

The South Indian Teacher

SEPTEMBER & OCTOBER 1948



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POST-WAR SCHEMES OF EDUCATION IN MODERN INDIA

BY DEWAN BAHADUR K. S. RAMASWAMY SASTRI

The indigenous systems of education in India were all swept out of existence by the Educational system imported from Britain. Such supplanting was due not only to a desire to have a good clerical staff for administrative purposes but also due to a desire to spread western religion and culture in India. There was also the feeling that among the Englishmen in India that their system of education was the best in the world. The East India Company sent an Indian youth to England at its cost to get missionary training (N. N. Ray's *Promotion of Learning by Early European Settlers* page 7). Nay, the Board of Directors of the East India Company said that they desired to spread Christianity among the people of India. But the Company was busy consolidating its rule of India and did not take much interest in educating India. The Missionaries, however, began to spread western education actively in India. There was a controversy as to whether education should be imparted through the medium of the indigenous languages or through the medium of English. But Macaulay's powerful support of the English led to their triumph. He said, "A single shelf of good European Library was worth the whole native literature of India and Arabia." He asked whether "when we can patronise sound philosophy and true history we shall countenance at the public expense, medical doctrines which would disgrace an English farrier, astronomy which would move laughter in girls at an English boarding school, history abounding with kings 30 feet high and reigns 30,000 years long, and geography

made of seas of treacle and seas of butter." On the other hand he said in a cocksure trumpet blowing manner about the English language and literature, "It stands pre-eminent among the languages of the West.....whoever know that language has ready access to all the vast intellectual wealth which all the wisest nations of the earth have created and hoarded in the course of ninety generations. It may safely be said that the literature now extant in that language is of greater value than all the literature which 300 years ago was extant in all the languages of the world together."

In 1835 it was decided that western education should be imparted through the medium of the English language. Macaulay, be it remembered, was for the creation of a vernacular literature and hoped that the western education will lead to the rousing of India's political consciousness. He said in the House of Commons "It may be that the public mind of India may expand under our system until it has outgrown that system, that by good government we may educate our subjects into a capacity for better government, that having become instructed in European knowledge, they may, in some future age, demand European institutions. Whether such a day will ever come I know not. But never will I attempt to avert or retard it. Whenever it comes, it will be the proudest day in English history."

One wishes that education had been imparted in the vernaculars and that even then modern scientific thought

was taught through them. They would have become powerful media of thought in these one hundred years, and we would have been spared the evils of increasing denationalisation. But anyhow despite step-motherly treatment, the indigenous languages have grown powerful, and as Macaulay anticipated, the demand for freedom and democracy is now clamant in India.

In recent times the glamour of English has considerably gone down. Indians have begun to realise the greatness of their languages and literatures and of their cultures and religions. Education became a transferred subject in 1921 and is solely in Indian hands under the scheme of provincial autonomy as established under the present Government of India Act, 1935. Formerly, the Missionaries wanted to give compulsory instructions in Christianity but the Government stood for religious neutrality in secular education. It is now felt that religious education in the religious of India should be imparted to the children of India, though not through the agency of the State.

The present position of education in India is full of elements of hope. Macaulay wanted to create a class of persons who would be Indians in blood and colour, but English in tastes, in opinions, in morals and in intellect. His school of thought succeeded then. But the pendulum has now swung in the opposite direction. We want Indians to be modern but without losing their Indianness. We want modern education to be imparted through the medium of the indigenous languages of India. We want also that Hindi-Hindustani should be studied by every Indian as the national language of United India. We want an honoured place to be given to the classical languages of India in the new scheme of studies. English will continue to be studied as a great modern and international language but will not monopolise our attention as it did before.

We desire to synthesise the modern western learning and the ancient Indian learning. The new basic education of Mahatma Gandhi has emphasised the need for harmonising literary education and technological educa-

tion in India. The demand for universal free compulsory education will become more and more clamant till we liquidate illiteracy *in toto*. Secondary education must become effective both in its literary and technological aspects. University education must give equal emphasis to modern western culture and ancient Indian culture. The Sargent Scheme is an indication of what will inevitably come into existence in the realm of Indian Education tomorrow.

