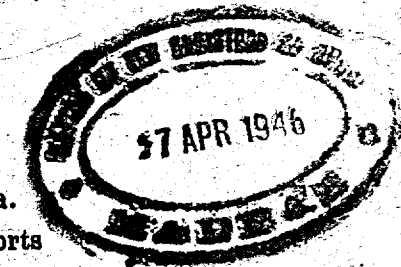


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The South Indian Teacher

MARCH 1946

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SECONDARY EDUCATION*

DIWAN CHAND SARMA, LAHORE

Secondary education, as at present understood in India, is a half-way house between primary education and university education. On the one hand, it is a link with elementary education and on the other it leads up to a university. This means that in some ways it is an intensification and extension of some studies begun at the primary stage and in other ways it is a preparation for a higher course of studies. This double-facedness, if I may so call it, has been the ruin of our secondary education. The result is that its products have come to be a bye-word for low-grade educational efficiency. Only recently one of the big Government employing agencies in India complained of the inadequacy of knowledge possessed by our secondary school products. The indictment was so strongly worded that it made all teachers and parents feel very concerned. But if one were to analyse the causes of this discontent, one would find several contributory causes. In the first place, over-emphasis has been laid at the learning of the English language. This has acted as a millstone round the neck of our students and has paralysed their powers of understanding, assimilation and expression. Our students have shown such ill-digested knowledge and such imperfect power of speaking and writing that they have almost destroyed the faith of the people in this kind of education. In the second place, secondary education has been domi-

nated by the university. This means that it has been examination-ridden. Now examinations are not bad tests of scholastic achievement, but in India we have made a fetish of them. They have been so one-sided, so hackneyed and so destructive of the finer elements of learning and the subtler graces of culture that there has been no end of criticism of these. In the third place, secondary education has become so out of date. At one time India stood in need of those people who could occupy minor clerical jobs with efficiency and pride and for this reason secondary education was overweighed in favour of literary content. But now things have changed. The second World War has altered the face of the universe. It has given rise to new social passions and created new national needs. Yet our system of education which could have done service in the middle part of the nineteenth century is still holding the field after about a hundred years. It is true we have changed it here and there but basically it has remained the same. On the other hand, the additions and the alterations that we have made have only aggravated its defects and emphasized its shortcomings. In the fourth place, it has made it imperative for our students to learn so many languages. In some parts of India a student has to learn his provincial language, but this is not enough. In addition to this he has to master some national language as well as English. He is lucky if his

* Presidential Address at the Secondary Education Section of the A. I. E. Conference

parents do not force him to study a classical language as well. The study of these languages entails an excessive expenditure of time with the result that he cannot have much time left for learning some worth while things. Fifthly, the content of education has been so meagre in some ways and so unbalanced in other ways. Some subjects have been given undue importance and others have been overlooked. Education for healthy living has been neglected and moral training has received no impetus. The education of the hand has received no proper guidance and the discovery of the real aptitudes of students has been left to chance. One of the biggest drawbacks has been this, that no attempt has been made to relate the content to our own social, economic, cultural and national background. Sixthly, the teacher on whom devolves the duty of educating the young has not been given that status and that initiative and that freedom of experimentation which are essential for the all-round growth of the student and for the proper functioning of a school. The teacher has been a nonentity in every sense of the word and the administrator, not necessarily an educationist, has led him by the nose. Seventhly we have cared more for mass production than for individual guidance. Somehow we have neglected the tutorial method and have not tried to come to grips with the problems of a student as such. We have looked upon him as a unit in a big group and though we have cared for the weal of the group, we have forgotten that the excellence of one unit leads to the worth of the whole. Again our system of primary education has been so carelessly devised that the structure of secondary education has been of necessity very imperfect. We have not all these years made up our mind about its duration. This is due to the fact that we are not yet clear about elementary education and therefore we remain vague about the second-storey in our educational edifice. My feeling is that all these things have brought our secondary education to a very low level.

Yet I am a great believer in secondary education. The house of life has three highways leading to it. One is the broad highway, the highway of elementary education, which produces apprentices in the art of living. The other is an equally broad highway which is trodden by those who are journeymen in the art of living. The third road, a big one, is the road of self-education or university education which should produce masters of the art of living. Perhaps proficiency in the art of living as the major objective of education is not a quixotic idea and therefore I don't feel any hesitation in proclaiming it. It means a life which makes for individual happiness, social helpfulness, national greatness and international co-operation.

To achieve this end I would therefore suggest that elementary education should extend over seven years. After this there should be four years of intensive schooling in a secondary school and these should be followed by three years stay at a university. Those who care for higher education. If we are so situated as not to be able to afford more than five years of elementary education, we should in no case lessen the duration of secondary education. I don't care by what names we choose to call it, but in no case should the period be reduced. I plead for this because while free and compulsory education gives us merely the right to exist in a comity of nations, a properly devised and efficiently conducted system of secondary education gives us the right to call ourselves civilised in the modern sense of the word. Our system of university education in the same way will make us take our rightful place among the great nations of the world. We have all the resources of men and materials for achieving this end and only the right kind of education is needed to hasten our march towards that goal. That we should have a free and compulsory system of secondary education no one will deny. It may, however, be thought that a suggestion like this smacks of chauvinism. It is nothing of the kind. If India is to be a force for good in the commonwealth of nations, this is an

irreducible minimum. In this matter we can follow the example of England which even in the midst of wreckage and of death brought about by the last war made secondary education compulsory for all. Mr. Butler piloted the new Education Bill through the House of Commons, undeterred by the blitz and the other preoccupations consequent upon the prosecution of a big war. He did so because he knew that post-war Britain would need a new society and that society could be built up only through educational institutions. India, too, needs a new type of humanity and it is only our secondary schools that can shape it.

The New Indian has to be alive in every sense of the word. His physical, spiritual, mental, social and emotional possibilities have to be developed to the fullest possible extent. Physically, he has to undergo a toughening process so that he can stand the strain of modern life. Spiritually he has to develop the inner resources of his mind and soul so that no call of duty, personal or public, finds him wanting. Mentally he has to be alert, so that he can grasp the significance of the various forces that are shaping the world. Socially he must learn to be useful, believing in co-operation and not in suicidal competition, in the spirit of integration and not in that of fragmentation. Emotionally he has to be well adjusted, so that he can overcome those feelings of futility and frustration which are mostly our lot today. He has to be creative and constructive, at home in his own society and in the world at large.

All this will be made possible by the new type of schools called combined schools. Here cultural education will go hand in hand with professional, vocational, commercial and other types of education. In this matter the ability and the aptitude of the student will have the first consideration. At present we have divided secondary education into water-tight compartments with the result that some types of education are thought to be high grade and cultural and others to be low grade and inferior. But in the new type of school all educa-

tion will aim at imparting culture as well as some kind of skill. We have learnt that mere culture is barren and mere skill does not tend to the development of complete manhood. So our formulae in these schools will be much culture plus small skill or much, skill plus a modicum of culture.

This will lead to a change of curriculum. Without going into details one can say that it will give students not merely knowledge or impart to them some necessary skill needed for running this complex world of ours, but it will also teach them the art of reading, the art of writing, the art of speaking, the technique of listening, the methods of seeing and observing and the art of thinking. Thus the education at school will also be the education for leisure. The student will be taught how to read books for pleasure, how to express himself through the written or the spoken word, how to acquire experience of life through the right kind of observation and proper way of listening and how to think about those problems which confront him. In an emergency he will not find himself helpless, but will be able to do something to get out of the morass of despair. Above all, the student will be what Mr. G. D. H. Cole calls handy. He will not feel baffled by this world where science is making such rapid strides and where innumerable things call for the aid of deft hands and thinking brains. In his house he will be able to set right those things which call for mechanical skill and in his leisure he will be making something. It is said about Mr. Attlee that he is interested in gardening and in constructing the coop for his chickens. He has made it three times over during the last few months and yet he is not satisfied. This handiness, this love of making things will be the possession of every student and will make him self reliant.

In the new school the student will learn to take interest in the day to day problems of his country and those of the world. Nowadays we talk of the world at our elbow or the world at our door. But do our students realise all

the implications of the various happenings in this world? Do they evince an active interest in the various movements that are shaping the world? I am afraid not. Our schools are cloistered communities into which the outside world enters only remotely. Our textbooks relate to the past and our teachers very often try to be backward-looking. They themselves keep in step with the march of events but they dare not discuss and interpret them. All this will have to go and the school will be turned into a forum on some evenings where the teachers and the taught will try to teach not only that history which has been made but that which is in the course of making.

Here the schools will enjoy equality of status so far as staffing, equipment and school buildings go. In this matter all schools, Government or private, aided or unaided, will have the same chance of survival. It will not happen in education as in economics that bad currency will drive out good currency, that inferior schools will act as a drag on the better schools and that ill-paid teachers will lie side by side with adequately-paid teachers. The grants-in-aid and other things will be distributed not as the whims, the prejudices and the sectional loyalties of some people demand but as justice and fair play require. These grants will not be based on favouritism but on democratic principles. They will level up education all along the line so that education does not remain half prosperous and half starved. The vagaries for which our education departments have become so famous, or infamous, will vanish and there will be independent and representative bodies to dole out the money that is needed to build up the magnificent structure of our secondary education.

