere. A great number of teachers were and are much better than the system that they have inherited.

It has been admitted that the present system of education has produced neither self-reliant citizens nor efficient workmen. The Minister of Education to the Government of Orissa said recently: "It is a system of instruction which kills the creative genius of the boy." In order to get rid of this inefficient system Mahatma Gandhi and the Wardha Educational Conference have prepared a revolutionary scheme of education that centres in productive activities. The central feature of this scheme is a craft-activity which is meant to arouse the interest of the child and to enlist his whole nature in a worthwhile effort.

I refer to this because it is similar to the central feature of what has been called the Project Method, or as Prof. Kilpatrick calls it, 'the Activity Movement' in education. In the Project Method the central feature may be any form of creative activity, including play. I am not concerned at present with the differences between the Wardha Scheme and the Project Method, though they are important. I only want to emphasise the fundamental similarity between the two in putting some form of worthwhile activity in the centre of the process and integrating

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\* A paper submitted to the 29th Provincial Educational Conference, Mangalore.

their taklis. All this time they were learning many things besides takli spinning. They learnt where cotton grows in the district, where it could be bought and they saw the places on a map. Later on they found that they could buy taklis for 1½ anna each, which were much better than their home-made taklis and so they collected some money and bought these and learnt how to spin well. In this way they acquired both knowledge and skills. At another time they decided to rear a parrot and made a study of the habits of parrots, made a cage for it, and taught it to speak. The fifth standard started a Post Office for the school and bought and sold stamps and learnt all about postal affairs in a practical way, as well as learning a good deal of arithmetic and keeping accounts. They supplied the postmen and the postmaster. At the same time they were building a small storeroom for the school, making bricks for it, drawing plans and so on. It was all very interesting for them and as they learnt many things they felt that they were doing something worthwhile. It was real education and they were learning all the things that children ought to learn at school, so as to live worthily and usefully.

These are just a few illustrations of the Project Scheme of learning. These may be multiplied many fold so as to include all the interests of children and all the activities of the village and so as to provide opportunities of learning the various subjects and skills required.

Some will ask at this point, what becomes of the curriculum and the time-table? and what does the teacher do? Does the pupil in such a school merely pick up scraps of knowledge as they happen to come along or is there any regular arrangement of the content of learning? It is true that in a school where this programme of activities is adopted the pupils do pick up all kinds of knowledge, which does not find a place in the ordinary curriculum, and enter into experiences that do not usually find a place in the rigid patterns of the old type of school. At the same time schools of the Project type have a syllabus in each subject of knowledge divided into convenient portions for each school year. The curriculum of knowledge-material which has been framed for the ordinary schools will be in general outline the curriculum which the project school will have as the minimum to be attained by the pupil. It will be the duty of the teacher to see that in the various activities which the children take up these are not lost sight of but come in their natural place in the work of the school. Every activity has boundless possibilities and in the earlier stages the tendency will be to go beyond the ordinary curriculum. The teacher will wisely guard against this as also against the opposite tendency, which comes later, to be satisfied with less than the minimum. So the curriculum stands as a series of knowledge objectives which the teacher and the pupils have to keep in mind.

With regard to the time-table, in Projects schools the old rigid time-table goes. That does not mean, however, that there is no regular time-table. Recess periods have to be provided for and there are some subjects which will not easily arise from the special activities chosen. As an illustration I will give the kind of time-table that we use at Erode. After a period of religious instruction, the morning periods are given up entirely to project activities, with a recess of 10 minutes in the middle of the morning. The subjects that come in these periods will depend upon the project and the stage that has been reached. If it is the stage of execution there may be very little subject work of the ordinary kind and the children will be engaged in some form of craft or hand work. The other stages of the project will usually provide plenty of opportunity for subject work in the ordinary lines of knowledge. The afternoon is divided into subject periods, including English, history, geography and whatever may have been found to be necessary during the course of the project. There is also an hour every afternoon for craft work. Further every class from the fourth standard upwards has 1½ hours a week of agricultural work on the school farm. All these craft activities are in addition to those that will naturally come into the projects which they undertake, which may include vegetable gardening, carpentry, spinning, brick-making and many other forms of craft. So while such a Project school escapes from slavery to the time-table it does not throw overboard the time-table, but uses it in accordance with the needs and interests of the children. It is not anarchy but ordered freedom. At the discretion of the teacher special periods may be given to subjects that are found to need extra attention. It is a rule for the pupils also to have a voice in the decision about these special periods.

From what has been said the importance of the teacher's place will be evident. He is not a mere machine cutting out pieces of subject curricula for the consumption of his pupils, nor will he be simply a Warden distributing rewards and punishments. Like the pupils themselves, he will be engaged in creative activities and will help the pupils to solve unexpected problems as they arise. He will be alert, resourceful and always interested in the work of the pupils which will not be stereotyped into unvarying forms. He will be the guide, friend and co-worker of the children. He will have to watch carefully to see that all the subjects and skills are properly mastered, that backward children are not left out, that each child shares in the activity and gets from it the most that is possible. He will study the individual needs and interests of the children, and will try to meet these as they arise. He will be ready to suggest new forms of activity and to make use of special days and festivals to link on their work to the home and village interests. He will keep his mind open to new ideas and will store up all kinds of

useful knowledge that the children are likely to need. For instance, in one school where the class was studying Africa, the children became very interested in the pygmies and wanted to build a pygmy house in the trees and stock it with the various implements that they used. I wonder how many teachers would be able to help children to build a pygmy's house. So the role of the teacher is much more varied and interesting than that of the ordinary teacher and also much more exacting.

With regard to the length of such projects it should be noted that they may vary from a few hours to some months. It all depends on the project and upon the interest of the children. The only criterion upon which the teacher can go is that of the interest of the children. In the lower classes the projects are usually for short periods only, but in the higher classes they often go on for three or six months. A project may lead to other sub-projects, which create fresh interest. For instance the Parrot Project, which has been referred to, led to a sub-project of making a large cage of wood and wire gauze, to a further project of making an album of bird pictures and to a further one of collecting birds' feathers, all of which maintained the interest of the children for a period of six months. A Post Office project may go on for a year and give rise to many different interesting situations which call for resource and initiative on the part of both teacher and children.

There is one further matter that must be discussed before this paper is concluded. What is the relation of this activity programme to the craft programme of the Wardha Scheme? In the first place such craft work as spinning, carpentry of various kinds, vegetable gardening, tape-weaving, poultry keeping and so on may all be taken up as projects by a class and carried through for six months or for a year. We have done something along this line in Erode with vegetable gardening, brick-making and tape weaving and we hope that in the near future we shall do more now that the Wardha Scheme is before us. Most of our teachers also are trained in the integration of ordinary school subjects with the craft work and so they will find no difficulty in that. But it does not follow that if a class takes up spinning for one term that it will continue to do that for all the terms or that it will go on with them into the higher classes. Children desire variety in their activities and we give them freedom in their choices, believing that this produces the best educational results. The activity programme has an educational and not an economic purpose and it is very doubtful whether the two can be combined to the advantage of either. The purpose to be fulfilled must be truly that of the children themselves, if the fullest educational value is to be obtained from any form of activity. Says Prof. Kilpatrick,

"If the teacher overdoes his part in helping to carry forward the enterprise, then the pupils are not only deprived of the op-

portunity of intelligent and responsible self-direction, but are liable to acquire a harmful dependency on the teacher or, contrariwise, develop a rebellious opposition."

Thus we part company with the Wardha Scheme in its insistence upon carrying forward a complete training in one basic craft through all the school years, having in mind an economic purpose. We believe that economic values will come out of activity programmes such as the projects I have been speaking of, but these are subsidiary and not central.

To us the centre of things is the child itself, with its own interests, and not the interests of adults, however great and noble they may be. It is the child's interests that matter most and it is around these that the various activity and subject programmes must be carried on. A recent writer on education, quoting Browning says that to teach

"Rather consists in opening out a way  
Whence the imprisoned splendor may escape,  
Than in effecting entry for a light  
Supposed to be without."

This short paper has been written at the request of your Honorary Secretary and I am very sorry that I am not able to be with you and to share in your discussions. I trust that your Conference may be fruitful in the sharing of experiences and in the enrichment of the knowledge of all who are present.

## TEACHERS AND HEALTH EDUCATION\*

By

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The prosaic saying that the "CHILD is the ASSET of the Nation" has lost all its political and moral significance to-day, because no attention is paid to the health of the child who is the citizen and prop of the country to-morrow, either by the teachers, the public, or by the Government. Consequently, the children's health and physique have been deteriorating steadily. It is an obvious observation that the average health of the child of to-day, either in the upper, middle, or low classes of society is not what it ought to be or one desires it to be. Beyond isolated attempts made by a few school-masters and public workers to interest themselves in the health of the children, like the late Mrs. Annie Beasant and Prof. P. Seshadri, the teachers as a body have been indifferent towards the health needs of their tender wards; but have taken great pains to impart the 3 R's to an alert brain and an impressionable mind, residing in an unsound body, which has resulted in the cartoonist caricature—"all head and no body." This is regrettable.