I would like to examine the Madras Government's scheme of Post-war Educational Reconstruction in a brief and general way in the light of the basic ideology referred to above. Many of the recommendations are praiseworthy. The percentage of illiteracy being 85%, the scheme emphasises the need for free universal, compulsory primary education. It provides for two types of High Schools viz., preparatory High Schools leading to Universities and technical High Schools. It provides also for an absence of rigidity in this matter and for a free interchange of pupils from one type of high schools to the other. It says further that the universities must be in touch with the needs of Industry and Agriculture and Trade and Commerce. It visualises also the existence of special courses of study for women. It includes in its scope a comprehensive scheme of adult education. A similar comprehensive scheme of education was drawn up at about the same time by the Travancore Education Reorganisation Committee.

But in both these schemes as well as in the Sargent plan as well as in the educational portion of the Bombay plan there are some lacunae to be set right. The Macaulayan touch is felt everywhere. In the Wardha Scheme there is an emphasis on national education and craft-centred education. Though it may have to be modified to make it culture-centred as well as craft-centred, yet its good features must be built up into the post-war educational plan. Further, the post-war plans do not give the place of pride to the mother-tongue as the medium of instruction, and examination throughout the course. Without such an endeavour it will not be

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THE MADRAS TEACHERS' GUILD GOLDEN JUBILEE INAUGURAL ADDRESS

MR. M. RUTHNASWAMI, C. I. E.,

Vice-Chancellor, Annamalai University.

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Mr. Krishnamurthi, Dr. Dey, Ladies and Gentlemen,

May I say at the outset that I consider it a great honour to have been invited to take such a prominent part in the Golden Jubilee Celebrations of the Madras Teachers' Guild. It is not only an honour but what is much more, it is a pleasure to me to take part in these proceedings, as an old teacher, as one who was associated with the Guild for some time and as one, whether as a colleague, or whether as a member of an appointing Commission or now whether as a Vice-Chancellor of a University who has always been interested in the position and status of teachers. I have therefore great pleasure in congratulating the Guild on having attained its fiftieth year. Your President has spoken of this as a great achievement. Well, people who live in more fortunate climes, than ours might consider it not a very great achievement to have survived for fifty years. They do not know that the expectation of life in India according to census Committee is only about 25 years, whereas in other countries it is 52 years or so. They do not know also that it is rather difficult for an intellectual people to keep together in an organisation for a long time (laughter). It is a commonplace among political Scientists that one of the reasons why the Party System breaks down in the Continental countries, why Political democracies do not work in those countries, why instead of having only two opposing parties there are 20 or 30 parties in most of the Continental assemblages is that the continental people like the French and others are much more intellectual than the English people. It looks as if it required a certain degree of stupidity (laughter) in order to run a political democracy successfully, and more especially party Government. Being themselves intellectual in season and out of season, constantly criticising not only themselves but their colleagues it certainly looks that is a great achievement for the Madras Teachers' Guild

to have survived 50 years. But it is not merely the survival that is to the credit of the Guild. It has also achieved important, notable and memorable results. It has done much for the teaching profession in the province. It has raised the status of the teaching profession. Organisation is absolutely necessary in modern times. Even such respectable professional men like doctors have their own organisation, their own trade union organisation, which exercises a much severer discipline upon the members of the medical profession than the Madras Teachers' Guild may dare to exercise over its members. Thanks to the organisation, the teachers of this province are able to occupy an important position in the educational life of the province. There are certain aspects of the organisation that have contributed towards the strength.

I am glad to note that from the outset every grade of teacher has been invited to join the Guild, from the University Professor down to the elementary School Teacher. In other countries every grade of teacher has a special organisation. The teachers of the Public Schools in England—they are not public but very private like the schools at Eton and Winchester, open only to certain classes of people in England—have their own organisation known as the Headmasters' Conference. The Secondary school teachers have other organisations, but the largest organisation is the 'National Union of Teachers' in England and is mainly composed of elementary school teachers. I hope and trust that in the coming years the elementary school teachers in the City of Madras would all be persuaded to join the Madras Teachers' Guild, and add to their own strength and to the strength of the Guild itself. This organisation has existed for 50 years, and has worked for raising the status of the teacher and the profession. It was not an educational man but a bureaucrat, Sir Ashley, for a long time permanent Secretary to the Board,