Again the student will not suffer from any disability imposed on him by his birth, caste, social position or financial condition. There will be, to use a famous and worn-out cliché, equal opportunity for all. The sick will be looked after by the school management, if they cannot be taken care of by their parents. If a student needs milk and his parents cannot pay for it, the schools

will arrange for the supply of milk. No student will have to go without books if he cannot afford to buy them. No student who has in him the talent and aptitude for education will be denied his right. The school will discover, encourage and foster every kind of talent and no flower will languish for want of the right kind of tending. So education will be made available to all and also that kind of education which is suited to the ability of the individual pupil.

Ladies and gentlemen, there are the blue-prints of our secondary education in the future. You will say all this is wishful thinking. You will remark that it is all vague. You will perhaps say that it is more of a dream than a reality. You will call it a laudable plan, but mostly unworkable. But it is not so. Secondary education has to be rebuilt if our national edifice is to be reconstructed. I have indicated the principles of reconstruction and it is now up to the State to implement them. But the State has more urgent duties to perform and more crying needs to fulfil. It has to maintain law and order but we know that secondary education which is meant for the adolescent can be the best guarantee of these. The State has to maintain an army, but the rightly educated adolescent can be a better guarantee for peace and good-will than the most satanic devices invented by scientists. The State has to foster industries, but the education of youth between eleven and eighteen can add more to the wealth of a nation than any kind of artificial promotion of an industrial programme. The State has to increase agricultural output, but the peasant's boy taught in a new type of school will be more amenable to agricultural reform than his conservative father. All the artistic and literary wealth of India, all the scientific resources of the country and all the democratic ideals of the world will receive impetus from this new type of secondary education. This, ladies and gentlemen, is the backbone, the spine of our educational system. This is the foundation of our national greatness. We must therefore have free and secondary education for all.

SOME PROBLEMS OF SECONDARY EDUCATION*

SRI K. KURUVILA JACOB, M. ED.

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During the recent years we have been hearing a great deal about Reorganisation of education and various reports have been produced in this connection. The Education Department is busy making plans for carrying out the proposals of the Post War Reconstruction Committee and schools are now receiving circulars of various kinds. In this connection I would like to draw the attention of the Conference to the report on the Reorganisation of Education, prepared by the Madras University. This was produced after careful study and discussions made by the members of the Special Committee which included the Vice Chancellor, the Director of Public Instruction, Principals of Colleges, Headmasters and a few others, several of whom were also on the Government Post War Education Committee. In my opinion the recommendations of this report are better and more comprehensive and more suited to the needs of this Province and it would be a mistake if the Government and the Education Department should proceed with the schemes of reorganisation without taking advantage of this document. There are, of course, many points in common, but there are also important differences. I would suggest that this district should study the two reports and advise the Department on this question. Let me mention a few points of differences. The University Report recommends that the courses of study in the first eight classes should be more or less common to all, allowing of course certain adaptations for local conditions. The Government Report, like the Sargent, report suggests separate Middle School classes and Higher Elementary classes. The problem is how children are to be selected at the end of the 5th class, i.e. at 11. Selection by tests are unfair at this stage and the reports of teachers are

bound to vary from school to school. Even in England where 11+ was regarded by the Hadow Report as a stage for selection is now being changed and no serious demarkation is made till about the age of 13.

Secondly the University Report definitely recommends a new type of institution, the Technical High School, on the lines recommended by the Spens Report and the Sargent Report. The Technical High Schools should be planned to have the same status as Academic High Schools. These schools may or may not work jointly with an Academic School leading to University Courses. The Madras Government Scheme is more like making Technical and Commercial course as an Optional subject in the ordinary school and I believe that the training may prove to be ineffective. The department I am afraid is proceeding with too much haste to get some courses started without real thought behind them. Who knows the aim of these bifurcated courses, who knows the details of the courses of study in these, who knows the needs of the localities? who knows whether the schools may not overlap in the course? who knows what these boys who are trained will do after the training? The Headmasters' Association recommended that before schools are required to submit schemes for bifurcated courses, the Government should set up a planning Committee to study the whole question and decide what courses are most suitable for the respective schools and that Managements should be adequately represented on such a planning Committee. Unless the planning is carefully done by a central and responsible body of this kind, the introduction of the proposed bifurcated courses is likely to involve much overlapping and waste of effort and the scheme is not likely to

* Presidential address delivered at the Educational conference of the Coimbatore District Teachers' Guild.

secure the objects in view. It may sound well to announce that 100 or 200 schools have bifurcated courses, but unless the reorganisation is based on sound foundation it will be like a house built on loose sand.

Let us look at this from another point of view. In regard to Technical Education, the Sargent Report was based on the Spens recommendations for Britain. Whereas Britain has a background of at least 50 years of Technical School we have none at all. We do not have even handicrafts in most of our schools. I believe that it will be a great folly to encourage all the schools in the Province to introduce bifurcated courses immediately. It will be wise if the start is made in a few selected areas and then expanded on the basis of some experience. Sir S. V. Ramamurthy said the other day that 10 Industrial Schools were going to be opened shortly. I wonder what will be the relation between these and the bifurcated courses. Unless a carefully thought out plan of Technical Education is placed before the schools there can be only chaos.

The University Report has specific recommendation regarding the salaries and prospects of teachers, Inspectorate, Training of Teachers and various other topics. I hope that the Government will make use of those suggestions even if some of the recommendations of the Post War Reconstruction Committee have to be superseded.

We constantly hear of complaints from the public and the press regarding the low standard of attainment of the average S. S. L. C. candidate. Some time ago, 'The Mail' wrote a leader based on the report of the Public Service Commission bemoaning the low standards of High School pupils but I am afraid the diagnosis of the cause was rather superficial because the paper concluded that the change in the medium of instruction as responsible for this. While we must acknowledge that there are brilliant pupils passing through the schools who attain as high standards as even in the past, and also that present generation of pupils on the average have

better general information than those in the past, we shall all accept that the average attainment of the candidates in the S.S.L.C. is not commensurate with the 11 years of work that they have put in.

I have taught classes in High Schools in England and I must confess that the standard of attainment of a 15 year old boy there, is very much higher than that of a 15 year old boy here. I do not believe that the average intelligence of the boys there is higher, but they have better education. The reasons for our low standards are many and I shall touch on some of the most outstanding ones:—

(1) The low salary and status of the teacher is the most important factor. It is true that in other countries also teachers are not as well paid as people in other professions; but there cannot be any country in the world where conditions are as bad as it is here. I wonder whether the parents and the public realise the great folly in so badly underpaying the persons who are moulding the future of their children. It is important that the public should realise that because of the poor salary and status, the profession does not attract sufficient number of persons of the right kind and even those who come in often become discontented and unhappy in course of time. Most of the teachers find it necessary to take up private tuition after a hard day's work sacrificing their time, health and domestic responsibilities. Tired and anxious and with declining health they carry on the work, the most noble work of directing the 'true capital' of the world. The average teacher has not got the time or energy to think and plan his daily work; he has no time to read and keep abreast of the times in methods of teaching or help to guide the pupils in these individual problems. In the years following the Revolution in Russia the teachers were paid lower than the unskilled labourers. The Government soon realised that they could not educate the future citizens in those conditions and now teachers are as well paid if not better paid than most of the other professions.

What hope is there for attaining higher standards of efficiency in these conditions? Leaders talk of the ancient days of the Gurus and of the nobility of the professions. What we are concerned is how today the members of this noble profession can be helped to remain noble, not in their interests only but in the interests of the children of the nation that they, the children, the capital of the nation, may be taught and guided by men and women who have the time, ability, skill and peace of mind.

Large classes and poor methods of teaching is another reason for the low attainments of pupils. Most of the classes are forty and more in strength and there is very little of individual work. Most of the teaching consists of lecturing and dictation of notes and pupils are seldom encouraged to seek information by themselves. It is one of the serious defects of our Schools, Colleges and Training Colleges, that the teaching does not lead to any creative activity on the part of the student. Very little effort is made to use modern methods of teaching; but where is the time or energy for the teacher to think of methods? Therefore, they choose the easiest method, the lecturing method and the dictation of notes. With smaller classes and better methods involving individual work very much better standards can be attained. The reason for this defect can also be traced to the low salary of the teacher the evil effects of which I have already outlined. But there is another reason and this is our *Government Training Colleges for Men*. I am not including the Women's Colleges, because I think that they are better than the men's colleges. We never hear of persons without professional qualifications and experience being in charge of an Engineering College or a Medical College or even a Law College. But in Government Training Colleges, men who have not seen the inside of a school class room since their school days and had had no professional training can become Principals and lecturers. A man who has been teaching Mathematics to students in the B.A. Classes may for Departmental

convenience get posted to the Training Colleges to teach the methods of teaching Mathematics to School children. What can they do but lecture and dictate notes?