2. The average state of health of children is anything but commendable. The average percentage of diseased among the College grown up students (in the Madras Presidency 16 to 19 years) is about 53 per cent. The percentage of diseased among the English school-children (below 16 years) is only about 8 per cent. Apart from the indirect effect of economic distress on the pupil, has his health been otherwise healthy? Has his health needs been studied? Has his other physical defects been observed and remedied, either by the teacher or by the State, till he had *actually* fallen ill? Apart from the Government, which has a primary duty towards the child's health, have the teachers who are in daily contact with the children and know their health needs protested against this apathy and made their voice felt, regarding the vital health problem of the children and youths, who as Disraeli remarked "are the Trustees of Posterity." The teachers and the elementary school-masters in particular should immediately take up this vital health problem and do their mite to lay the foundation of good health, best health habits and health behaviour, among the children of the soil, who come under their tutelage, so that they may grow up into healthy citizens and be fit for any walk of adult life.

\* A paper read at the 29th Provincial Educational Conference, Mangalore.

3. The importance given to the health of the children by the teaching profession in other parts of the world could be gauged from the fact that the London Teachers' Association (representing more than 15,000 teachers) have demanded in their Election manifesto, these health reforms:—

- (i) Classes of not more than 30 in all schools, so as to prevent overcrowding and cause insanitation;
- (ii) Health and nutrition policy for every child;
- (iii) Vigorous efforts to provide play-grounds for recreational purposes; and,
- (iv) Speeding up in the reconditioning of old school buildings.

Not only this, the Tokyo Conference of the World Federation of Education Associations that met in last August has passed a health resolution relating to the teachers, as follows:—

"That the teacher training include adequate instruction in modern methods of teaching health and in actual co-operation with public health, community, and home agencies."

What have the teachers in India been doing? I have understood their disadvantages, in spite of the fact that they have a burning desire to raise the general level of the health of the children. We all feel that health is an inestimable asset but few of us have actually tried to follow up a well-planned health policy. The whole misfortune to-day is that there is no well thoughtout National Health Policy for India to build health. I shall not be misunderstood for drawing your attention to this pressing health problem.

4. The fourfold aims of a general scheme of Health education, as practised in modern States are:—

- (i) To instruct children and youths so that they may conserve and improve their health;
- (ii) To establish in them the habits and principles of living . . . . which in later years will assure . . . . the greatest possible happiness and service in personal, family, and community life;
- (iii) To influence parents and the community through the health education of children; and
- (iv) To promote a healthier and fitter Nation and Race. The Board of Education, England, has suggested in regard to the health education that "The health and well-being of the child is the primary foundation of its education—to live well is good, but it is necessary first to live; and in order to live, we must obey the laws of health."

5. The laws of health are simple, based on the 5 fundamental necessities of a healthy life, viz., good food, cleanliness, sleep and rest,

and exercise. These must be taught to every child in its own vocabulary, so that the child may be aided to take a regular, enthusiastic and intelligent interest in a health programme, outlined for its benefit. The value of such instructions varies with the ability of the teacher and the amount of emphasis placed on health by the school and educational authorities.

6. The small child's health practices are influenced by this teaching, for the "teacher" is an authority and children "do as the Teacher says." The child differs from the adult in his physical, mental, and social characteristics. Therefore, the teachers' success in imparting the health habits and knowledge should vary according to the interest, needs, and the age of the child. In this connection, it may not be out of place to mention that the cognizance of the parent in the home is also necessary, for without his co-operation, the child cannot control his health practices, taught in schools.

7. The Health-programme that could be carried out without much trouble and expense by the school-teacher and the management are :—

- i. To arrange for hygienic conditions of teaching ;
- ii. To train pupils to live hygienically while in school ;
- iii. To provide for the correction of physical defects, as far as possible ;
- iv. To teach pupils useful health knowledge ;
- v. To provide physical activities suited to the health needs of the pupils ;
- vi. To direct school programmes so as to prevent the spread of communicable diseases ;
- vii. To encourage pupils to practice hygienic living outside of the school.

8. The fundamental necessities of healthy life are good food cleanliness and protection against weather, sleep, rest and exercise. Health instructions not only include these health routines, but also other health knowledge, such as Safety practices, Mental and Social health, Sanitation, and Health services.

9. *Food and Eating Habits* :—Children require special attention to the dietary factors which control growth. This is a knotty and thorny problem. Instructions regarding feeding of infants and children according to their needs, and to make use of available food-stuffs in the locality ; to teach food preparation, not only to cook and to conserve the food values and to make food appetizing but also how to safeguard it from carrying disease germs ; to teach children and the community

to use foods, containing vitamins, such as unpolished rice, leafy vegetables and other whole-grained cereals. Cow's milk is produced in negligible quantity and therefore other cheap sources of milk, like the goat's milk could be developed. During a talk with Mahatma Gandhi, I have been assured by him that it is only the South Indians that take leafy vegetables daily and not the North Indians, as distinguished from the South Indians. Drink pure and 'drinking' water, eat slowly, chewing food well, wash hands before and after handling food ; have regular hours for eating and avoid eating during the intervals ; protect food from dust, flies, and other insects, wash raw food before eating, choose food in accordance with its food value, and not an uneconomic food, like biscuits and milk-powder, etc. These foreign food-stuffs cannot be the basic food of Indian masses. All these food and eating habits could be taught to children in simple language.

10. *Cleanliness* :—The danger of unwashed finger foods, carried from nose to throat must be taught, from the young age. Cleanliness of person must be taught including internal cleanliness, regarding elimination. The disadvantages, the obscenity and the evil effects of defaecating and passing urine in public places should be taught so that public health and public morals could be permanently improved. Then there would be no need for the agitation by the Police and the Health Sanitary Inspectors to clothe them with special powers to prosecute persons, committing nuisance in public places.

11. *Sleep and Rest* :—This is the most essential thing, a child needs. It should be told that "They grow while they sleep." The sleep requirements at different ages (American figures) are :—

| Years. | Hours. |
|--------|--------|
| 6-7    | .. 11½ |
| 8-9    | .. 11  |
| 10-11  | .. 10½ |
| 12-13  | .. 10  |
| 14-15  | .. 9 ½ |

Whether our Indian boys and girls are getting this required amount of sleep, I am not in a position to say.

12. *Exercise and Posture* :—The simplest way is to teach that "Exercises make the child grow" but this should not be made a fetish of, as the children do require special protection from physical strain. The child should sit with hips well back in seat, feet flat on the floor and knees at right angles, to keep the body erect when walking, standing, or

sitting. The child must be given a system of graded exercises, as suits the child's physique and capacity for exercises.

13. *Safety Practices*:—Listen for cars and carts, while walking along the road; wait for a clear space to cross the road; keep to the rules of the road; enter or leave a car or bus when it has stopped; refrain from playing with matches, and fire.

14. *Mental and Social Health*:—Play happily, with other children; do your work promptly; accept just criticism willingly; be considerate of the feelings of others, etc.

15. *Sanitation*:—Do not spit on floor; cover cough and sneeze with a clean cloth; keep the grounds at home, school, and other public places clean; report the first sign of illness to the parent or the doctor; keep away from anyone who has catching or infectious diseases; help to destroy breeding places of mosquitoes and the like. Regard the doctor as your friend and seek his advice freely.

Poor children (the under privileged) will not use the school property or follow the health habits, unless they are *specialiy* taught to do so; but by the examples of other better stationed pupils, a consciousness of the facilities to good health could be developed in such children, which would be of immense use and advantage to them in later life. With such instructions to children, health-minded young people will be leaving the school with an understanding of the health problem as of vital concern to themselves, to the community; and thus a healthier Nation would blossom forth. There should be a text-book, according to the class of the child, regarding the teaching of health education, as adumbrated above. The teacher must go through these text-books as they do with other text-books. In this book, the essentials of WHAT'S and HOW'S of Health behaviour and habits should be summarised.

17. To mould good character and build the health of children, teachers should be able to conduct intelligent tests on them; keep watch over the behaviour of school-children, outside the school-hours by forming school-committees; conduct research work into the tastes of the children for games and amusements; and National greetings for children, etc.

18. The teacher must have a good physique and be free from infectious diseases. His health habits should be such as to determine not only his own health but also assure the success of his health instructions in the school. An ounce of practice is worth a ton of precept; and the teacher by his personal endeavours and obedience to health laws, can

influence the health of the child, not only through the activities in the school but also outside the school-hours. In this way he can create a "health conscience" among the children, which would be of permanent value. The teacher should be given special training or a vocational course of study in Physiology, Hygiene, and Sanitation; and must be made to be well informed of the infectious and communicable diseases, so that he may be able to work out a "sanitary conscience" among the children and the community and eradicate all superstitions and prejudices against such diseases.