who attributed the high status of the teaching profession in England to the splendid organisation which the teachers have been able to build up for themselves. The National Union of Teachers counts over 120,000 members with 621 local Associations. Its annual income is £. 1,37,000 and its accumulated General Fund is over £. 676,000. These figures must make the mouths of the members of the Madras Teachers' Guild water, but it is an ideal to which they ought to look up. Unless you strengthen your members and thereby strengthen your organisation you can never expect to achieve all the ideals which animate the Guild. It is only then you will be able, like the National Union of Teachers in England, to compel candidates to legislatures to advocate your cause in the Legislature and with the Government they will be able to influence the course of action of the authorities. It is all due to the numerical strength and I hope and trust that the Madras Teachers' Guild will not be satisfied with the success so far achieved. 1200 is indeed a great number but it ought to double itself in few years and enrol every single teacher in the City. Till that is done, none can say that the Guild has reached the ideal. It is only then that the Guild will be able to exercise the influence it ought to on the course of educational policy. It is then when you are well organised, when your numbers are to be counted not in thousands but in ten thousands that you will be able to stir the Government and that the Government will take note of all your appeals and will confer with you in the formation of educational policies. In matters of educational policy the real people who ought to be counted are the teachers. Public men, politicians and persons who have little or no concern with education have been allowed to influence the course of educational policy, and not the teachers. It is only when they make a nuisance of themselves by demonstrations, public meetings, that their views are forced upon the notice of the Government. Here again let me quote the bureaucrat. "The Government of India should take teachers and teachers' organisations more into their confidence especially in regard to the formulation of educational policies whether in the legislatures or

in the administrative offices." To disregard teachers would be not only foolish but contrary to public interest. In the service of education it is peculiarly necessary for the administration to consult men and women who do the actual work of the profession. In other countries there is at least one teacher in every local administrative council or any government institution on education because it is felt that in regard to education the people who are actually concerned in the business of education should be primarily consulted. No one would think of formulating labour legislation for instance without taking the trade unions into confidence; without taking doctors into confidence no health measures will be undertaken.

Great work has been done by the Madras Teachers' Guild in raising the economic position of the teachers. Of course we cannot congratulate ourselves on the results so far achieved but it is something that the modern reports on education and the Sargent's report recommend the raising of the economic status of the teachers. The Sargent's report has made it clear that the status of the teacher has to be very considerably improved. The late Sir Meverel Statham in his postwar education scheme has urged the raising of the salaries of teachers, because a discontented teacher is not only a bad teacher but a danger to the State. It is necessary also to improve the political status of the teacher by bringing him into consultation with Government, with the government directorate whenever formulation of educational policies are to be undertaken. Everybody who had anything to do with the formulation of political ideas as to how to make up constitutions has realised the importance of the teacher to the State. Plato has given a very high place to the teacher. It is necessary that we should be after progress. We should pay considerable attention and thought to the status of the Minister of Education and the teachers. The authorities in the field have to be selected properly. Their important place in the scheme of things has to be recognised and in the reconstruction of a model state the place of the teacher is important.

Everybody realises the importance of teachers and the teaching profession

but when it comes to the revision of the scale of salaries in actual practice, a number of excuses come up. That the Boards of Education and Directorates, will no longer follow such a policy will depend largely upon an organisation like the Madras Teachers' Guild. In democratic organisations there is regard only for numbers and for those who make a nuisance of themselves. So it is necessary that teachers should pay frequent attention to the question of organisation. The members of the Guild should not rest on their oars. No doubt it is a great achievement to have survived 50 years and to have other achievements to your credit like the holding of annual conferences, the establishment of a Co-operative Credit Society, raising funds for the building where the teachers' club could be located. All these are achievements worthy of being recorded and praised but it is necessary that you should double and redouble your efforts especially in regard to numerical progress. The Guild should not rest satisfied till it brought every teacher into it. It is only then, by reason of your numbers and therefore by reason of your great organisational strength that you will be able to make an impression upon government and local bodies. It is only then that not only your economic status will be raised but your position in the state will be recognised and in regard to the formulation of educational policies your opinion and the opinion of the Guild will be taken into consideration.

I am glad to note that you discussed among other questions, new principles and methods of education. That is very necessary. A teacher who does not experiment, a teaching profession which does not believe in experiments is a dead profession. New ideas, new scientific facts, new facts for psychology are brought to the notice of the teachers almost everyday and new discoveries are made in regard to the methods of education and if the teacher is to give the best in him, he should be up to date. If the Guild is to exist and wants that it should be recognised as an important organisation, it is necessary that the members of the profession should live up to its high ideals.

There is need not only to be up-to-date in your knowledge but the highest

standard of character should regulate the life of the teacher because he stands before his pupils every day of his life as an example to be followed. Terrible would be the fortune of the teaching profession if among the teachers are those whose example should not be followed by the pupils.