There is hardly any practical training in teaching and no effective guidance. Is it a wonder then that after their training, teachers also resort to the lecturing and dictation methods? I say that it is a crime that the Department has allowed the Training Centres of Teachers to deteriorate to this low level.

Unsatisfactory Nature of School Inspection is another reason for the poor attainments in schools. The inspection is often a hurried visit once a year and the Inspectors are so busy that they have hardly any time to give constructive suggestions to individual teachers. Very often all that they are able to do is to find some mistakes. It is easy to find mistakes. Very few of the Inspectors have had special training or experience to enable them to be experts in methods of teaching. Inspectors should be *advisers* in methods of teaching and School Organisation. Like the London Police man, the H. M. Is. of Britain are the best Inspectors in the world. They come to the school as friends of teachers, to share with them their experience and to advise and not as inquisitors dreaded and feared by teachers. Even private schools invite them for visiting and advising. What a contrast to our system! I am not referring to individual Inspectors, for I know there are many good men among them. The whole tone of the Inspectorate needs to be changed and this is possible only if the talent and experience of Senior High School Masters are made available for the Inspectorate. The Government should regard teachers in Aided Schools as also eligible for appointment as Inspectors, without any age bar.

Overloaded Syllabuses is another of the causes of low standards. The syllabuses, especially in the S. S. L. C. Scheme are very heavy though not of a high standard, and there is very little time even to cover the syllabus with special classes. The 'B' Group subjects are only there for seeking exemptions.

Art and Craft, Scouting, Camping and all other extra curricular activities—the backbone of children's training are entirely neglected. There is very little time for children to read for themselves or to cultivate their talents. School education is confined to a narrow mental training, the child's other interests are left to himself to develop or to neglect. The loss to the nation by such neglect of talent is immeasurable. There are several other reasons for the lower standards but I want to touch only on one more and that is the GRANT-IN-AID system. According to the Grant-In-Aid System, Aided Schools share with the Government the responsibility for providing education to the children. Unfortunately, in the operation of the Grant-In-Aid system the Government takes a miserly commercial attitude. With an elaborate machinery, the Government tries to find out the best ways of reducing the grants to a minimum, instead of helping the schools to do their best. I believe that the attitude of the Government in trying to find out the very *minimum* that can be given as aid, has had a retarding influence on Aided Schools. You may ask for permission to buy some essential apparatus or books or playgrounds. Some clerk either in the Secretariat or Education Department will examine every possible rule to see how this can be reduced to a minimum and you get a fraction of what you regard as essential for efficient working of the school and so the school is forced to lower its standards of efficiency. In our Province we have also another difficulty. Our applications for grant may pass the scrutiny of the District Educational Officer, the Divisional Inspector, the Deputy Director of Public Instruction, the Director of Public Instruction and all the clerks of the office, and yet some clerk in the Secretariat may find some flaw and in spite of the recommendation of the Director of Public Instruction your application may get rejected. This dual control leads to inefficiency. We know how long it took the Government to tackle the question of Dearness Allowance. Deputations waited on successive Directors of

Public Instruction who were all sympathetic, but this machinery of dual control, where by the Secretariat which knows nothing about the conditions of teachers and schools, except as files and Government Orders and Regulations may make it impossible to allow even the most sympathetic Director of Public Instruction to do what he feels to be essential.

It is wrong that recommendations of the Director of Public Instruction should have to go through junior and inexperienced men in the Secretariat. Why should not the Director of Public Instruction be also the Secretary to Government on Education as is the case in some other provinces? Freedom from complicated Government machinery is one of the freedoms necessary for progress in education. I have wandered over a wide field and now to sum up as a teacher often does:—

(1) The Education Department should make full use of the recommendations of the University Report on Reorganisation of Education, because in many respects, the recommendations are more comprehensive and better suited to our needs.

(2) It is a mistake to proceed hastily with the bifurcation scheme without working out the details of the courses, and exploring the needs of the localities and proper planning of Technical Education in this Province.

(3) The average standard of attainment of our S.S.L.C. Pupils is not commensurate with the work that can be done in 11 years. The main reasons for this are:—

- (a) Low salaries and status of teachers.
- (b) Poor methods of teaching
- (c) Inefficient training in Training Colleges
- (d) Unhelpful Inspectorate. The inspectorate should be strengthened and improved in quality.
- (e) Overloaded syllabuses
- (f) The Grant-in-Aid system which aims at a minimum of efficiency

(Continued on page 44)

REPORT ON THE HEALTH SURVEY OF INDIAN SCHOOLS IN COIMBATORE MUNICIPAL AREA

BY THE SUB-COMMITTEE OF THE COIMBATORE BRANCH OF THE INDIAN RED CROSS SOCIETY

The Committee of the Coimbatore Branch of the Indian Red Cross Society decided to take health survey of the schools in the Coimbatore Municipal area. The scope of the survey was limited to ascertaining the health conditions of schools and the steps taken by the schools to improve the health of children and to ensure correct health habits among them. There was no attempt in this first survey to ascertain the general health of school children, nor was any attempt made to find out the home conditions of children and their food. This may be attempted later if sufficient number of medical men volunteer to undertake the work.

At the suggestion of the President of the Society, Rao Bahadur C. S. Chowdary, it was also decided to use this survey as a kind of competition and institute a certain number of trophies. Rao Bahadur Gopal Naidu, a member of the Committee, presented four handsome shields to be awarded to the schools which provided the best health conditions, and which showed the best record of Junior Red Cross work during the year.

At the outset it was decided that the survey and competition should be limited to Indian schools in the town for the obvious reason that they cater to the needs of the main population and are in urgent need of improvement.

A committee consisting of Mrs. Roy, Mrs. Bhote, Mrs. Sethna, Mrs. Sargunar, Mr. V. R. Ranganathan, Mr. V. K. Raman Menon and later in his stead Mr. S. Rajam, was constituted for the purpose of carrying out the inspection of schools and for deciding the award of the shields. The members who actually visited the schools were the first three ladies who were assisted

by Mr. Rajam. They visited all the schools in the town—9 secondary schools and 47 elementary schools scattered all over the town. A questionnaire prepared by the Divisional Inspector of schools was adopted for guidance and this included reference to the school environment, building, playground, sanitary provisions, facilities for drinking water, personal habits of children, medical inspection and health records and health instruction. After a careful inspection, the Committee has selected the following schools for the award of the shields this year:—

- (1) The Union High School, Coimbatore—As the best Secondary School for boys.
- (2) The Government Secondary School and Training School for girls—as the best secondary school for girls.
- (3) The Municipal Elementary School, Anuppapalayam—as the best Elementary School for boys.
- (4) The L.M. Higher Elementary School for Girls, Avanashi Road—as the best elementary school for girls.

The Committee also decided that the following elementary schools for boys and girls deserve the award of certificates of merit.

- (1) L.M. Girls Elementary School—Rangaigoundan Street.
- (2) The Immaculate Conception Convent Elementary School.
- (3) Bishop Upagaram Elementary School, R.S. Puram.
- (4) London Mission Boys School, Pappanaickenpalayam,

- (5) Srinivasapuram Municipal Elementary School.
- (6) Thoraiyar Street Municipal Elementary School for boys
- (7) Selvapuram Municipal Elementary School for Boys and
- (8) L.M. Central Primary School, Raja Street.

The result of the survey is given as appendix to this report in the form of a comprehensive statement. This will help to draw the attention of the Education and Health authorities to the conditions prevailing in the schools in Coimbatore Town and will also help to serve as a guide for future work. But certain general and salient points may be mentioned here. The general impression that the Committee gets is that there is no conscious attempt on the part of teachers to enquire into and take steps to improve the health of the children under their charge, nor is any proper instruction on health, food and personal habits provided. The sanitary arrangements in most schools, particularly elementary schools are not of the modern type and in many cases they are inadequate. The Committee regrets to note that drinking water arrangements in most schools are unsatisfactory. The mere provision of a tap cannot be considered sufficient especially as water supply in the town is intermittent. Not one school out of the 56 has made any arrangement for the provision of some kind of mid-day meal to children who may need it. Nor did the Committee notice any arrangement for the provision of tiffin to the teachers. Though most of the Secondary schools and a few Elementary schools maintain a kind of routine health record, they are not of the kind likely to help to watch the progress of the children's health.

The Committee desires to impress on all managements the need for providing proper facilities for rest and recreation of teachers as on their health depends 'the efficiency of all that is done' in schools. In Appendix II are given the serious defects noticed in some of the schools which need the immediate attention of the authorities.

The Committee is very pleased with the work of the Junior Red Cross in the Government Secondary and Training School for girls and the Union High School for boys. They were also pleased to note the work done in:—

- (1) Municipal Elementary School, Anuppapalayam.
- (2) Municipal Elementary School, R.S. Puram, South (old).
- (3) London Mission Central Primary Elementary School, Raja Street.
- (4) London Mission Boys School, Pappanaickenpalayam.
- (5) London Mission Girls Elementary School, Rangaigounden Street.