19. A teacher with poor health is irregular in attendance at school and lacks the vigour and enthusiasm in work. The factors which affect his health are (i) maintenance of healthful living conditions in the home, consistent with economic conditions; (ii) Provision for proper rest, for eating hygienically a satisfactory food, for study and home work; (iii) Lack of proper planning hours of class lessons, that is, budgeting time. In budgeting time, not only his professional work, reading of books and class-room preparations but also sleep, recreation, and exercise should be taken into account. In this way the teacher would not be sacrificing his physical health for professional advancement, for otherwise he would become unfit for work in later years of life. A budgeting—time for the tropical and sub-tropical climate is herewith submitted, for favour of criticism:—

| Particulars.                                                                     | Hours.    |
|----------------------------------------------------------------------------------|-----------|
| 1. Sleep—8 hours at night and 1 hour nap, midday ..                              | 9         |
| 2. Personal health habits, including dressing, washing, care of toilet, etc., .. | 2         |
| 3. Meals, including rest just before and after meals ..                          | 1½        |
| 4. Work, class room and preparation ..                                           | 9         |
| 5. Exercise and recreation ..                                                    | 2         |
| 6. Miscellaneous activities ..                                                   | ½         |
| <b>TOTAL</b> ..                                                                  | <b>24</b> |

20. The desirable outcome of all this health teaching are—(i) Health is dependent on what we do and hence it is controllable; (ii) Desire for perfect health and willingness to maintain it; (iii) Health habits established will improve the efficiency of health and safeguard the health in future and also create a philosophy of community life and citizenship, which recognizes the healthful living standards, to safeguard health, in the body-politique of the country.

21. All these ideal developments of the child of to-day into the worthy citizen and prop of the country to-morrow is only possible if the teacher, the school and educational authorities, the public and the Government—all work in a team-spirit to build an A-I child and citizen, as part of National Health policy. The knowledge of health is the basic to all other skills. As a publicist has remarked "the true wealth of any nation lies in the development of an efficient citizenship—healthy in mind, in body, and in its attitude to society." I, therefore, seriously suggest to the South Indian teaching profession in particular and All-India teachers in general, to form a small Health-committee, to go into the question of health of children and formulate a Health scheme; and secondly, not to give your valuable vote in any academical election, unless the candidate is prepared to take up the cause of the children's health, with which the whole teaching profession is concerned. You would be serving the children, the country, and the Nation by your noble example of voluntary service and sacrifice for the future production of the right type of leaders of our country.

It is about this care of the health of the children of the soil, that I had discussion with Mahatma Gandhi, who but for political pre-occupations would have taken up this question by this time. I have detailed to the teachers how they could create a health conscience, and impart health knowledge and habits by proper instructions, in the minds of the growing citizens and help to raise them from C3 level to that of A-I status, and build a healthier and fitter generation, by fully realising the remark that "The future of the race marches forward on the feet of little children." "To cure is the voice of the past, to prevent the divine whisper of to-day." If I have kindled your spark of love, your spirit of service for the dear cause of the health of children of to-day, the citizen and prop of the country to-morrow, as an A-I Nation, I shall feel happy I have served you well and truly.

## MEDICAL SERVICE AND HEALTH IN SCHOOLS\*

By

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It was only after the Report of the Calcutta University Commission in 1919 that the policy of following a systematic effort at bodily improvement by the introduction of physical examination and the treatment of defects in schools and colleges was regularly begun in India. The Madras Government in 1920 by a G.O. introduced regulations requiring a systematic examination of pupils in Elementary schools. This was revised by another G.O. in 1925 and made applicable to High Schools. In 1927 this examination was made compulsory in all colleges, affiliated to the Madras University. This medical examination was abandoned in the case of High School pupils some years ago, but, the examination of College students is still continued.

Physical education is a mental process. It must be reckoned as a great factor in the development of personality for its own sake. In this broad sense, physical education in the modern world is new. It is understood that education, mental and physical, must be conceived as one system. Every voluntary movement is a mental action. Every thought has its physiological concomitant. The training of the muscles is as much a mental process as the training of the intellect or the will. For education the mental and physical organism is a unity. It is always a living person we have to educate. If he is to meet the illimitably various demands of life he has to be sound in all his organs. From this ideal the Greeks and our ancients were not far off. They tried to tune the human organism to its highest expression in thought and in action.

## THE GENESIS OF MEDICAL INSPECTION.

In all matters, India was and is a blind follower of England. It is only in recent years, owing to the spread of nationalism that the nation has begun to think independently and assert its views. The rude shock of the Boer War in 1899 opened the eyes of the British people. Where

\*A paper read at the 29th Provincial Educational Conference, Mangalore.

to-day there are millions of fit men, in 1899 there were only a few thousands. The recruiting offices of 1899 revealed to the uninformed the need for a radical investigation of the whole physical life of the people of England and primarily of their children. A conscious and systematic survey of the physical life of the children had its inception in or about the year 1902. Since that time, many millions of children have passed through a medical examination and millions of parents have been made conscious of the need for a closer superintendence of physical life in the home.

Physical Education thus restarted on a basis of careful medical inspection and treatment has been rapidly developed into a system that now touches every phase of life in the home, in the school, in the adolescent occupations, in the adult occupations. In the new English Education Act, the Education authority is placed under an obligation stronger than ever to provide for the treatment of disease and the maintenance of health. If there is one truth to-day that needs no argument even among the most backward administrations, it is the truth that our national welfare hangs by our methods of securing health and strength to the personal units of the nation. As already pointed out, India followed England in the matter of medical inspection of school children, though late. If one goes through the medical charts (reports) he will find that a large number of pupils are ailing from serious and minor diseases directly and indirectly affecting physical efficiency and mental efficiency. This constitutes an overwhelming case for a continued medical inspection of school children. The limited medical examination that we had also revealed that a primary condition of any good result from increased physical training was adequate food and clothing: that no systematic exercise ought to be practised or enforced without a preliminary medical examination of vital organs to ensure that irreparable damage should not result; that exercises should be organised strictly in accordance with individual health, physical development and vigour.

The medical reports so far made insist that all children, not merely defective children, must be inspected. Multitudes of defects are found. We find the need for cleanliness, the extirpation of vermin, the relation of house to school, the establishing of **RAPPORT** between teacher and parent. All this leads to the creation of a medical service. The minister of Public Health is organising medical service for rural areas by recruiting honorary physicians and surgeons. It is now the proper time for the parents and the teachers to draw the attention of the ministry to the necessity for organising a medical service for the inspection of school children. Medical inspection will certainly lead to an advance in public health, productive of a manifold financial return in national efficiency and a gain in morality, health and happiness, not

expressible in figures. The duty of rearing efficient healthy citizens devolves upon the State and individuals and there is no apparent reason why social or financial position should be permitted to interfere with this duty. It is greatly to be desired that the children of judicious and conscientious parents should be protected, as far as possible, from the infective ailments which are needlessly prevalent through the negligence of parents who are less wise or conscientious. While there are strong grounds for preserving freedom in educational practice on the intellectual side, there is no professional opposition to sanitary inspection, nor any demand on the part of the teaching profession that schools should be exempt from the requirement that the premises and conditions of school life should satisfy hygienic requirements.

It is therefore recommended:—

(i) All schools (including public and private elementary and secondary schools) should be medically inspected by a public authority. A report or certificate should be furnished to the Governing Body or Management of the school, dealing with the suitability of the environment, accommodation, air space, desks, etc., cleanliness, lighting, ventilation and sanitary provision. The intervals between school inspections should not exceed five years. We are all aware of the rules in the M.E.R. dealing with the above subjects. There is a vast difference between a medical man inspecting and examining these things and a D.E.O. inspecting and examining them.

(2) All children attending school should be medically inspected annually. That is, the practice that existed some years ago should be restored. The parents should have the option of producing the required information, at their own expense, from their own medical attendant, in a form acceptable to the School Medical Officer. The School Medical Officer should visit at least once each term and should conduct routine examinations annually. He should examine special cases when requested by the Headmaster, who may ask for authoritative instruction for remedial action to be sent to the parents. The Headmaster should have the opportunity for consultation with the School Medical Officer with reference to individual cases. The Medical Officer can often give valuable advice as to the choice of suitable careers for pupils after leaving school. The practice of parents consulting medical officers on this point should be encouraged.

(2) The teachers should be fully equipped with the effective knowledge of school hygiene. In the Training Colleges, and Schools, this subject is now taught, but not in such a way as to be useful in actual life.

(i) The teaching of Hygiene in Training Colleges should enable the teacher to understand and exercise wise supervision of the physical and mental health and development of children; also to associate this knowledge with the organisation of school life (curricula, time-tables, subjects, methods, punishments, etc.).

(ii) It should fit teachers to carry out physical training of children on such lines as shall be hygienically appropriate to the child's physical and nervous stage of growth; also to avoid injurious exercises and punishments.

(iii) It should be calculated to enlarge the teacher's appreciation of the social and home environment of school children, so that the elimination and the neutralization of prejudicial factors may be aided by a preventive scheme of instruction and supervision.

(iv) By virtue of the fact that in the teaching profession is to be found a body of persons whose influence may be nationally extensive, it should equip teachers in training with knowledge of those matters concerning social and racial health which may be influenced initially by education of children and adolescents (e.g., mothercraft, home-making, prevention of infant mortality, control of infectious diseases, eugenics).

(v) It should enable teachers to understand and exercise sensible management of their own health.

(vi) (a) Teachers, while under training, should have opportunities of becoming acquainted with certain types of ill-health, deformity, weakness, etc., in children, e.g., adenoid children, defective vision, spinal curvature.

(b) During the school practice, they should have opportunity of discussion and understanding the health of the children they are teaching.

(c) Understanding sex ill-health in children: the physiology, psychology and hygiene of sex should therefore find a proportionate place in the hygienic syllabus of the College course.