Therefore my last word to you on this auspicious occasion is not to gloat in approval of the attainments you have so far achieved but live up not only to your best traditions but to the high ideals that are open to the teachers. Every one of the members of the Guild should make himself worthy of the high calling to which he has been called. It is not a mere calling; it is not a mere profession. It is an avocation and in the present circumstances in which we teachers have to work, low salary, the scant regard in which teachers are held in many places, the low regard paid to individual teachers as well as to the profession of teaching that we should hold up our head in the performance of our duty. In these depressing circumstances it is necessary that we should be animated by the highest ideals and that we should live up to those ideals that we can fulfil our avocation. The proper bringing up of the boys entrusted to our care, in the days when they are most impressionable is our highest duty. That the teaching profession in Madras and the Guild will be worthy of our highest regard is the prayer of one who once belonged to the profession of teaching and was proud of that connection.

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possible to have a quick acquisition and accumulation of knowledge or to bring about the uplift of our indigenous national languages to the height of international importance. Nor do the schemes visualise the value of Hindustani as the all-India language. Nor do they contain any scheme of moral and religious education. Further, there is an air of haziness and a want of definiteness of outline in regard to the co-ordination of technical and industrial training and the starting of new industries. The schemes have to be amended so as to make Indian education practical and national so as to stimulate originality and inventiveness and be the natural self-expression of the Soul of India.

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H. E. H. THE NIZAM'S GOVT.
1st Oct. 1944.

(Sd.) AFTAB HUSSAIN,
Inspector of Science.

I have visited the Oriental Science Apparatus Workshop personally and I find a large variety of Science Apparatus are being turned out. Being a long standing customer of this firm, I wish to state that the Science Apparatus turned out at present are very efficient. The workmanship is as good as that of any European firm. At present this firm is serving a great need both in India and Ceylon. I wish to recommend this firm for any form of Scientific Apparatus. It is our pride to see an Indian firm working up to such great efficiency.

Professor of Science
8, Peters College, Colombo, Ceylon.

(Sd.) THOMAS PARIS,
F.L.S., F.Z.S., (LONDON.)

OPENING OF THE EXHIBITION

RAI BAHADUR DR. B. B. DEY.

Director of Public Instruction.

It is indeed a great privilege and honour to be invited to take part in the celebration of the Golden Jubilee of the pioneer teachers' association in the province. When your Secretary invited me to come and open the exhibition I did not have any clear idea as to what might be the exhibits which I was going to open. I now understand from the previous speaker that you are having a most interesting exhibition organised for the celebration and that the exhibits have been divided into sections, Primary, Secondary, Physical and Manual training products and so on. For obvious reasons it is not possible for me to declare open something which I have not seen. I expect that you will all go round with me seeing these very interesting exhibits which have been prepared. The President of the Guild has spoken of the connection of successive D. P. I's with the activities of the Guild. I believe it was a wise thing to do for the D. P. I's to be on the right side of the Guild which they recognise would become a great power in the years to come. He was very pleased to hear from the President, Mr. R. Krishnamurthi Iyer, of the progress of the Guild since its inception 50 years ago. It has grown from strength to strength and today we count among its members a large number—something like 1200 men and women teachers. In spite of our intellectualism we have succeeded in bringing together such a large number of men and women and it is a great achievement. Since I took the position of the D. P. I., I have had several opportunities of meeting the members of the Guild and I have been impressed with the very good work which they have been doing on behalf of the large body of teachers in this province and the great influence which they wield and which they are going to wield to an even greater extent in the years to come. I am glad to note that every class of teacher from the very big professor to the elementary school teacher are members. It is as it should be. It should not leave out any single

member of the profession from the membership of the Guild.

Although I am supposed to open the exhibition perhaps you would forgive me if I say a few words regarding various problems of education which are before us and these are just my own personal thoughts and reflections. It is a fact that at least in the province of Madras there has been a great awakening, in matters educational. We see signs of it everywhere and perhaps one of the best testimonies for it is the large gathering to-day on the occasion of the inauguration of the Golden Jubilee celebrations. We find people thinking everywhere as to what really is wrong with the world and they are coming back all to the conclusion that the real wrong in the world is the defect in our education not merely in this country but all over the world and these defects could be removed only if we go down to the root of the problem, that is to reform and reorganise the educational systems and policies all over the world. I must say that though I may be misunderstood as speaking on behalf of the government, that this government at any rate has not ignored the claims of educational reforms and educational progress. The immediate necessity of this reform in education in India has been recognised and you will find that in the proposals which have been formulated by the Government in the postwar educational reforms which have been published and placed before the country, several reforms have been suggested. We find also that the Madras University has published a report of a special Committee appointed by the Syndicate on the question of the reorganisation of education in this province. It is a time which is fraught with great possibilities particularly in the development and advancement of education and it is in this period of great activity and awakening that we are celebrating the Jubilee of our Society. I am sure, that in the years to come before we even celebrate the Diamond Jubilee, this organisation will