In conclusion the Committee desires to offer the following suggestions:—

- (1) Government may consider the question of reviving medical inspection of school children in the Province. Till this is done, it is very desirable that the Municipality undertake this duty at least for the children reading in their schools.
- (2) The Director of Public Instruction may consider the desirability of requiring elementary schools to produce sanitary certificates before granting recognition as it is done now in the case of secondary schools.
- (3) The Director of Public Health may consider the question of preparing suitable types of latrines and urinals for schools for adoption in urban areas.
- (4) The Director of Public Health may suggest suitable methods of storing and supplying drinking water to school children.

The Committee would like to thank the several managements and teachers for the facilities afforded by them for the inspection of their schools.

APPENDIX I

Abstract of Health Survey of Coimbatore Town.

Elementary Schools:

1. Locality:—

	Insanitary surroundings.	Conjested Streets.	Fairly good.	Total.
Government:	...	...	1	1
Municipal: Boys	4	6	10	20
Private: Boys	7	2	3 (12)	
Girls	5	4	5 (14)	26
Total	16	12	19	47

2. Building.

	Unsuitable.	Tolerably neat.	Good.	Total.
Government:	...	...	1	1
Municipal: Boys	3	10	5 (18)	
Girls	...	2	...	20
Private: Boys	5	4	3 (12)	
Girls	6	2	6 (14)	26
Total	14	18	15	47

3. Cleanliness of premises:—

	Unclean.	Tolerable.	Satisfactory.	Total.
Government:	...	...	1	1
Municipal: Boys	5	10	3 (18)	
Girls	1	1	...	20
Private: Boys	5	4	3 (12)	
Girls	4	3	7 (14)	26
Total	15	18	14	47

4. Playground and Garden:—

	No provision.	Inadquate.	Fair.	Satisfactory.	Total.
Government:	...	...	...	1	1
Municipal: Boys	3	4	6	5	18
Girls	1	1	...	...	2
Private: Boys	6	3	2	1	12
Girls	3	2	4	5	14
Total	13	10	12	12	47

5. Sanitary provision, latrines & etc.:—

	Unsatisfactory.	Inadquate.	Satisfactory.	Good.	Total.
Government:	...	...	...	1	1
Municipal: Boys	3	4	7	4	18
Girls	...	2	...	...	2
Private: Boys	4	3	4	1	12
Girls	1	4	2	7	14
Total	8	13	13	13	47

6. Drinking Water :—

	No provision.	Unsatisfactory.	Fair.	Satisfactory.	Total.
Government:	...	1	...	...	1
Municipal: Boys	2	14	2	...	18
Girls	1	1	...	...	2
Private: Boys	2	9	...	1	12
Girls	1	11	2	...	14
Total	6	36	4	1	47

7. Personal Habits of children :—

	Unsatisfactory.	Fair.	Good.	Total.
Government:	...	1	...	1
Municipal: Boys	4	11	3	18
Girls	2	...	...	2
Private: Boys	3	7	2	12
Girls	...	7	7	14
Total	9	26	12	47

8. Medical Inspection & First-Aid :—

	No provision.	Unsatisfactory.	Fair.	Total.
Government:	...	...	1	1
Municipal: Boys	7	8	3	18
Girls	2	...	...	2
Private: Boys	6	2	4	12
Girls	6	3	5	14
Total	21	13	13	47

9. Mid-day Meals, (a) Prevention of children buying sweets from roadside, (b).

	No provision for (a) & (b).	Some provision for (b).	Total.
Government:	1	...	1
Municipal: Boys	9	9	18
Girls	2	...	2
Private: Boys	7	5	12
Girls	10	4	14
Total	29	18	47

10. Health Instruction :

	No attempt at Health Instructions.	Some attempt but inadequate.	Planned efforts.	Effective & Well organised.	Total.
Government:	...	1	...	...	1
Municipal: Boys	7	6	3	2	18
Girls	...	2	...	...	2
Private: Boys	5	1	6	...	12
Girls	3	6	3	2	14
Total	15	16	12	4	47

11. Junior Red Cross Work :—

	No Group.	Inactive.	Active.	Total.
Government:	...	...	1	1
Municipal: Boys	5	5	8	18
Girls	2	...	...	2
Private: Boys	5	3	5	13
Girls	11	1	1	13
Total	23	9	15	47

12. Individual Health Records :

	Not Kept.	Attempted but not satisfactory.	Satisfactory.	Total.
Government:	1	...	...	1
Municipal: Boys	13	2	3	18
Girls	2	...	...	2
Private: Boys	9	2	1	12
Girls	9	3	2	14
Total	34	7	6	47

13. Working Hours :—

	Unsuitable or inadequate.	Suitable and adequate.	Total.
Government:	...	1	1
Municipal: Boys	...	18	18
Girls	...	2	2
Private: Boys	1	11	12
Girls	1	13	14
Total	2	45	47

14. Teachers. Provision for Rest & Recreation and Mid-day Tiffin.

	No provision.	Some provision.	Good provision.	Total.
Government:	...	1	...	1
Municipal: Boys	11	7	...	18
Girls	2	...	...	2
Private: Boys	12	...	...	12
Girls	10	4	...	14
Total	35	12	...	47

APPENDIX II.

NAME OF SCHOOL.	DEFECTS NOTICED.	REMEDY.
1. Municipal Girls' School, Edayar Street.	The unused street tap installation serves as a good footboard for intruders into the school compound—interfering with the school compound, play-ground and garden.	Remove it at once.
2. Municipal Girls' School, Thorayar Street.	The school compound is full of shrubs and is feared to harbour reptiles.	Clear them immediately.
3. Municipal Elementary Boys' School, Ramanathapuram.	The roof is so leaky that class rooms were full of water and children in danger.	Repair it at once.
4. Municipal Elementary School, Kurumbar Street.	There is an A.R.P. Tank in the compound containing stagnant water.	Fill it up without delay.
5. L.M. Boys' School, Ramanathapuram.	The Municipal public tap near the school was taken away.	Restore it.
6. R.C. Goodshepherd ...	The School compound was full of stagnant water like a lake, and the whole building was in an insanitary condition.	Level up the ground. The building should be kept clean in and out.
7. R.C. Boys' Uppalipalayam.	The surroundings are very dirty. The building is very untidy. No sanitary provision. No garden or playground.	Overhaul the whole thing or remove the school to a better spot.
8. Gangavar Girls' ... 9. S. P. N. Brahmasamaj Girls'	The school house ill-suited ...	Should be removed to a better building.
10. St. Agnes Hr. Elementary.		
11. L.M. Girls' Rangai Gounder Street.		

(Continued from Page 38)

- (g) Dual control of Secretariat and Education Department which makes progress slow and often impossible.

The D.P.I. should also be the secretary to Government on Education. These are some of the problems before us.

I am convinced that these can be solved only if teachers think and plan. Others may or may not be interested. The education of the province is our field and if we do not act, no one may. I always think that the motto of the S.I.T.U. is very appropriate—"Raise yourself by your own efforts."

XXI ALL-INDIA EDUCATIONAL CONFERENCE, MADRAS.

RESOLUTIONS

The following are the resolutions passed at the 21st session of the A. I. E. Conference—

1. This Conference records its profound sense of grief and loss at the death of Dr. G. S. Arundale, a distinguished educationist and a former President of our Conference. It conveys its deep sympathies to Srimathi Rukmani Devi in her bereavement.

(From the chair)

2. This Conference considers that it is of the utmost importance that cordial relations should exist between students and all the sections of the community, and that the earnest efforts of students, teachers and administrators alike are necessary to this end.

3. This Conference urges the Government of India to remove the Paper Control measures at an early date.

4. The Conference considers that any scheme of Post-war Educational Reconstruction will be incomplete without adequate arrangements being made for training in ideals of democracy and internationalism, with a view to make another world war impossible.

5. This Conference considers that the future of this country requires not only a sound educational system but such conditions as will give to all children free and full opportunities for Education.

6. This Conference considers that as the introduction of free and compulsory Education is likely to be delayed on account of heavy expenditure, co-education may be introduced.

7. This Conference is of opinion that the teachers' associations of various Provinces and States should be adequately

tely represented on all the important bodies of the respective Provinces or States directly concerned with education.

8. This Conference is of opinion that in view of the necessity of fostering cordial relationship between school and public, parent-teachers' associations should be formed in every School.

9. This Conference is of opinion that the various educational centres (Technical Training etc.) created and established in this country as war-time necessity be retained and permanently kept up and linked as far as possible to the existing schools, colleges and universities as the first step in the programme of Post-war Education.

10. This Conference is of opinion that:—

(a) in any system of Post-war Educational reconstruction, it is necessary for the purpose of attracting able pupils to technical education, to make it equal in status to academic education.

(b) the different stages in technical and vocational education should be made to fit in with the various High School and the University courses including polytechnics.