(d) Observing arrangements for schools meal (necessary training under the Wardha Scheme) and detecting signs of malnutrition.

The scheme of physical training given to teachers should incorporate the hygiene of physical exercises.

Prevention of infant mortality—infant mortality is very high in India—is largely an educational matter; hence opportunity must be

given for women students to take a special course of mother craft and associated hygiene subjects.

### PHYSICAL EDUCATION

A certain minimum of exercise is essential to maintain the body in health and to promote the normal development of the various functions. Playing alone or with companions the child acquires gradually a perfect control over his main groups of muscles and attains the staying power needed in adult life. When the gregarious period of life is reached, games have to be organised for convenience. A free open air life will allow of normal development of the great majority of children as is exemplified by many savage tribes. In civilised communities this free life is interfered with and children are kept for considerable periods in confined spaces and cramped attitudes which lead to ill-health and malpostures. The urban conditions limit the possibilities of games, and in extreme cases, almost repress the play instinct itself. It is necessary to provide the corrective for these imposed evils.

Foremost should come the restoration of play. It is desirable that those who help to direct and supervise the play should be members of the school staff.

(1) That ample play centres should be provided for the use of children in out of school hours, equipped with simple apparatus and in charge of supervisors who understand children and can fully enter into and guide their spontaneous activities. Special methods are required to train those below the average to hold their own in sports and get a fair share of exercise.

(2) That the teachers of physical exercises should attend medical inspection.

(3) That there should be special classes for weak and slightly deformed children, which should be carried on in close co-operation with the school doctors.

Research is required into the exact effect of different forms of exercise on children of different sexes, ages and physique and particularly as to its effects on the personal health of girls and its possible influence on parenthood.

### SCHOOL HYGIENE

Dealing with the conditions of health for normal school-children, the following are important:—

(a) Open air for play and work; (b) Buildings, ventilation, lighting of ground-floor rooms; (c) Supervision of sanitary fittings; (d) Baths;

(e) School-cleaning; (f) Desks and tables; (g) Reading and writing, needle-work, handwork for young children, blackboards, maps, books, especially with reference to eye-sight and spinal trouble; (h) Accessible drinking water; (i) Meals in Day Schools; and (j) Dentistry.

*The Supervision of sanitary fittings and of their use* should not be left entirely to sanitary inspectors and the school keeper. In all grades of schools a moral responsibility rests upon the teachers to see that sanitary fittings are properly used and good habits formed; this must be regarded as a necessary part of the moral training of the young.

### SCHOOL CLEARING

In addition to risks to health through a vitiated atmosphere, a dirty school provides a dismal failure in respect of hygienic teaching.

### DESKS

Desks can be most unhygienic—too narrow, too sloping, seats too high, etc., causing cramped posture. **There are many advantages** in using flat tables with movable chairs. The dangers from malposture can be greatly counteracted by watchful teachers with a knowledge of hygiene.

### READING

The British Association for the Advancement of Science has published valuable reports on "The Influence of School-Books upon Eye-sight." On the lines of the Reports, several publishers in England have improved their books for young children, so that it is now possible to furnish primary schools with books which may be regarded as safe so far as influence upon eye-sight is concerned. We cannot say the same thing with many of the publishers of our Presidency. We may remind ourselves of the close connection between eye-sight and posture. . . . . "To prevent short sight give children backs to their seats: to prevent curvature of the spine give them large print." Books using glossy paper should not be prescribed. The Text-Book Committee is supposed to look into all these things, but we find many of the text-books that spoil the eye-sight are approved by the Committee. Admirable wall-maps, unvarnished, can now be obtained, and the highly glazed ones should be banished from class-rooms.

### DRINKING WATER

There should be more ample provision of accessible drinking water. Children should be encouraged to drink water fairly often during the

day; the practice is beneficial to health in many ways. Sipping should be provided if the drinking vessel is a common one.

### SCHOOL MEALS

There can be but one opinion as to the desirability of securing food for the growing children of the nation. All experience shows that where the meals are systematically given, the children benefit all round. There is less susceptibility to infectious disease; children previously considered half-witted become monitors, taking an intelligent interest in their work. Good table manners including mutual aid and courtesy, are often inculcated for the first time in the children's lives, and education in a taste for foods of the right sort is imperceptibly but effectively instituted.

The midday meal as a social institution should now be available for the elementary school child, not because he is necessitous but as part of the school curriculum for educational purposes. It is of vital importance to the State that

(1) its growing citizens should be well fed under humanising conditions.

(2) they should be well educated in food values.

It should be remembered that a good midday meal is necessary for all pupils of school age. Except when the home is very near the school, attendance at the school meal should be insisted upon.

### DENTISTRY

An annual dental inspection of all children of school age is highly desirable. There is probably no public health expenditure which will yield so enormous a return for such a relatively small expense as that on school dentistry.

The teaching of sex hygiene in class in school should not be attempted. More harm than good is likely to accrue from frequent direction of attention to the primitive aims of the sex instinct. It is better to inculcate clean habits, moral conduct and self-respect by practice and example, and to give children a wide interest in art, literature, music, science, athletics, so that they may not in adolescence depend on sex interests for enjoyment. There is experienced opinion in support of the belief that the indirect influence of early training in Botany, nature study, etc., does help to purify such knowledge of the facts of life as are acquired often at a very early stage. A scientific study of the fertilization of plants facilitates sex instruction, which should be given privately at adolescence.

### THE GRADING OF CHILDREN AND THE EDUCATION OF SUBNORMAL

It should be one of the important duties of the medical officers to test the children reported by the teachers as unequal to the ordinary school work and to decide as to their transfer to the special schools. The immediate effects of such transfer are (1) to give the deficient a better chance of developing what potentiality there is in them (2) to relieve the ordinary school of children whose presence in the class-room was a continual drag on the work.

### PSYCHOLOGICAL CLINICS

Every town should have access to a psychological clinic for investigation of individual abnormal cases. Such clinics should be under medical control and be staffed mainly by medical officers having school experience.

### CONCLUSIONS

The majority of the recommendations made above require additional expenditure. But they have all been made with a strong sense of the importance of national economy. The worst form of national extravagance is to allow children born, as the majority are, healthy and fit for training to become useful and efficient citizens, to become stunted or diseased mentally, morally or physically. Prevention is cheaper as well as better than cure. When remedial action is needed, the sooner it is undertaken, the more the possibility of success. From the purely economic stand-point, a greater attention to hygiene of the young is sound policy. Ruskin in "Unto this Last" put this argument in the following words:—"It may be discovered that the true veins of wealth are purple—and not in Rock, but in Flesh—perhaps even that the final outcome and consummation of all wealth is in the producing as many as possible full-breathed, bright-eyed, and happy-hearted human creatures."

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

#### OBITUARY.

We regret to have to announce the death of Mr. V. Ethirajulu Naidu, Asst., Higher Ele. School, Coimbatore (Reg. No. 1129) on 18-6-1938 at the early age of 33. His nominee will be paid the claim amount of Rs. 278-4-0 on receipt of the claim papers in order.

### SRI BALA GURUKUL, CUDDALORE

#### AN APPEAL.

Having received the sanction, encouragement and good wishes of the Government of Madras, Sri Bala Gurukul, the New Residential High School for boys on the banks of the River Pennar in Cuddalore, N.T., has commenced work and is admitting students. To enable the new venture, to realise the ideals which have won the sympathy of the people and their Government, we appeal for the hearty co-operation of all interested in the education of the young on truly Indian lines, guided by the great principles laid down by Swami Vivekananda and Mahatma Gandhi. We rely upon the public to help us in all possible ways.

(Sd.) DUNCAN GREENLEES, M.A.,  
(Oxon).

*Principal and Correspondent.*  
24-6-1938.

*Remarks made by the Hon'ble Dr. P. Subbarayan, in the Visitors' Book in Sri Bala Gurukul Residential High School, Cuddalore.*

I had the privilege and pleasure of opening the Sri Bala Gurukul at Cuddalore. Mr. Duncan Greenlees' project of a Residential School teaching up to the S.S.L.C. Standard has been welcomed by every man and pupils have come from the United Provinces and Karachi. The site selected for the School is well suited to the ideals that Mr. Duncan Greenlees has placed before him. The mango groves underneath which the boys will be taught provides sufficient covering and shade for the purpose in hand. The boys are taught to be brought up with ideals of simple life which was the ideal of education under the Gurukula idea of old days. I trust that Mr. Duncan Greenlees and his co-adjutors will make a success of the School.

(Sd.) P. SUBBARAYAN,  
*Minister for Education.*  
23-6-1938.

## OUR LETTER BOX

### S.S.L.C. PUBLIC EXAMINATION RESULTS

The Madras S.S.L.C. examination is one of the largest public examinations conducted in the world, and with thousands of candidates and hundreds of examiners and examination-centres, the usefulness and reliability of the test become greatly minimised. All the evils inherent in the subjective examination system are nowhere found in a greater measure than in our S.S.L.C. Public examination; the need for mitigating the evils and the necessity for a scientific and objective type of examination hence become obvious and imperative. And what with indifferent paper-setters and "Chief" examiners, the S.S.L.C. examination is reduced to a farce!