have played a very great part in the improvement and general advancement of education in this province, preparatory, primary, secondary, collegiate and technical. The various defects have to be clearly analysed, the causes which had produced these defects will have to be determined, and we have with unerring precision put our fingers on the right remedies for solving these problems. It should be the duty of the Guild for educating the public generally, and the profession in particular, on the right lines by giving correct information and indicating the lines on which practical advance is possible. We see to-day for instance a great paradox in the march of events. We are having the great problem of illiteracy in the teeming millions of the country, a problem which really demands the attention of the Government and the people more than anything else. The liquidation of illiteracy should really be the immediate problem for the attention of the Government. Side by side with that we have the great overcrowding of students in the colleges in the city. These two problems—on the one side complete illiteracy and on the other great anxiety for getting the highest education that is available—we are faced with these types of divergent, almost diametrically opposed problems arising in this new situation and they show the real defects. Problems like these should make the Guild and the educated public of the country think vigorously as to what should be really the remedies for this situation. It is clear that we have got more needs which must be attended to immediately. The first need is for a diversion of a fairly large percentage of our students even in the school stage into lines which would lead to a definite career or a profession and which would give a technical, scientific or industrial bias so that they might not waste time and money struggling for a degree of the University for which they might not be quite fit and which would not lead to any desired goal. We have need for the training of a large number of skilled technicians which we expect to be required for the coming industrial expansion in the postwar years, and last but not least, we have the urgent necessity for improving the pay and prospects and status generally of the

teaching profession. The principal agent in any scheme of educational reform and improvement is undoubtedly the teacher and I for one have complete sympathy with the proposition that nothing substantial could be achieved by way of reforms of our existing system of education until and unless we raise the teaching profession as a whole above the deplorably low level. These reforms cannot be carried out overnight. I am glad to say in this connection that the Government in their post-war reform proposal, have also recognised the necessity for improving the status of the profession and they have accepted the recommendation of the Central Advisory Board of Education that the pay of the teachers should be raised above a certain minimum level, no matter by whom, or by what agency the teacher is employed and we have decided that a sum of rupees Nine crores will have to be spent, spread out over a certain time for achieving this end. When that prospect is going to become an accomplished fact I cannot say. If and when those proposals are implemented, I am certain that the future of the whole teaching profession will be much better than now. Then it will not be difficult for us to get a succession of men, qualified teachers competent to do their work and actually filled with enthusiasm for the calling they have adopted. It is very commonly heard that now that we are suffering from a dearth of qualified and trained teachers it is difficult to fill vacancies of teachers' posts by properly qualified and trained men. But I can assure you that that is not a difficulty which is peculiar to education alone. It is felt practically in all activities of civil life. Most of the good men have been attracted by high salaries, offered in other posts. But I am sure that this is only a temporary phase and before long, now that the war is coming to an end, it need not be difficult even for the teaching profession to get its proper share of well qualified and trained personnel in the near future. But whatever that be, that should not give us that complacency that according to the demand and supply we can afford to pay the teachers not even the living wage and get them do work simply because there is a large number of teachers, and cheap money.

I say, for instance, that the main problem is to get the teaching profession recognised and improved and I do hope that in the few years remaining before the celebration of the Diamond Jubilee, the Guild will be able by its insistent and persistent demand to impress upon the State and the public the imperative necessity of raising their status and improving their pay and prospects. There is a lot of leeway to make. It is not merely by improving the status that we can achieve everything. We have really to take note of the trend of events in the world. We have to note that new methods of instruction, new systems of study and new courses are coming in and we have also to keep pace with these developments which have taken place outside in the world in order that we might not be left behind, we might be able to survive as a nation in a progressive and competitive world. We have to improve our technical institutions a very great deal. We have in furtherance of that policy of improving technical education now adopted, a definite course. The idea is to increase the number of Engineering and Technological Colleges. One Engineering College has already been started at Coimbatore, one College of Agriculture at Bapatla and I may tell you the day is not far distant when we are to have a few more of such technical colleges in this presidency. Furthermore we need a large number of technical schools and polytechnics. Our aim is to have a chain of efficient technical institutions all over the province so that when the diversion of students in their school courses after the third form actually comes in effect, we shall be able to get them trained in these polytechnics and give them careers as technicians and industrialists and even as foremen and mechanists in the industries which we expect to develop. But here I would say that this would not mean that this would prevent such students who are ambitious, and who are fit to go up to the Universities and take degrees in Colleges, Engineering and Technological from doing so. This is the need of the hour and the Government is trying to forge ahead and to get a number of such institutions started, leading ultimately to a complete chain of such technical institutions in this province.