(c) corresponding to each group of the optional technical subjects in the High School, there should be a higher course to which those that complete the optional technical course could be straightaway admitted.

11. This Conference regrets that on the Central Advisory Board, the All-India Federation of Educational Associations, has not been given adequate representation.

Primary and Rural Education Section.

1. This Conference requests the Central Government and the Government of the Provinces and States to take immediate steps to detect the physically handicapped and mentally retarded children of Primary Schools by expert medical examination and the application of up-to-date standardised psychological tests, and suitable follow up measures be taken to remedy the defects wherever the defects are noted.

2. This Conference notes with alarm the highly deplorable conditions of service and of pay of the teacher's working in Primary Schools and urges that immediate steps be taken to improve them.

3. This Conference deplores the existing unhygienic and insanitary conditions of Primary School buildings in India and the lack of open spaces for children's playground and urges upon the Government of India, Provincial Governments and Indian States, to take immediate steps for betterment of the conditions.

4. This Conference is of the opinion:

That Primary education must be the responsibility of the State.

That in order to ensure equality of opportunities, the Government should insist on all private managements, when their co-operation is taken, to provide adequate equipment, suitable and sufficient accommodation paying due regard to hygiene, sanitation, light, ventilation, adequacy of furniture, sufficient playground, and well equipped libraries and to employ well trained and well qualified teachers on conditions of service and salary scales that would ensure both efficient work and equality of status with teachers employed in Government and Local Board Schools.

5. This Conference urges upon all States and Provinces to take on hand the immediate introduction of free compulsory education up to the age of 14.

6. This Conference is of the opinion that with a view to securing the large

number of Teachers required for implementing any scheme of compulsory education, the Provinces and the States, (a) should with immediate effect raise the pay of all teachers to a minimum of Rs. 50 per month rising to a maximum of at least Rs. 100 by suitable annual increments, (b) that pupil-teachers under training should be offered stipends on a scale adequate to maintain them at the Training Institutions which should not be less than Rs. 30 a month.

Secondary Education

1. This Conference urges upon the Government to introduce bifurcated courses of studies in the Secondary Schools Curriculum immediately all over the country as per recommendations of the post-war Committee.

2. That with a view to facilitate the implementing of the above recommendations immediately, the existing equipment and personnel available in the technical training centres, established as a war-measure be transferred to the Secondary Schools in or near these centres to provide bifurcated courses in these studies.

3. That the provision of bifurcation should be undertaken after a careful planning so as to avoid over-lapping of courses in the different schools and over-provisioning in one or two branches of technical courses without taking into account the future needs of the country.

4. This Conference endorses the recommendations of the Conference of the United Nations Government on the salary of Secondary School teachers, and reiterates its resolution passed in 1941 vide Feb. 1942 issue of the I. J. E.

Internationalism Peace & Geopolitics Section

1. This Conference recommends that with a view to promoting travel and contact between the different countries of Asia the important Oriental languages should be taught in all the Universities of India and in, at least one of the Colleges in each Province and in every important State.

2. This section requests its Secretaries to undertake the preparation of a draft syllabus for social science courses divided into three groups and dovetailed so as to make co-ordination possible:— (i) History and Civics, (ii) Geography and Economics and (iii) Points of co-ordination between Physical Science and Social Courses.

University Education Section

1. This Conference is of opinion that the universities should take active steps for the promotion of social and cultural life amongst their students and wherever possible should provide special student club rooms.

2. This Conference welcomes the recent action of the Benares Hindu University in adopting the mother-tongue as medium of instruction for the university course and urges all other universities to take immediate steps for adoption of mother-tongue as medium of instruction.

3. This Conference is of opinion that the autonomy of the University should not be interfered with, for political and communal reasons.

4. This Conference is of opinion that it is wrong to restrict admission to Universities artificially.

Childhood & Home Education Section

1. This Conference welcomes the inclusion of child psychology in B. A. courses by some universities and urges all other universities to adopt a similar course.

2. This Conference is of opinion that child psychology should be an independent subject of the M.A. Degree, and advanced courses on child welfare should be included in the B.A. and M.A. courses.

3. This Conference is of opinion that specialised training for graduates in the Education of the pre-school child should be included in the syllabuses of all Training Colleges in India.

4. This Conference is of opinion that both from the stand point of recreation and general education, children's clubs

have got a great national significance and therefore, requests the Educationists as well as the various Provincial Governments and Indian States to promote children's clubs, libraries and play centres.

5. This Conference is of opinion that organised efforts are necessary for the development of Indian Juvenile literature on sound lines and deems it desirable that all provincial governments and Indian States should establish academies of juvenile literature on the lines of the Hindustani Academy.

6. This Conference invites the attention of Social Workers and educationists to the need for establishment of Parents' Associations, Libraries and Child Study Circles.

7. This Conference is of opinion that a large number of existing films are not suitable for children of tender age and urges the Governments to take the necessary steps for the establishment of special Children's Talkie Houses.

8. This Conference urges the Government of India to establish a child information Bureau with the object of co-ordinating child welfare activities throughout India, and supplying the public with all information regarding child welfare.

9. This Conference is of opinion that the Montessori method should be encouraged in Infant Schools and the authorities concerned should be approached to open Montessori Schools for infants.

10. This Conference request the Government of States and Provinces, Municipalities and Corporations to render financial help to such institutions as are desirous of opening children's gymnasias, swimming pools, play centres and clubs etc.

Vocational Education Section

1. This Conference is of opinion that in order to encourage Vocational Education among the public, local and central governments be moved to finance the industrial and agricultural department for meeting the expenses of demonstrations and exhibitions.

2. This Conference is of opinion that local and central governments should provide facilities for (lower and) higher technological training and research by establishing technological institutions at the industrial centres.

3. This Conference urges upon the provincial governments and states to establish central boards with the object of co-ordinating vocational institutions maintained by the Industries Department and Secondary Educational institutions affiliated to the Intermediate Boards, Universities or Educational Departments.

Teacher Training Section.

1. This Conference is of opinion that the Staff of Training Colleges and Schools should mainly be recruited from the successful teachers in High Schools as in the work of training institutions intimate knowledge of School conditions and actual experience would be very necessary.

2. This Conference is of opinion that it will contribute to all round efficiency if experienced teachers are recruited to the Inspectorate in the department of Education.

Educational Survey, Investigation, Experiment & Research.

1. This Conference urges upon the Government of the Provinces and States to set up Boards of Educational investigations and research in each Province and State for the scientific investigation and solutions of their educational problems.

Women's Education Section.

1. This Conference is of opinion that sex should be no bar to the appointment of qualified women candidates to all-India and provincial executive and judicial services.

2. This Conference is of opinion that boys and girls should receive education together in the primary stage and at the University stage.

Examinations Section.

1. This Conference is of opinion that no public examination should be

held till the Matriculation stage but that

(1) a fitness test be held internally at the stage 11 plus seeking to determine whether the pupils are fit to proceed to a higher course of study,

(2) that a further fitness test on the same lines be held at the end of the 8th standard

(3) that attainments-tests be held for the various subjects of study in the bifurcated courses, seeking to determine whether the pupils have attained a set standard in the course of study which they have pursued,

(4) that achievement standards of physical fitness be laid down for the primary and the secondary stages of education, and that the achievement of these standards be taken into consideration at the time of declaring pupils fit for promotion from the Primary to the Secondary courses of studies and from Secondary to the Collegiate.

2. The external examinations be replaced by internal examinations immediately in training schools and colleges.

3. This Conference reiterates last year's resolution urging on all examining bodies and educational institutions the adoption of the technique of standardised new type tests in setting question papers and in marking the answer books.

Moral and Religious Education Section.

This Conference is of opinion that instead of imparting formal religious instruction, talks on world saints and prophets be arranged in all schools in order to foster a spirit of inter-communal harmony and brotherhood.

Oriental Studies (Persian & Arabic).

1. This Conference is of opinion that greater impetus be given to the education of Persian and Arabic languages and older books in these languages be translated into English and other languages for a better understanding of Oriental Culture.

2. That with a view to implementing the above resolution of the Council and to survey the existing conditions of Oriental Institutions of traditional learning—Arabic and Persian Studies—an All-India Representative Committee be formed to go into the question and submit at the next Conference a comprehensive scheme of re-organisation to improve the study of Oriental Languages.

Oriental Section—Sanskrit.

1. This Conference is of opinion that Sanskrit be made a compulsory subject at all public examinations for all non-muslim students.

Military Studies, Recreation, Health & Physical Education.

1. This Conference welcomes the steps taken by some of the Provincial Governments in establishing Boards and Councils of Physical Education for the promotion of Health and Physical Education and urges the other Governments and Indian States to take similar steps.

2. This Conference requests the Government of India to establish an All-India Central Institute of Physical Education and Research and also requests all the Provincial Governments to establish colleges of Physical Education in their province.

3. This Conference is of opinion that the present scheme of Medical Inspection of School children is not satisfactory. It points out the desirability of appointing paid Child Health Specialists on the staff of schools with enrolment of over 200 scholars and also of establishing clinics and dispensaries in all such schools.