In the recent S.S.L.C. examination, the paper in Elementary Mathematics was uniformly condemned as unsuitable by teachers throughout the Presidency, and it appears, if Dame Rumour is to be believed, that ingenious methods of manipulating marks were adopted by the Chief Examiner to arrive at a "decent" presidency average of 35% in that paper. In "manufacturing eligibility" a minimum of 18% of marks in Elementary Mathematics would appear to have been fixed, and as a result, a "fair" number of candidates has managed to pass the examination. But, of what use is this so-called 'pass' or 'eligibility', when the majority of the passed pupils cannot even secure entrance or admission into the Public Services Commission Examination to qualify themselves for clerkships? The Government is responsible for the conduct of both the S.S.L.C. and the Services Commission examinations, and it behoves the authorities to consider the serious troubles and hardships caused to large number of our young men who face the misfortune of having passed the recent S.S.L.C. examination without being fit even to apply for the Services Commission examination! Poor souls! they have to wait for the "dreaded" S.S.L.C. examination and secure higher percentages of marks before thinking of becoming clerks in Government Offices. The absurdity and injustice of the situation must be obvious to anyone who considers this aspect of the last S.S.L.C. examination results. It appears judging from the marks entered in S.S.L.C. books, just now received in schools, that this year, a minimum of 35% in English, 18% in Mathematics, 23% or so in Optional History, besides the usual concession of 25% minimum in subjects other than languages, was fixed for increasing the percentage of passes, and perhaps for hushing the cry of "Slaughter of the innocent." But these minima will disqualify candidates for the clerkship examination, where a minimum of 40% in languages and 35% in mathematics etc., is demanded.

Educational experts and educational Conferences now rightly ask for the abolition of large, external public examinations, considering their serious defects, and unless the Madras S.S.L.C. public examination is properly and scientifically conducted, and careful attention paid to the selection of competent paper-setters and chief and assistant examiners, the evils of this large-scale public examination are bound to multiply. The S.S.L.C. Board who is responsible for the conduct of the examination, it is earnestly hoped, will bestow sufficient thought to this matter and at least in future avoid the unpleasant spectacle of candidates being artificially passed, their ridiculously low marks notwithstanding, and left in the lurch simply to swell the ranks of the discontented, unemployed and unemployable young men.

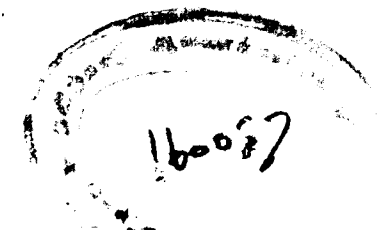
K. N. PASUPATHI, B.A., L.T. Kurnool

## THE TWENTY-NINTH MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, MANGALORE.

The 29th Provincial Educational Conference began its session on Wednesday the 18th May at 5-30 P.M. in the premises of the Kanara High School, Mangalore. About 150 delegates from various parts of the presidency, 250 members of the Reception Committee and a very large number of distinguished visitors had assembled.

After prayer by Sri Ekambara Rao, Sri Manjunath Heggadde M.L.C., Chairman of the Reception Committee welcomed the delegates. (Welcome Address printed in Vol. XI, No. 5 of the South Indian Teacher). Sri. C. J. Varkey, Parliamentary Secretary to the Minister for Education then declared the Conference open. (Address printed elsewhere). Sri M. S. Sabhesan was then duly installed as the President of the Conference. After the Presidential address, the opening session concluded with a vote of thanks.

The Subjects committee met the same night at 9 P.M. The various resolutions in the order paper were discussed at length and recommended for consideration at the open conference, except two resolutions. These two resolutions related to (1) the proposed policy of the publication of school text-books by the Government itself and (2) appointment of a Senior Officer of the Civil Service with administration experience as the Director of Public Instruction. The first resolution was severely opposed, on the ground that it was not in the interests of sound education for Government to have a monopoly in the preparation of Text-books, that it would stifle authorship and that there would be dull uniformity in Text-books. It was thrown out by a large majority. Regarding the second resolution there was keen discussion. Some felt that the combination of administrative and academic work in one officer did not lead to efficiency and that the various administrative defects in the department could be removed if a Civilian officer be appointed. Others felt that these two functions were inseparable and that the head of the Education Department should be an educationist and if need be he may be assisted by officers of administrative experience. When put to vote the resolution was defeated by a narrow majority. Two resolutions referred to the Subjects Committee as urgent resolutions by the Working Committee of the Union were considered on the 19th afternoon at a second session of the Subjects Committee and approved for consideration at the open conference. On the 19th at 9 A.M. the Educational Exhibition was opened, Sri C. J. Varkey, presiding. Janab Ghulam Dastagir Sahib, Bahadur, District Educational Officer, S. Kanara, requested on behalf of the Exhibition Committee Sri N. Subrahmaniam of the Teachers' College, Saidapet to declare the Exhibition open. Sri Subrahmaniam, in declaring the Exhibition open, stressed the educational value of the Exhibition and referred to the pictures illustrating 'Recent Trends in English Education.' These pictures were at first exhibited at Madras by Mr. G. T. Hankin, H.M. Inspector of Schools, England. The Government of Madras, who had taken prints of those photographs were pleased to afford facilities to exhibit the prints on the occasion. The Exhibition was interesting and the possibilities of the Wardha Scheme were made clear. The Beasant Girls' School, Mangalore, had exhibited the articles produced by their pupils who were instructed on lines similar to the Wardha Scheme.



At 10 A.M., the Annual meeting of the Protection Fund was held, the Annual Report was adopted and the office-bearers for the year were elected.

At 11-30 A.M., the Geographical Conference commenced and Sri C. J. Varkey presided over the Conference. At the same time the Pandits' Conference commenced its sessions, Sri M. S. Kotiswaran Mudaliar presiding. This was opened by Sri M. S. Sabhesan.

At 2 P.M., the Physical Education Conference began its session, Janab Ghulam Dastagir Sahib presiding. In the evening there were demonstrations and display of physical activities, Dr. Andrews, explaining the educational value of each form of exercise. There was a dramatic performance by some of the pupils of the girls' schools in the night and the acting was well appreciated.

On Friday the 20th at 9 A.M., Swami delivered an address on the Self-supporting Education and explained how the Wardha Scheme of Education could meet the needs of India. Sri T. P. Srinivasavaradan, Secretary, The Madras Teachers' Guild then presented the report of the Madras Teachers' Guild on the Wardha Scheme of Education. There was a long discussion on the Wardha Scheme and a resolution according support to it and requesting the Government to give effect to the scheme was moved by Mr. E. N. Subramaniam and carried unanimously.

The General Body of the South India Teachers' Union then met and transacted its official business—adoption of report—election of office-bearers and amendments to the rules of the Union.

In the evening Dr. M. V. Krishna Rao read a paper on Health Education and Teachers. Resolutions were then taken up for discussion.

In the night the Reception Committee arranged for a fine variety Entertainment. The delegates had a very enjoyable time.

On the fourth day—Saturday the 21st May, Mr. Rajanayagam of Erode spoke on the Project Method and explained the chief points in the paper of Rev. Popley. This was followed by the reading of a paper on Health Education in Schools by Sri Srinivasavarathan. Resolutions were then taken up for discussion. The resolution on the abolition of all external public examinations as at present conducted evoked a keen discussion but it was carried by a large majority amid acclamation.

The Conference adjourned for lunch and reassembling considered the resolutions relating to (1) the License for teachers in aided Elementary Schools and (2) the establishment of Nursery Schools and Kindergarten, Child clinics and provision for play fields.

After the resolutions, the President delivered his concluding address, in which he reviewed the work of the Conference and complimented the delegates on the high level of debate. He expressed his thanks to Sri C. J. Varkey and the Educational Officers of S. Kanara on their valuable co-operation. He then referred to the question of government undertaking the publication of School Text-books and dwelt at length on the disadvantages arising out of such a proposal and pleaded for a policy of 'free trade' in Book publication, the Government reserving its right to review the books and express its approval of suitable books.

He exhorted the teachers to develop a professional spirit and strengthen the Union.

Delegates from different places expressed their appreciation of the excellent arrangements made by the Reception Committee especially about the cheerful and willing services rendered by the volunteers. With the usual vote of thanks by Sri S. Mukuntha Rao, Secretary of the Reception Committee, to all who had helped the Conference to a successful conclusion, the Conference was dissolved.

There was then a group photograph of the volunteers who were later entertained at Tea by the Executive Board of the South India Teachers' Union. The variety entertainment in the night was enjoyable.

The Reception Committee had made good arrangements for excursions which were fully availed of by the delegates.

## THE SOUTH INDIA TEACHERS' UNION

## PROCEEDINGS OF A MEETING OF THE EXECUTIVE BOARD OF THE SOUTH INDIA TEACHERS' UNION AT 3-30 P.M. ON THURSDAY, 19-5-1938, AT MANGALORE

Present:—Messrs. S. K. Yegnanarayana Iyer (In the chair), M. S. Sabhesan, V. Bhuvaramurthi Rao, S. Natarajan, S. T. Ramanujam, E. N. Subrahmaniam, N. Kalyanaramier, M. Somasundaram, E. H. Parameswaran, C. Ranganatha Iyengar, V. Srinivasa Iyer, Ekambara Rao, S. K. Subbarama Iyer, K. S. Chengalroya Iyer, M. S. Subrahmaniam Sastri.