I find that the Exhibition is to fill an important item in the celebration. I believe the Guild can take legitimate pride in the achievement of the last fifty years. The Exhibition which we are going to see will show many of the new developments in educational experiments which have taken place in the world.

It is a very happy augury that we are having this celebration just at this moment when war clouds are clearing after the terrible devastating global war without parallel in the history of the world. We cannot say the sun is out yet but we see a very strong silver lining shining through the dark clouds and I hope that we shall not be waiting for long for the sunny days in which this Guild would extend very much further its activities and serve the interests of the large body of teachers in this province as it had been doing in the past without the distinction of caste, creed or colour.

I thank you once again for giving me this opportunity to participate in the function and I declare the Exhibition open.

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of the teaching profession. He was sure that in the years to come, the profession would be given its rightful place as a result of sustained effort and a general change in the mentality of the public.

Mr. S. Natarajan, Secretary, announced that a sum of Rs. 15,000 had so far been collected for the Guild's Building Fund and Rs. 4,455 for the Benevolent Fund. He read out the names of the several persons and institutions who had made contributions to the funds.

Mr. K. Rangaswami Iyengar, on behalf of the Board of Trustees, received the amounts. He also suggested ways in which collections could be made for the fund.

Mr. Natarajan proposed a vote of thanks and Mr. Krishnamurti thanked the office-bearers of the Guild, and the district delegates, for the success of the Golden Jubilee celebrations.

REPORT OF THE GOLDEN JUBILEE CELEBRATION

The Golden Jubilee Celebrations of the Madras Teachers' Guild began with a variety entertainment by the pupils of the Girls' Secondary Schools of the City of Madras at the Sree Sundareswarar Hall of the Rasika Ranjana Sabha at Mylapore on Thursday the 23rd August. A large number of members and friends of the Guild attended. Lady S. V. Ramamurthy, who presided expressed great appreciation of the excellent talents displayed by the pupils. The programme included dance and music recitals and an operetta. Pupils of the Sree Sarada Vidyalaya Ramakrishna Mission Girls High School, Thyagarayanagar, The Sacred Heart School, Teynampet, the Vidhyodhaya, Nungambakkam, the Lady Muthiah Chettiar's Girls' High School, Purasawalkam, St. Raphaels High School, Mylapore, National Girls' High School, Mylapore participated. The pupils of the P. S. High School and the Hindu High School also contributed items to the programme.

On Friday the 24th, the Golden Jubilee Celebration was formally inaugurated at the Madras Christian College High School. Prof. R. Krishnamurthy, President of the Guild, in requesting Sri M. Ruthnaswami to inaugurate the Golden Jubilee Celebration traced the history of the Guild and paid a glowing tribute to the pioneers who started the Guild and shaped its activities. He referred particularly to the great services of the late F. W. Kellett, who may well be regarded as the father of the Teachers' Guild. He also referred in glowing terms to the services rendered by the late Prof. Lakshminarasu Naidu, P. Subramanya Iyah, K. B. Ramanatha Iyer, and Pranatharthihara Iyer and said how, thanks to the interest and zeal of successive office bearers like Sri V. Sitapathi Naidu, Kulapathy, P. A. Subramanya Iyer, M. D. Manickam, M. S. Sabhesan, Kuruvilla Jacob, Rev. D. Thambuswamy and Sri K. Rangaswami Iyengar, the Guild had been growing in strength and influence.

Sri M. Ruthnaswami then inaugurated the Golden Jubilee.

Messages received were then read by the Secretary, Sri P. Doraikannu Mudali-

yar, the Chairman of the exhibition committee, made a statement in regard to the exhibition explaining its scope. He said that the exhibition had nearly 3000 exhibits, over 30 institutions of the city, having contributed exhibits. He then requested Rai Bahadur Dr. B. B. Dey, Director of Public Instruction to declare the exhibition open. Dr. B. B. Dey, in doing so stressed the importance of technical education.