4. This Conference urges all the Provincial Governments and Local Bodies to take vigorous steps for the establishment of Children's play-ground and play-centres and Recreation centres for adults in India.

5. This Conference invites the attention of the Town Improvement Trusts, Development Boards and Municipalities throughout India to keep in

view the needs of children in town-planning and set apart spaces for Children's parks and play-grounds.

6. This Conference is of opinion

(i) That sports-grounds and other recreational facilities created for the purpose of the men of the various services be now released for the use of the educational institutions and the public in general of the near by localities.

(ii) that immediate steps be taken by the Government to return the sports grounds and other facilities which were taken over for military constructions and other purposes from the Gymkhanas, Clubs, Educational Institutions etc. to their owners so that their work be resumed.

7. This Conference is of opinion that all the Universities and Boards of education insist on proper medical examinations and follow-up work being undertaken in the case of the students attending the institutions affiliated to them.

8. This Conference is of opinion that certain standards of Health and Physical fitness be evolved and the students be allowed to appear for the final examinations only on achieving the same.

9. This Conference is of the opinion that the Department of Health and Physical Education be opened by all the Universities and Boards of Education with a view to promote, organise, develop and control this phase of education in the institutions affiliated to them.

10. That a Department of Recreation be opened by the Central and Provincial Governments to cater to the recreational needs of the people in general.

11. This Conference is of opinion that steps be taken by the Provincial Governments and States to enquire into the nutritional conditions and needs of the children attending the educational institutions under their charge and take such measures as would help to cater to these needs.

12. This Conference is of opinion that war-memorials that would be planned to be constructed, be in the form of stadiums, gymnasiums, play-grounds etc., instead of the customary monuments.

Aborigines Education.

1. This Conference is of opinion that craft teaching in schools for the Aborigines should bear some relation to the conditions in which the pupils will live after their school days are finished.

2. This Conference emphasises the value of keeping cattle, and other

domestic animals, poultry and pets in the schools for aborigines which apart from the economic and educational value would be a useful way of inculcating kindness to animals and prevent overloading of carts and antiquated methods of castration.

3. This Conference is of opinion that schools for aborigines should be closed during the harvest period and during the worst monsoon months according to local conditions, and the teachers allowed leave of absence with pay, to go to the plains during this time.

The XXXVI Madras Provincial Educational Conference, Bellary

15th, 16th & 17th May, 1946.

Venue of the Conference:—Municipal High School, Bellary.

President-elect:	Mr. M. S. Ekambara Rao, B.A., L.T., Headmaster, Ganpat High School, Mangalore.
Chairman, Reception Committee:	Mr. K. S. Vedantham, B.A., L.T., Headmaster, Municipal High School, Bellary.
Secretaries of the Reception Committee:	Mr. B. Gururaja Rao, B.A., L.T., Board High School, Yemmiganur.
	Mr. G. V. Venkataraman, B.A., L.T.
Treasurer:	Rev. F. H. Brown, M.A., Headmaster, Wardlaw High School, Bellary.

PROGRAMME

1946	
Wednesday, 15th May	Opening of the Educational Conference and the Exhibition.
5 p.m.	Subjects Committee meeting.
9-30 p.m.	
Thursday, 16th May	Resolutions and discussions on "Universal Free Compulsory Education, and Teacher Training and Teacher Supply."
8 to 10 a.m.	S. I. T. U. General Body Meeting.
10 to 11 a.m.	S. I. T. U. Protection Fund General Body Meeting.
4-30 to 5-30 p.m.	Public Lecture.
5-30 to 8 p.m.	Resolutions.
	Discussion on "Agency in relation to salary scheme, subsidy, control and grant-in-aid."
Friday, 17th May	Resolutions.
8 to 11 a.m.	Discussion on "Secondary Education with special reference to diversified courses, Physical and Health education."
	Concluding session of the Conference.
	Excursion to Humpi.
Saturday, 18th May	Urgent meetings of the Executive Board and the Working Committee of the S. I. T. U., if necessary, will be held during the days of the Conference.

THE SOUTH INDIA TEACHERS' UNION

Notice

The General Body Meeting of the S. I. T. U. will be held at 10 a.m. on Thursday, the 16th May, 1946, at the Municipal High School, Bellary

(1) to consider and adopt the annual report

(2) to elect the office bearers,

(3) to transact any other business that the executive may bring.

The members are requested to attend.

Madras,
11th April, 1946.

T. P. SRINIVASAVARADAN,
Hon. Secretary.

OUR BOOK-SHELF

Elementary Mathematics for Workshop Students (Founded upon Castle's "Workshops Mathematics") by Frederic G. W. Brown. Messrs. Macmillan & Co., Ltd. Price 5sh. 6d.

This neatly got up volume of about 350 pages has been prepared to meet the new needs of modern workshop practice which requires a sound practical acquaintance with mathematics. It gives the workshop student not only that solid basic skill in fundamental mathematical operations, but also that added technical skill that is so absolutely necessary in his daily work to enable him to become a better workman.

The author presents the subject matter in a simple, lucid form. The use of the commonest kinds of instruments and devices or formulae for finding lengths, areas, and volumes and the use of Graphical, Algebraical and Trigonometrical methods in modern mathematical work are clearly explained. Practical rules of calculation are given and illustrated with plenty of worked-out examples. Numerous problems relating to students everyday requirements or experience are introduced in the series of exercises. Selected questions from recent examination papers (set by U.L.C.I.), miscellaneous exercises, an index and useful Mathematical Tables enhance the value of the book as a very helpful guide to the students for whom it is specially prepared.

A Background of Physical Geography: George Kellaway, B.Sc., F.R.G.S., Macmillan & Co., Ltd. 8sh. 6d.

Physical Geography is sometimes hard to master by those who do not have a sufficient background of Scientific knowledge in regard to certain physical phenomena. This book provides a comprehensive foundation in physical geography and is sure to be of great value to those who undertake

more advanced study. It is prepared primarily to meet the needs of students preparing for the higher school certificates and Intermediate examination of English universities. It will be found useful to the students of our University taking geography as an optional subject. The book is well illustrated and neatly got up.

Education in India Today by P. M. Limaye, Aryabushan Press, Poona, Rs. 2.

This is a report of an educational tour of India undertaken by the author in '41-42. It deals with the outstanding problems of Education,—Elementary, Secondary, University, Technical, etc. The chapters on Vocational education and Private effort in education are interesting reading. These, as well as the other chapters, reveal the author's intimate knowledge of the current problems of education, and his remarkable powers of observation, and his constructive mind can be seen in the many suggestions he has made for the Deccan Education Society, of which he is a life-member and on whose behalf he undertook the tour. It is a matter for joy to have to record, that the tour was the result of a generous donation of Rupees 1,000 by Dr. D. S. Purohit.

A Symposium on Post War Education in India—Edited by I. K. N. Menon. With an introduction by K. G. Saiyidain—Publishers—Padmaja Publications, Baroda—Sole distributors—Padma Publications, Bombay—Price Rs. 4/8.

At a time when people are discussing plans for Education Reform, this symposium—a collection of Essays and addresses—submitting the Sargent plan to a searching criticism is a welcome publication. It provides a comprehensive survey of merits and demerits of the plan. Its value lies, as pointed out

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in the introduction,' in that it provides a critical appraisal of the scheme viewed from different angles.

Education in India in the 20th Century

By S. N. Mukerjee. *Padmaja Publications, Baroda*. Rs.2-8-0. Sole distributors—*Padma Publications*.

This book is obviously written to meet the needs of students in the training Schools of Bombay, who have to study 'An outline of Twentieth Century development in Indian Education and Educational Administration in the province of Bombay.' The author has tried to present in these pages some of the salient features of Education in our country. Apparently he had only the examination needs of his readers for, the treatment is only cursory. The appendices given at the end supply useful statistics. However there is much room for improvement and we trust the author will be able to effect them in the next edition of the book.

Swami & Friends by R. K. Narayan—*Publishers—Rochouse & Sons—Special School Edition* Rs. 1-4-0.

This is an interesting story of school-life—Swami, an ordinary little boy of the village Malgudi, plays the usual pranks of school-boys and has both enemies and friends among his school fellows. Naturally incidents take place and lead to more incidents. His getting in and out of trouble is narrated in the delightful style of the author. The book is nicely illustrated.

The Teaching Profession—Today and Tomorrow—a Nuffield College pamphlet. *Oxford University Press*. Price 6d.

This pamphlet embodies the views of a competent committee on the supply and training of Teachers. The urgent need for the recruitment of Teachers and for their training is felt by all, and this statement, will therefore be read with interest by all those who are at the problem now. In our own province, even for bringing under compulsion children of the age group 6-11, an addi-

tional 100,000 teachers would be needed. Many despair at the magnitude of the problem. This statement will give them not only courage but will show them the way, provided they have the will to do, and the determination to profit by the experience of others. After stating the present position and the emergency, the statement discusses and makes important recommendations in regard to (a) qualification of Teachers, and (b) conditions of work. They preface their recommendations in regard to (b) with the following words: 'It is not enough by hook or crook to get people into the profession. It is important that those who do good work should be happy in it and satisfied with their position. Children ought not to be taught by discontented people.'