1. Minutes of the last meeting were read and recorded.
2. Resolved that a Savings Bank account be opened with the Triplicane Branch of the Indian Bank in the name of the South Indian Teacher and that the Journal Secretary and the Treasurer be authorised to jointly operate on the said account.
3. Resolved that a Savings Bank account be opened with the Triplicane Branch of the Indo-Commercial Bank, Ltd., in the name of Balar Kalvi and that the Journal Secretary and the Treasurer be authorised to jointly operate on the said account.
4. Resolved that the present account with the Indo-Commercial Bank, standing in the names of Messrs. M. S. Sabhesan and S. Natarajan be closed and the moneys be transferred to the South Indian Teacher and the Balar Kalvi accounts to be opened as per previous resolutions.
5. Resolved that the expenditure of Rs. 20-4-0 incurred by the late clerk Venkobachar for postage in September '37 and not entered in the Annual accounts of the year 1937-38 be entered in the accounts of 1938-39 as incurred on 1-4-1938.
6. Draft amendments brought up by the Secretary be placed before the General Body.
7. The memorandum on the License for teachers in aided Elementary Schools prepared by Messrs. S. T. Ramanuja Iyengar and S. Natarajan be adopted and the same be placed before the Subjects Committee of the Conference as an urgent subject in the following form:—  
This Conference approves of the memorandum on the License system for Teachers in Aided Elementary Schools prepared by the Working Committee and suggests that the same be sent to Government and requests the Government to take action upon the same.
8. Resolved that a sub-committee consisting of Messrs. S. K. Yegnanarayana Iyer, M. S. Sabhesan and S. T. Ramanujam with Mr. S. T. Ramanujam as Convener be appointed to draft a Memorandum on Grant Policy.
9. Resolved to bring before the General Body of the Union the subject of Desirability or otherwise of continuing the Vigilance Committee.
10. Resolved to place the following resolution as an urgent one before the Conference:—

"This Conference urges (a) that as a transitory measure S.S.L.C. qualifications proposed by the Government in respect of Hindi teachers be not insisted upon,

(b) and requests Government to recognise Rashtra Basha Examination of the Dakshina Bharata Hindi Prachar Sabha as sufficient qualification for Hindi Teachers to be employed in the Secondary schools in the Province."

11. Two subjects (8 and 11) of the draft resolutions referred back to the Working Committee were discussed. The Committee resolves that the following resolutions be placed before the subject Committee in the amended form:—

*Resolution 8.* This Conference urges the creation of Statutory Education Committee for each specified area to control the educational agencies and services and to plan educational advance in the area.

*Resolution 11.* This Conference suggests the re-organisation of educational finances on the following lines:—

- (a) Raising the Budget provisions for education for the present year by 50%.
- (b) Reducing the present charges on Inspection and Direction by 50% by abolishing the posts of Divisional Inspectors and reducing the number of District Educational Officers.
- (c) Raising a loan for the purpose of planned educational expansion especially for the introduction of efficient, universal, compulsory mass education.
- (d) Organising Educational Melas from time to time to canalise educational charity and endowments.

(Sd.) S. K. YEGNANARAYANA IYER,  
President.  
19-5-1938.

## MINUTES OF A MEETING OF THE EXECUTIVE BOARD HELD AT 7-30 P.M. ON FRIDAY THE 20TH MAY, 1938.

Present: Messrs. S. K. Yegnanarayana Iyer (In the chair), E. N. Subrahmaniam, E. H. Parameswaran, S. T. Ramanuja Iyengar, K. S. Chengalroyan, N. Kalyanarama Iyer, S. K. Subbaraman, S. Ramachandra Iyer, Vaideeswara Iyer, Subrahmaniam Sastri, V. Srinivasan, V. Bhuvaramurthi Rao.

Ten names were proposed and ballot papers were distributed and the following 5 members were declared elected as members of the Working Committee:—

Messrs. S. T. Ramanuja Iyengar, E. H. Parameswaran, K. S. Chengalroyan, N. Kalyanarama Iyer, S. K. Subbaraman.

## PROCEEDINGS OF A MEETING OF THE WORKING COMMITTEE MEETING HELD AT 8-15 P.M. ON FRIDAY THE 20TH MAY 1938, AT MANGALORE

Present:—Messrs. S. K. Yegnanarayana Iyer (In the chair), M. S. Sabhesan, E. N. Subrahmaniam, V. Bhuvaramurthi Rao, V. Srinivasan, S. T. Ramanuja Iyengar, E. H. Parameswaran, K. S. Chengalroya Iyer, N. Kalyanarama Iyer, S. K. Subbaraman.

1. Resolved to request the President to tour in the Province in accordance with a pre-arranged programme to be drawn up in consultation with the District Guilds.

2. Resolved that the Joint Secretary be requested to tour in the Royal Seema and the Andhra Desa and do propaganda on behalf of the Union.

3. Resolved that the members of the Working Committee be requested to send monthly reports of work done by them on behalf of the Union.

4. Resolved that Mr. S. Natarajan be requested to be the Journal Secretary and that a Committee consisting of Messrs. S. K. Yegnanarayana Iyer, M. S. Sabhesan, V. Srinivasan, S. Natarajan and V. Bhuvaramurthi Rao be in charge of running both the journals, i.e., the South Indian Teacher and Balar Kalvi.

5. The Budget was then presented by the Treasurer and it was adopted.

6. Resolved to accept with thanks the kind offer of Mr. S. T. Ramanuja Iyengar to undertake to get more advertisements for the Journals.

7. Resolved that a Committee consisting of Messrs. E. N. Subrahmaniam, S. T. Ramanuja Iyengar, S. Natarajan and V. Bhuvaramurthi Rao with Mr. V. Bhuvaramurthi Rao as convener be appointed with a view to explore the possibilities of running the journals still more economically and efficiently and submit their report before the 1st July 1938.

8. Resolved to affiliate the Provincial Pandits' Association to the South India Teachers' Union.

(Sd.) S. K. YEGNANARAYANA IYER,

President.

20.5.1938

## MEMORANDUM

### Re: TEACHER-TENURE IN AIDED EDUCATIONAL INSTITUTIONS

A memorandum Submitted on behalf of the Trichinopoly District Teachers' Guild

To

The Hon'ble Sri C. Rajagopalachariar,

Premier to the Govt. of Madras.

1. The system governing teacher-tenure is based on Rule 12 (1) and Appendix 28 in the Madras Educational Rules introduced by G. O. 180, dated 6-2-1930.

2. The tenure of teachers is unsatisfactory, as revealed by the many cases of terminations in aided institutions, which, in effect, amount to dismissal. This is admitted by the Department in their reports.

3. Various remedies have been suggested like:

- Unification of the Teaching profession,
- Provincialisation of the Teaching service,
- Statutory recognition of Teaching as a public utility service,
- Administrative amendment of the M.E.R.

4. The South India Teachers' Union and its constituent Guilds feel that there ought to be a tenure-plan to improve the service conditions of teachers and to insure security of tenure.

This purpose will be served:

A. If a section similar to the one, found in the local Boards Act empowering the Government to lay down rules for the scales of salaries, conditions of service, leave rules, termination, dismissal and appeal be inserted in Rule 12 in the M.E.R. and insisted upon as a condition of recognition and aid.

The inclusion of a rule on the lines indicated will have the force of a section of the Act since in any case the penalty for non-observance of the conditions of the Grant-in-aid Code and educational rules is withdrawal of recognition.

B. In addition to the amendment of the M.E.R. the Government should create a Provincial Arbitration Board to serve as a tribunal to hear complaints and judge and decide, its decisions being final and executable like a decree of a Civil Court.

C. The agreement in force should be amended so as to provide for the following:

a. Every agreement shall state whether the post is temporary or permanent and in all cases, it shall state the period.

b. A permanent teacher shall not be disturbed by the Management till he runs his full service to the end of his 55th year of service, provided it shall be lawful for the management to give him three months' notice at the end of the academical year for any of the following reasons:

Closing down of institutions,  
Retrenchment, subject to seniority and service,  
Gross insubordination,

Proved incapacity,  
Sentence involving moral turpitude.

c. In case of dispute, the aggrieved party shall have a right to prefer a claim to the Director of Public Instruction by means of a verified petition stating his cause for grievance and demand for relief, and the Director shall refer it, after due notice, to the Provincial Arbitration Board.

d. Every school authority shall employ only such persons as are found in a list or Registry of Teachers in the district maintained by the District Educational Officer.

V. SARANATHA IYENGAR,  
*President.*

S. T. RAMANUJA IYENGAR,  
*Representative.*

MRS. GRACE DURAIRAJ,  
K. N. SAMBASIVA SASTRI,  
V. D. VENKATASUBRAMANIA IYER,  
*Joint Secretaries.*

Trichinopoly,  
19th June, 1938.

## THE S. I. T. U. PROTECTION FUND, MADRAS

### MINUTES OF THE ANNUAL MEETING HELD ON 19-5-38 AT MANGALORE

The tenth Annual Meeting of the General Body of the S. I. T. U. Protection Fund was held in the Canara High School, Mangalore, on the 19th May 1938 at 10-30 a.m., with Mr. M. S. Sabhesan, the President in the chair.