On Saturday, the 26th August, the Inter-School Sports, were held in the Y.M.C.A. College of Physical Education, Saidapet. Mr. M. Radhakrishna Pillai, Mayor of Madras, presided and distributed the prizes. Practically all the Secondary Schools in Madras City, including the Schools for European and Anglo Indians participated in the sports meet. It was a unique event in the History of Madras sports. Mr. A. K. Singh on behalf of the College welcomed the Mayor. Mr. Kuruvilla Jacob proposed a vote of thanks.

The following were the results :

Boys : 100 Metres : L. D'Sylva (St. Mary's School), 1; E. Mitchell (St. Mary's), 2; T. A. Krishnamurthi (Pachaiyappa's), 3. *High Jump* : V. T. Lowe (St. Mary's), 1; G. Paldano (St. Mary's), 2; Varadarajan (M. Ct. High School), 3. *Shot Putt* : Din Mahomed St. Gabriel's, 1; Charles David (St. Paul's), 2; Radhakrishnan (Pachaiyappa's), 3. *200 Metres* : E. Mitchell (St. Mary's), 1; E. Bhaskara (St. Paul's), 2; L. D'Sylva (St. Mary's), 3. *Long Jump* : Bhaskara (St. Paul's), 1; T. A. Krishnamurthi (M. Ct. High School), 2.

Girls : 30 Metres *Skipping* : M. Josephine (St. Anthony's Girls' School), 1; Kalyani (Presidency), 2; F. Dadabhoy (Ewart School), 3. *Long Jump* : D. R. Saraswathi (Sivaradan Club), 1; Helen Zacharian (Ewart School), 2; Kalyani (Presidency), 3. *75 Meters* : Helen Zachariah (Ewart School), 1; D. R. Saraswathi (Sivaradan Club), 2.

TEACHER'S SPORTS

Women—50 Metres : R. Samuel (Ewart School), 1. Helen Fernandez (Lady Willingdon Training College), 2; 50 Metres *Skipping* : R. Samuel (Ewart School), 1; Sankari (St. Tho-

mas's Convent), 2; *Cricket Ball Throw* : Helen Fernandez (Lady Willingdon Training College), 1; Miss Barratto (Sacred Heart School, Church Park), 2; Sankari (St. Thoams's Convent), 3.

Men—100 Metres : J. Daivasigamoney (Wesley), 1; Justin (Christian), 2; Selvaraj (St. Paul's), 3; *Long Jump*, E. John (Wesley), 1; M. Selvaraj (St. Paul's), 2; *Shot Putt* : A. T. Abraham (Christian); 1; Charles (Kellet 2; *High Jump* : A. K. Chelliah (Christian), 1. E. John (Wesley), 2; 4 X 100 Metres : Madras Christian College, 1; Wesley High School, 2; Madras-I-Azam, 3.

The "Thanks giving and Greetings Day" was observed on Sunday, the 26th August at the premises of the Sir M. Ct. Muthiah Chettiar's High School, Purasawalkam, with Prof. R. Krishnamurti Aiyar, President of the Guild, presiding. The Rt. Hon. V. S. Srinivasa Sastri, one of the founders of the Guild as also others who did pioneering work for it, were present on the dais.

Mr. R. Krishnamurti Aiyar extended a welcome to the earliest founders and workers of the Madras Teachers' Guild and also to the various representatives of mofussil Teachers' Guilds.

Mr. C. Ranganatha Iyengar of Gooty conveyed to the Madras Teachers' Guild the greetings of the Anantapur District Teachers Guild and congratulated it on the record of good work to its credit. He also made a token contribution to the Benevolent Fund started to mark the Golden Jubilee.

Mr. S. S. Narayanaswami Aiyar expressed the felicitations of the Trichinopoly District Teachers' Guild to the Madras Teachers' Guild and said that "we teachers in the mofussil are deeply conscious of the vital contribution the Guild has made in raising the status of the profession".

Mr. T. A. Balasundaram, on behalf of the Tinnevely District Teachers' Guild congratulated the Madras Teachers' Guild on its Golden Jubilee and said that the history of the Guild could be studied through the personalities who were seated on the platform. All teachers were proud of the Guild and its achievements.

Mr. M. V. Doraiswami Aiyar from Bombay expressed his unlimited joy in participating in the Golden Jubilee of an organisation with which he had been connected for some time.

Mr. T. P. Srinivasavaradan delivered the greetings of the South India Teachers' Union whose foundation-stone was laid by the Madras Teachers' Guild. He suggested that in the coming years, the Guild might pay attention to educational developments and organised departments of research and information.