Poo Lorn of the Elephants. By REGINALD CAMPBELL. (Abridged for Class Use.) *Longmans, Green & Co. Madras*.

A previous volume in the series in which the above book appears was reviewed in our columns in the issue of September 1939. The author of this book has had a large first-hand experience of the subject. The adventures and exploits of Poo Lorn, the hero of the narrative, are very impressively told, keeping up the interest till the end. How the terrible beast in spite of provocation could recognise her little friend Elise and obey the commands of this child, and allow her to scramble on to his neck, and how after all his wanderings he becomes terrible no longer—the whole narration is saturated with highly interesting scenes. The style is very easy and the language simple. This will serve as a very good book to be read by every boy and girl.

Folk Dances of India By HILDEGRAD L. SPREEN, M.A., with the assistance of R. RAMANI M.A., Litt. Dip. Music with a Foreword by Marie Buck.—*Oxford University Press, Madras*. Rs. 4-8-0.

Folk Dance has for ages been playing a very great part in the lives of

(Continued on Page 59)

OUR ASSOCIATIONS

Kurnool

The Half-yearly Conference of the Kurnool District Teachers' Guild was held in the Board High School, Cumbum, on 16-2-46, Sri. P. Raju, B.A., L.T., Headmaster, Coles Memorial High School, Kurnool, presiding.

Sri. M. Ramiah, B.A., L.T., Headmaster of the Board High School, Cumbum, welcomed the delegates. Sri. K. Sarabha Reddy, opened the Conference.

Sri. P. Raju, B.A., L.T., in the course of his presidential address deplored the poor percentage of literacy in our country and pleaded for cent percent literacy at no distant date. He emphasised that the truly educated are the hope and the prop of the world at a time when the world is at cross-roads. He said that to make education in High Schools satisfactory and efficient, right type of teachers must be chosen and their social and financial status must be well raised and assured. He welcomed the Wardha Scheme and the Bifurcated course of studies for solving the problem of unemployment and of the dull boys.

Sri. K. N. Pasupati, Joint-secretary of the Guild, next spoke on 'Education and Examinations.' He said that Examinations are not the be-all and end-all of true education which should aim at the harmonious development of the good qualities latent in the pupils.

With a vote of thanks by Sri. K. Neelakanta Rao, the Guild Secretary, the Conference concluded.

Ramnad

The half-yearly Conference of the Guild was held at Rajapalayam in the premises of the S. S. Board High School on Sunday, the 17th February 1946, with Sri. S. Raghavachary, M. A., L. T. President of the Guild, in the chair.

After prayer by Sri. N. S. Ramachandran, B. A., L. T., Assistant, O. V. C. High School, Manamadura, Mr. K. S. Subramanian, B. A., L. T., Head-Master, S. S. Board High School, Rajapalayam welcomed all the delegates. Then the conference was declared open by Sri. P. S. Kumarasami Raja, and Ex-President, Ramnad District Board, who exhorted teachers to prove themselves worthy of the respect of the public through solid and meritorious work and organize themselves better to make their agitation for an improvement of their status, effective.

The President in his introductory remarks said that it was the essential responsibility of society to see that its teachers were decently paid, kept free from want and accorded respectable status if its children were to be educated in the correct sense of the term and grow up to make a free nation.

The Secretary then read the half-yearly report which was unanimously passed. Sri. K. Narayanan, Head-Master, Muslim High School, Abhiramam, spoke on the *Bifurcation of Studies in the Secondary Stage*. This was followed by a short talk in Tamil on Our Duty by Sri. Vidwan Srinivasan of the Hindu High School, Srivilliputhur. The

following resolution was then adopted unanimously.

Resolved :

- (a) that no resolutions be passed hereafter by this Guild regarding the pay and status of teachers since several resolutions passed and sent to the Government and other agencies have not borne fruit.
- (b) that all affiliated associations concert measures to ensure professional solidarity and gather the necessary strength to resort to more effective measures to make their grievances heard and redressed.
- (c) that all members of the affiliated associations be requested to pledge that they will make it a point to take active part in the activities of the Guild and do all that lies in their power to strengthen the Guild to put forth their rights more effectively.

With a vote of thanks by the Joint Secretary of the Guild, the conference came to a close at 5.30 P.M. At the close of the conference a group photo of all the delegates was taken.

Coimbatore and the Nilgiris

The half-yearly Educational Conference of the Guild was held in the Nanjappa High School, Tirupur, on 9th February 1946 in a spacious 'pandal' erected for the occasion under the presidency of Mr. Kurivila Jacob, M.A., Headmaster, Madras Christian College High School.

Mr. D. Sambasivam Pillai, District Educational Officer in opening the conference made a reference to the noble ideals of the profession. Teachers were doing a selfless service to the society at

great self sacrifice and their life was and should be one of plain living and, high thinking. He exhorted the teachers to live up to their ideals and never lower the torch of learning.

Mr. K. N. Palaniswami Gounder, Chairman of the Municipal Council, and Chairman of the Reception Committee welcomed the delegates. He pleaded for a thorough overhaul of the present educational system and present day educational methods. Mother tongue should be the medium of instruction and Hindustani, the national language must be learnt by all. Above all, the deplorable lot of the teacher should be remedied immediately and it was the duty of the society and the government to raise his status if education is to improve.

Mr. Kurivila Jacob then delivered his presidential address.

Mr. M. J. Sargunam, M.A., L.T., in his address on Education in Great Britain gave out his experiences of his recent tour of Great Britain. The varied types of schools, the periodical medical inspection of school children, the attention paid to their health and nutrition, the magnificent gifts by the public to educational institutions—all bespeak of the faith of the people in the fact that the future of their country lies in the hands of the children.

Mr. K. Arunachalam of the Vidyalaya placed before the gathering the aims and ideals of the New Basic Education. It must be craft centred, imparted through the medium of the mother tongue and adapted to the rural needs and atmosphere.

Mr. S. Narasimhan in his talk on Educational Re-organisation gave a comparative study of the British system, the Sargent's recommendations and the Bifurcation scheme and pleaded for a national reorientation.

The delegates and the visitors were entertained at Tea by the Reception Committee after which there was a lively discussion to which Messrs. R. Ramakrishna, C. S. Subbaratnam, Dhastagir and others contributed. Mr. V. Rajagopala Iyer in winding up the discussion met the several points raised up during the course of discussion in a spirited speech. With a vote of thanks proposed by the Secretary of the Guild, the Conference terminated at 7.30 p.m.

Malabar

A deputation of the Malabar District Teachers' Guild waited on Dr. S. R. U. Savoor, the Director of Public Instruction, Madras, on Saturday, the 16th instant, at Tellicherry. A Memorial was submitted on the many pressing problems of all grades of teachers like monthly disbursement of grants, reduction in the number of working days—D. A. at Govt. rates to all teachers—increasing the basic salary liberalising the grant in aid-code, bifurcation of Secondary studies etc.

The D. P. I. informed the deputationists that many of the things prayed for had already received his attention and his proposals to improve the status and service condition of teachers in general were already before the Government. He was not in agreement with the idea of reducing the number of working days in Elementary Schools.

Salem

A meeting of the General body of the Salem District Teachers' Guild was held on 8-12-45, at 12 noon in the Conference Hall, Board High School, Rasipuram. Sri V. Vedanayagam B.A., L.T., President of the Salem District Guild, presided.

The Auditor's Report for the year 1944 was read and approved. It was decided that rule VIII C which was amended at the Conference held last year, should be given effect to from 1-1-46.

"Sri V. Natarajan's prize" was awarded to Nalluswamy Thiagarajan of the High Shool, Namakkal, who secured the highest aggregate marks at the S.S.L.C. Examination of March 1945. It was resolved that a prize worth Rs. 3/- should be awarded to him. The action taken by the Secretary of the Guild on the last year's resolutions and the reply of the President, District Board, were read and recorded.

The following office-bearers were elected for 1946.

President : Sri V. Vedanayagam, B.A., L.T., Headmaster and Correspondent, London Mission High School, Salem.

Vice-President :—(1) Sri K. Seshagiri Rao, B.A., L.T., Headmaster, Board High School, Rasipuram.

(2) Sri. K. Somasundaram, Board Higher Elementary School, Tarangalam, Omalur Tq.

Secretary :—Sri. K. Subramania Chettiar, B.A., L.T., Board High School, Dharmapuri.

Joint Secretary :—Sri. T. D. Srinivasa Iyengar, L. F. Elementary School, Salem.

The Guild resolved to celebrate its Silver Jubilee in 1947 in a fitting manner and to start a Silver Jubilee Fund towards patting up a Guild Building.

Sri Sadasivan, B.A., L.T., Board High School, Rasipuram, was elected to the S. I. T. U. Executive Board for 1946-47.