43 members were present.

Mr. V. Srinivasan, the Honorary Secretary read the notice of the meeting dated 1st April 1938 and the notice of the postponement of the date of meeting dated 3rd May 1938. The house ratified the change of the date of meeting.

The minutes of the ninth Annual Meeting were read and passed.

The Honorary Secretary presented the Annual Report. It was resolved that the Report be taken as read.

Mr. S. T. Ramanujam Iyengar of Trichinopoly moved that the Report be adopted and Mr. N. Kalyanarama Iyer of Tanjore seconded the proposition. There was a general discussion on the Report. Messrs. V. K. Sourirajan, V. Aravamudha Iyengar and several other members took part. Mr. Sourirajan remarked that the Bonus declared was rather liberal. A suggestion was made that members paying their call money for the year in advance should be given a rebate. Information was asked on certain items in the Balance Sheet. After the Secretary had replied to the points raised, the Report was adopted unanimously.

Election of the Office-Bearers was next proceeded with. The following office-bearers were elected unanimously:—

|                         |                           |
|-------------------------|---------------------------|
| Mr. M. S. Sabhesan      | .. <i>President.</i>      |
| " R. S. Subramanya Iyer | .. <i>Vice-President.</i> |
| " V. Srinivasan         | .. <i>Secretary.</i>      |

Eleven names were proposed for the membership of the Board of Management and the following six were declared elected:

1. Mr. E. H. Parameswaran of Ambasamudram.
2. " S. T. Ramanujam Iyengar of Trichinopoly.
3. " S. Srinivasa Iyer of Vellore.
4. " S. Srinivasan of Madanapalle.
5. " S. K. Subbaraman of Coimbatore.
6. " S. K. Yegnanarayana Iyer of Madras.

Mr. V. Soundararajan, B.A., G.D.A., was elected Auditor for the year '38.

The meeting placed on record its appreciation of the services to the Fund by the retiring office-bearers.

The budget proposals for 1938 were placed before the meeting for information.

Amendments to Rules Nos. 6, 7, 8, 14 and 19 given notice of were taken up for consideration one after another. There was a discussion on the amendment to Rule No. 6; Mr. C. Ranganatha Iyengar and Mr. V. K. Sourirajan suggested that it would be a hardship for members increasing the number of units to pay extra annual subscription and annual contribution year after year. It was suggested that the Board might consider this point and bring up suitable proposals if necessary.

All the amendments were carried unanimously. The above rules as amended will read as follows:—

**Rule 6. Admission: Third paragraph:—**

"A member may be allowed to increase the number of units held by him subject to Rules 6 and 9. Such member shall be treated as a new member with respect to the increased number of units and a fresh Certificate of Membership shall be issued. Every time he increases the number of units, he shall be treated as a new member for purposes of initial payment of registration fee, over-age fee (if any), and recurring annual subscription and contribution. But no member can claim any increase in the number of units as a matter of right nor shall he be entitled to more than one vote in any case."

**Rule 7. Classification:**

(a) "The amount collected under 'Registration Fees' together with such amounts as may be transferred by the Board of Management as occasion arises, shall form the 'Reserve Fund' to be drawn upon at the discretion of the Board of Management of the Fund for safeguarding the claims of members in general. It shall be competent for the Board to utilise the interest under this account towards expenses relating to actuarial valuation and such other non-recurring special items of expenditure as may be decided upon by the Board from time to time."

(e) "A tenth of the yield on shares, securities and debentures along with such profits as may arise from the sale of the same together with such amounts as may be transferred by the Board from time to time, shall form the DEPRECIATION RESERVE FUND. This account shall be debited with the loss on sale of securities, shares, debentures, as well as the difference in value between the market and purchase price of the shares, debentures, securities, etc., in cases where the purchase prices are above the market price at the close of the year."

**Rule 8. Monthly Call Money:**

"Every member shall, without any notice from the office of the Fund pay on the first day of every month, the call money at the rate of Rupee one for each unit he has taken."

**Rule 14. Payment of Dues:**

(c) "A member who commits default in making payment of the dues shall be liable to pay a fine calculated at the rate of half an anna per rupee for every month or part of it after the due date until payment."

**Rule 19 Powers of the Board: Second paragraph to clause (a):—**

"It shall be competent for the Board to invest the monies of the Fund in such manner as may be decided upon by the Board from time to time."

The following resolution was next considered and carried unanimously.

"Resolved that the sum of Rs. 8,566, recommended by the Actuary to be set apart as 'special provision for expenses' be transferred to the Reserve Fund."

The meeting came to a close at about 11-45 A.M.

TRIPLIKANE,  
31st May 1938.

M. S. SANKARAN,  
President.

V. SRINIVASAN,  
Secretary.

## FROM OUR ASSOCIATIONS

### REPORT OF THE XIII ANNUAL CONFERENCE OF THE DISTRICT TEACHERS' GUILD, COIMBATORE AND THE NILGRIS.

The XIII Annual Conference of the District Teachers' Guild, Coimbatore and the Nilgris was held in the Municipal High School, Pollachi on Monday and Tuesday, the 25th and 26th of April, 1938. The Conference was well attended; the arrangements were splendid; the programme was crowded, and the session was a great success from every point of view.

The Reception Committee consisting of the members of the Staff of the Municipal High School, Pollachi, with Mr. K. S. Nanjunda Iyer as Chairman, and Messrs. C. Sadasivan and D. S. Pitchu Pillai, as Joint Secretaries had made elaborate arrangements for the holding of the Conference. Special mention must be made of the arrangements for the free boarding of delegates made possible by the generous patron of the Conference, Mr. S. V. V. Naidu and the charming way in which the Conference Hall was decorated.

The Conference began with a meeting of the Executive Committee of the Guild at 1 p.m. on 25-4-38. The Executive Committee approved the Annual Report and Accounts as presented by the Secretary and passed the following remarks:—

"The Executive Committee brings to the notice of the General Body the sad condition of the Guilds' Finances due to the non-payment of arrears of affiliation fees in time, which this day stand at Rs. 131-8-0. Expenses this year have exceeded the income by about Rs. 60, and the extra expense has been met from the Secretary's private fund. The affiliation fee for the current year to the S.I.T.U., has not been paid, and our Guild stands in danger of being disaffiliated by the S.I.T.U., which will result in the S.I.T.U., Protection Fund members losing their privileges. If however the arrears are paid up, the finances of the Guild will be quite sound. The Executive Committee requests all associations in arrears to pay off their arrears before the end of June, 1938."

At 4 p.m. on 25-4-38, the Conference was held in a decorated hall. There was a large gathering including delegates and visitors and a few ladies. Prayers in Sanskrit, Tamil and Urdu were offered. Mr. K. S. Nanjunda Iyer Chairman of the Reception Committee then read a welcome Address. He criticised the Government's proposal regarding the reorganisation of Secondary Education. He was against the IV Form Public Examination. He pleaded for the conferment on Head-Masters of the right of issuing School Completion Certificates. He said that once the weight of the public examination was off, more time and opportunities would be available for doing substantial educational work in schools. The introduction of Hindi, and the inauguration of the Wardha Scheme had his full support.

B. E. Hussey Esq., I.C.S., Sub-Collector, Pollachi then declared the conference open. He said that the Indian Educational System was in the melting pot and he stressed the need for Education Conferences where ideas could be interchanged and experiences compared. He also referred to the great possibilities of the Scout Movement.

He then presented a shield, offered by Mr. S. K. Subbarama Iyer to V. M. Girls' School, Udumalpet, in recognition of the valuable entertainments at the time of the XII Conference.

Mr. K. Kannan Menon, B.A., L.T., President of the Guild, was then requested to preside over the Conference. Mr. Kannan Menon, in his address paid a tribute to the generosity of the patron, Mr. S. V. V. Naidu, and welcomed the presence at the Conference of Mr. M. S. Sabhesan, Secretary to the S.I.T.U. He said that we were living in times of war when modern civilisation was revealing its ugly features. But England and India had come together for the lasting good of the world. The penetration into Indian Society of Western influences had done good. The caste idea had been destroyed and women had been released from bondage. Work and discipline were the two things greatly needed to-day, and India must again be made to be the torch-bearer of light to a warring world.

The Wardha Scheme with the unmistakable Gandhian touch in it was a very satisfactory solution of our problems. No borrowed system of education would ever prove satisfactory in India. Teachers must imbibe the new Gandhian ideals. The future teacher must have the Sanyasi spirit in him.

The Secretary, Mr. Sadasivam, then read messages received from Messrs. C. J. Varkey, Rev. R. Robertson, V. Srinivasan, E. H. Parameswaran and E. N. Subbramanian.

Mr. P. Sankaranarayanan, M.A. of the Government College, Coimbatore then delivered a most delightful address on, changing values in education. He showed how the aims and methods, content and scope of education had been changing down the ages. He detailed the aims of the primary, secondary and university stages of education. The current methods of testing pupils were defective. It was wrong to regard a stage of education as but the stepping stone to the next higher stage. We must avoid the creation of the educational capitalism, and our aim must be the minimum of knowledge for the maximum number of pupils. Gandhiji was the poor man's saviour in politics, religion and education and his Wardha Scheme was as epoch-making as for instance, his salt campaign or his untouchability campaign. While educational values had been changing and must be changing, the eternal values of education were always there and they were Dharma (Duty) Artha (Wealth) Kama (desire) and Moksha (Liberation). Wealth must be acquired and desires satisfied, but only in consonance with Dharma or Duties. That was the Indian ideal, and the Wardha Scheme was the best for all our problems.

Mr. Sadasivam, the secretary then proposed a vote of thanks to the many persons who had helped the holding of the Conference at Pollachi.

At night the subjects Committee met and considered the resolutions to be moved at the general conference. Mr. Sabhesan's presence and willingness to help were fully availed of by the delegates.

Mr. T. A. Ramanatha Sastry of Pollachi entertained the delegates with a Harikatha performance. Mr. M. S. Subramaniam charmed them with music.

On 26-4-38, at 7 a.m. there was a group photo.

At 8 a.m. the English section met. Mr. R. Ramakrishnan, M.A., L.T., initiated a very interesting discussion on 'English in the future India.' He spoke about the circumstances that led to the dominance of English in the Indian school Curriculum,

and showed how the time had come for the introduction of a radical change. We could never afford to dispense with English, international language as it was. Along with the mother tongue and Hindi, English must be studied by Indian pupils, but the methods of teaching must entirely change. Basic English, the learning of which was very simple and which was quite sufficient for the needs of the vast majority must be taught to Indian children. Mr. Ramakrishnan quoted the opinions of many savants in support of his view. In the discussion that followed, Messrs. Ananthasethu Rao, S. K. Subbarama Iyer, K. S. Nanjunda Iyer, K. R. Natarajan, C. S. Subbarathnam and C. R. Subramania Sastry took part.

Mr. V. S. Rathnasabapathy, Provincial Organising Commissioner, then spoke on "scouting and education." He pleaded for educationists availing themselves of the enormous possibilities of the scout movement, and showed how the principles were in consonance with some of the features of the Wardha Scheme.

Mr. N. S. Nanjunda Iyer then spoke on 'Reasons for the Dislike of Mathematics.' He wanted that teachers should discourage irregularity in attendance of pupils, as it seriously interfered with progress in the learning of mathematics. Good vernacular text books were needed. Mental arithmetic must receive due recognition. Messrs. C. R. Subramanya Sastry, K. R. Nataraja Iyer, S. S. Padmanabha Iyer and M. Ramakrishna Iyer of Coimbatore participated in the discussion.

The Tamil Section then met. Mr. C. S. Chokkalingam Pillai of Coimbatore was in the chair. Mr. Mannamuthu Gownder welcomed the delegates. Mr. K. Nainar Mohamed spoke on 'Betterment of Tamil teaching.' His speech was exhaustive and he gave interesting examples of defective Tamil teaching in secondary schools, and showed how grammar teaching could be made more interesting and realistic. Mr. Sivagurunatha Pillai proposed the vote of thanks.

The Conference reassembled after dinner at 1-30 p.m. Mr. K. N. Ramamoorthy, B.A., L.T., read a paper on "The Vedic Teacher". He described the ancient methods of training and testing pupils and the parting advice given by the teacher. All knowledge was the province of the ancient teacher and he did his work in an eminently satisfactory manner.

Mr. V. Ramudu Iyer of the E. R. High School, Trichinopoly, gave an exhibition of the action songs in various subjects in the school curricula, composed by him.

After lunch the Conference reassembled at 4 p.m. when the General body meeting of the Guild was held. The Annual Report and Financial Statement for 1937-38 was approved. A few important resolutions were passed.

The election of office bearers for 1938-39 was conducted. Mr. K. Kannan Menon was re-elected president. Messrs K. S. Nanjunda Iyer and K. S. Srinivasa Iyer were elected vice-presidents. Mr. S. K. Subbarama Iyer was re-elected General Secretary. Office-bearers for the various sections were also elected.

Mr. R. Ramakrishnan spoke welcoming the election of a lady as the secretary of the Elementary Education Section and hoped that her election would bring about a more active participation of Elementary School teachers, particularly ladies, in the proceedings of the Guild.

The Guild then passed a resolution requesting the Teachers' Association of the M. H. S. Qoty to make arrangements to invite the Guild to hold the XIV Annual Conference in their school.

The Chairman of the reception Committee thanked the delegates and Messrs. S. K. Visvanatha Iyer, R. Ramakrishnan and K. R. Natarajan spoke in appreciative terms of the arrangements made by the Reception Committee. Mr. C. R. Subramanya Sastry thanked the organisers on behalf of the Press Correspondents.

Mr. K. Kannan Menon, the President made a short concluding speech and with the singing of Mangalam the Conference came to a close.

At night there was a grand Guild dinner after which Mr. K. Kannan Menon thanked M. R. Ry. S. V. V. Naidu Garu for his great generosity, immediate presence and active participation in the Conference.

There was also an exhibition of Educational Publications by a few publishers. Of these mention must be made of K. and J. Cooper, Educational Publishers, Bombay whose stall always attracted a large crowd of teachers, pupils, and the public.

The young volunteers of the school did their work to perfection. On the whole the Conference was a delightful and rich function.

\*Resolutions passed at the XIII Conference held at Pollachi:—

(1) This Conference places on record its great sense of sorrow at the demise of Sir J. C. Bose, the Scientist with a Poets' vision, and Sir Mohammad Iqbal, the poet and pays its respectful homage to their memory.

(2) This Conference requests Government to take early steps to remove the hardships caused to existing incumbents by the application to them of G.O. 4619 L. & M.

(3) Resolved that Government be requested to extend the period of summer vacation for Elementary Schools to 5 weeks.

(4) Resolved that Government be requested to exempt children of teachers from payment of school fees.

(5) This Guild requests the D.P.I. Madras to modify his Proceedings R.C. 2370 E/34 dated 30-10-34 so as to enable the incomplete S.S.L.C. holders among the Higher Grade Trained teachers of Elementary Schools to obtain a certificate of the Secondary grade without further training on completing their S.S.L.C. certificates.

(6) Resolved that Government be requested to change the scale of Pandits (45-2/2-75) in such a way as to enable them to reach the maximum at least with in 15 years.

(7) Resolved that Rule IV (8) regarding the date of payment of affiliation fees be amended as follows:—

'All subscriptions are payable to the Secretary before the 15th of October of the year.'

(8) Resolved that Associations whose subscriptions are in arrears for two years be disaffiliated from the Guild.

(9) Resolved that the General Secretary be permitted to tour mofussil centres in order to enlist individual members.

(10) Resolved that Rule 4 (d) be amended as follows:—

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*The Southern Continents and North America* by E. D. Birdseye, B.Sc. (Lond.) and Geog. Diploma (London). Macmillan & Co., Ltd., (192 Pp. Price Rs. 6-12-0).

This is the first book of a series of Geography books for the High School classes of this presidency. The treatment is impressive and planned to stimulate interest. The Geographical features of each continent are compared with those of India and the influence of the Geographical environment upon the life of the people is clearly brought about. Man's struggle to gain mastery over the natural obstacles are vividly portrayed. The language used is simple and within the comprehension of pupils of the IV Form to whom it is intended. Many and varied suggestions for practical work on each lesson are given. Map reading is insisted on. The book is well illustrated.

*Introductory General Science* by L. M. Parsons, D.Sc., Macmillan & Co., Ltd. Price 3sh. 6d.

This is an abridged edition of Dr. Parson's "Everyday Science." Topics far too advanced for ordinary secondary school pupils are deleted and this abridged edition will be found useful as a reference book by the pupils of our High School classes.

*Hints on Museum Education*: By J. C. Basak, 363, Upper Chitpore Road, Calcutta, 1938, Pp. 306, Price Re. 1.

The author presents in this book a detailed scheme for imparting education to children, young men and adults through Museums. He pleads for the conversion of the existing Museums in India, which are mere repositories of curiosities into EDUCATIONAL MUSEUMS.

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The author details methods by which this reorganisation could be brought about. He also pleads for the establishment of educational museums in Colleges and Schools.

and of children's Museums. Over 200 pages of the book are devoted to detailed instruction re: the classification of exhibits and the points to be emphasised by the teacher or guide in showing the exhibits. The book contains a brief account of the National Museums and Galleries of London (Pp. 38-44) a list of the chief educational Societies in England (pp. 264) and a list of reference books that a good Museum Library should contain (pp. 266-268). This is a very useful book for teachers and curators of Museums.

*Story Poems*. Compiled and edited by Mr. K. Srinivasa Kini, B.A., L.T., and published by The Teachers' Publishing House, Madras. Price, 12 as.

This is a fine collection of easy poems intended for study and reproduction in their own language by the students of our High School classes. Most of the poems are common to such collections and the editor has added a few copyright poems. Suggestions given at the beginning are very helpful and they are illustrated by a few examples. There are many useful appendices, which taken together would form a respectable part of an old fashioned English Grammar. It would have been better if the editor had confined himself to the examples to be found in the book itself. On the whole, a good selection, bound to be popular with the pupils for whom it is intended.

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