SALEM DISTRICT TEACHERS' GUILD

Audit Report for the Year 1945

The accounts of the Salem District Teachers' Guild for the year 1945 were audited by me and the audit report with the Statement of Receipts and charges is herewith presented

The number of associations remained the same as last year's, the number being 14. The number of the Unions at the beginning of the year was 10 and it is increased by 1 during the year.

There are arrear subscriptions due from several Associations and some Unions for the year under report (1945).

The accounts were well-maintained. All items of expenditure have been fully sanctioned and supported by vouchers.

STATEMENT OF RECEIPTS AND CHARGES

RECEIPTS.			CHARGES.		
	Rs.	A. P.		Rs.	A. P.
1. Opening Balance ...	276	4 1	1. S. I. T. U. Subscription ...	50	0 0
2. Subscriptions from Associations of Sec. Schools, 1944 ...	96	0 0	2. R. C. Fee for All India Educational Conference ...	10	0 0
3. " " 1945 ...	25	0 0	3. Journals ...	10	6 0
4. " Unions 1944 ...	6	0 0	4. Natarajan's Price Fund ...	5	0 0
5. " " 1945 ...	21	0 0	5. Postage ...	23	3 6
6. S. B. Interest ...	6	0 0	6. T. A. ...	28	8 0
7. Attur Conference Balance ...	3	6 0	7. Printing and Typewriting ...	21	8 0
8. Salem Conference Balance ...	25	0 0	8. Closing Balance with S. I. T. U. Representative ...	16	8 0
			9. Closing Balance with Secretary ...	293	8 7
Total Rs. ...	458	10 1	Total Rs. ...	458	10 1

Total Closing Balance:—310-0-7 (Rupees Three Hundred and Ten, and pies seven only).

(Sd.) T. L. Muthuswamy, 15-1-46.
Auditor.

(True copy)

K. Subramaniam, 26-2-46.
Secretary.

(Continued from Page 52)

village communities. Even to-day on festive occasions could be seen in our villages an exhibition of the ancient types of group dancing. However, it is sad to note that these are no longer preserving those traditional forms which were responsible for their great charm and for their lifting up of the spirit of the simple folks, impressing them and their onlookers in great and rapturous ecstasy, making them forget all differences in status or caste, while realising their great fellowship.

It is a laudable attempt to revive this folk Art. The author has done a distinct service in this compilation of folk-lore. The traditional steps and music appropriate to each dance is given. The music is arranged and notated in an accurate and usable form. We commend this book to all those interested in Folk dance and particularly to School authorities—notably girl schools and to adult education workers. The get up of the book leaves nothing to be desired.

EDITORIAL

The Contract

The South India Teachers' Union has been pressing for a radical modification of the form of agreement between managements and teachers so as to ensure to the teachers a reasonable measure of security of tenure of their posts. A deputation of the Union waited upon the then Adviser on the subject in 1942 but after a year, Government in their order expressed their inability to accept the recommendations of the Union. It was suggested then that as the model form of the agreement provided for a clause to specify the grounds on which the agreement may be terminated, it was for the teachers to insist on such a clause. Even in 1941, the D. P. I. felt it necessary to issue a circular to managements in which he deprecated the practice of agreement being entered into for stated periods, after which fresh agreements on lower scales of salaries were drawn up. The D. P. I. made it known to the managements that the purpose of the contract was to provide security of tenure of teachers' posts.

Hence the recent decision of the High Court in the appeal preferred on behalf of the committee of managements of the Hindu High School, Guntur, must come as a rude shock to teachers. Mr. Galle Narayana Rao, a former Headmaster of the school, claimed damages for wrongful dismissal. The district judge accepting his plea awarded damages. When the matter was taken to the High Court on appeal it is reported that the appellate court set aside the award of damages, taking the view that as Mr. Narayana Rao was serving the management under a contract that could be terminated on three months notice, he was not entitled to any damages when that notice had been given him. Such a decision, it is obvious, is contrary to the Director's proceedings of November '42. We therefore request the D. P. I. to examine the contract afresh and include in it the provision necessary for ensuring a

reasonable measure of security of tenure of teachers' posts.

We would also recommend to teachers and to the Union to help Mr. Galle Narayana Rao to take the matter before a full bench of the High Court as it involves a principle of vital importance to all teachers in aided educational institutions.

S. S. L. C. Board

A new S. S. L. C. Board has now to be constituted and it would be good if the Government should consider in the light of their past experience and in the light of the future programme of Education with special reference to the Secondary stage whether the constitution and the functions of the Board should not have to be changed. The S. S. L. C. Board, we understand, is to be an autonomous body charged with the responsibility not only of conducting the S. S. L. C. examination, and awarding the certificates, but of framing the courses of studies etc. In practice the Board has become a mere body of examiners. Every member is appointed a chief examiner. The Board meets once a year to appoint assistant examiners and every Board, when freshly constituted, introduces some change, mostly minor, in the syllabuses of one or more subjects. These changes are more in the nature of tinkering with the syllabuses than effecting any vital improvement in the standards. While there is a complaint that the syllabuses are heavy, the feeling is gaining ground that the standard of attainment of our secondary school pupils has been deteriorating. Nor is there satisfaction about the examination—the standard of question papers, standard of marking etc. The S. S. L. C. scheme today is far from what it was conceived nearly 35 years ago and instead of freeing the school from the rigours of university domination, it has allowed university to dominate it even more. If one should examine how the Board gets constituted, one need not feel surprised at

such-unsatisfactory state of things. If the S. S. L. C. Board is to be an examining body then its members must be chosen for their qualifications to be examiners. If it is to be a body to be in-charge of the course of studies, then its membership must be based upon expertness in curriculum construction. That these considerations have not been weighing with those responsible for electing members to the Board could be seen if the composition of the Board ever since its inception be carefully examined. What is more, Government have during the last two years felt the need for powers to remove members of the Board either from the Board or from committees and examinerships, and have armed themselves with such powers.

The Board as at present constituted has a preponderance of university representation in it. Of its 14 members 10 are chosen by the three universities and only four are nominated by Government.

In the Government scheme of Post-war education, Secondary Education will have a wider field than mere preparation for university entrance and as such it may be necessary to have an S.S.L.C. Board broad based, of representatives of the different fields of secondary education. That Board may have to appoint separate Boards of examiners, constituted not on basis of representation of interests but purely on grounds of ability to be examiners. The Board must also be assisted by a curriculum commission composed of persons who are authorities in their respective subjects and have class room experience and charged with the task of drawing up the courses of studies and the syllabus. It will be an advantage if this commission should be given a certain amount of permanency so that changes, if any, effected in the course will be the result of observation and of a felt need.

Training of Teachers

We are sorry to note that the Government will be unable to start their emergency training scheme on 1st April as they originally proposed. In a way we expected it to happen so. We felt

that preparations for such a scheme were not made in right earnest. It looks as if Government feel that young men will come in their thousands to be trained as teachers if only Government would call for applications. Unfortunately, teaching has failed to attract young men and women. The war and the absolute indifference of Government to the requests of teachers for fair and decent salary scales and conditions of service must have made teaching as a career to be avoided. The announcement of opening emergency training courses did not mention anything positive or definite regarding the stipends to be paid during training or the salaries to be paid after training. If the training scheme is to succeed, Government must make an early decision in regard to improving the scales of salaries of teachers and in ensuring a uniform measure of satisfactory conditions of service whatever be the agency under which the teacher will be employed. When their decisions are given effect to, then it may be possible for government to expect a number of young men and women to come forward to take to teaching.

Again, training of teachers is a special job but the way in which our department seems to be going about the subject appears to indicate that what they consider to be training is preparing a number of youths to sit for an examination and to secure certificates. We have pointed out on another occasion that it is high time that, if training of teachers should continue to be a work of the education department, then it will have to open a separate branch and staff it with persons who are qualified to train teachers. Otherwise the training will be a farce and will not in any way help in ensuring success of our education programme. On the proper training of the teacher depends the orderly progress of education. If our education department is unable to take a proper view of this branch of its activity, then it will be better if the University should take under its purview the training of teachers. There are also certain obvious advantages. For one thing, standards may improve and the status of teachers is sure to rise.

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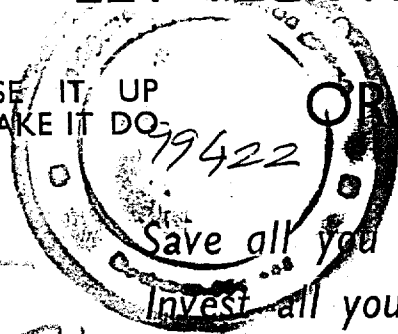
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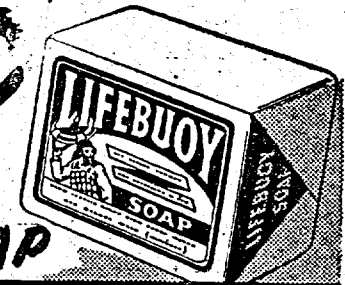
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