Rev. D. Thambuswami conveyed the fraternal greetings of the Missionary Education Council, without reference to whose pioneering work, a history of education of India would not be complete. The future of the Guild, he said, depended on themselves and let them bring to bear on their work the untiring energy and self-sacrificing spirit of a missionary.

Mr. Sethumadhava Rao, on behalf of the Madras Teachers' Guild Co-operative Society, congratulated the Guild and also thanked it for organising the Co-operative Society which had now gone on from strength to strength and was now rendering help to teachers to the extent of Rs. 40,000 annually.

Mr. Bhuvaramurthi, Secretary, Protection Fund of the South India Teachers' Union, was the last speaker to extend greetings to the Madras Teachers' Guild. Incidentally, he pointed out that the Fund had insured nearly 3,000 members and given the benefit of the Protection Fund to a hundred families.

Mr. Krishnamurti Aiyar acknowledging the felicitations said that it had been a great honour to him to be the President of the Guild in the Golden Jubilee year. He suggested that before the Diamond Jubilee they should be able to get on the rolls of the Guild all teachers in the City without such distinctions as Collegiate, Secondary and Primary.

SERVICES RENDERED BY PIONEERS.

Mr. S. Natarajan, Secretary of the Guild, announced that he had received greetings from several District Guilds all of which would be included in the souvenir proposed to be issued. He

then expressed the gratitude of the Guild to the pioneers who toiled in the cause of the Guild and fashioned and shaped it along lines which enabled it to occupy an important place in the Presidency. He then recalled the services rendered by the Rt. hon. V. S. Srinivasa Sastri, Mr. S. Vasudevachar, Kulapathi Sri P. A. Subrahmanya Aiyar, Upadyaya Sangha Karya Praveena Sri S. K. Yegnanarayana Aiyar, Sri M. S. Sabhesan, Sri T. K. Sundararaja Rao and Gurukula Dharma Acharya Sri K. Rangaswami Iyengar. He also mentioned the good work rendered by other teachers connected with the Guild in its earliest days.

The Rt. Hon. V. S. Srinivasa Sastri expressed his immense gratification to know how his humble services to the Guild had been appreciated. "That the Madras Teachers' Guild, at the birth of which I helped, should have survived the ravages of time, and able to celebrate its Golden Jubilee, and able to look back upon a considerable period of service to a profession which has not yet received its full measure of public appreciation, that the Madras Teachers' Guild should now be able to look forward to a future of prosperity and service to the profession of teachers, cannot but be a source of greatest pleasure to me. That it should go on in its prosperous career is my dearest wish."

Messrs. S. Vasudevachariar, P. A. Subrahmanya Aiyar, T. K. Sundararaja Rao, M. S. Sabhesan and K. Rangaswami Iyengar replied suitably to the kind references made about them and wished the Guild all success.

Srimathi S. Meenambal said that some of the lady teachers had joined the Guild because they felt that if they wished to do anything for girls' education it could be done only by becoming members of this most powerful organisation.

Mr. K. Nagaraja Rao proposed a vote of thanks to the "builders and pioneers" of the Teachers' Guild. He then invited all the members to the Jubilee Dinner which was held that night at the same place.

The concluding day of the Madras Teachers' Guild Golden Jubilee was celebrated on Monday the 27th August

at the Kellett High School, Triplicane. Dr. Abdul Huq delivered the commemoration address. Mr. M. S. Sabhesan presided and distributed the prizes to the winners in elocution, literary and sports competitions.

Prof. R. Krishnamurti, President of the Guild, welcomed Dr. Huq and others present.

Mr. Sabhesan referred to the difficulties under which aided institutions worked and pointed out that in the post-war world, conditions should change. The Government, he said, were not taking teachers into their confidence for the reorganisation of education in the province. The problem of managing agency, he added, should be taken up immediately by the Government, if education were to be efficient.

Dr. Huq, in his address, said that in ancient days, both the medical and teaching professions were held in high respect and patronised by kings and nobles. But at present, only the medical profession was patronised by force of circumstances. Those who belonged to the teaching profession were expected to disseminate knowledge without adequate remuneration. Of late there had been a rush in engineering and medical colleges, while there had been a depletion of strength in training institutions some of which had even to be closed. Unless the status and pay of teachers were improved, the right type of people would not be attracted to the profession. As long as the teachers were put in an inferior position, naturally sufficient number of enterprising young men would not be prepared to come forward and join the ranks of the profession. In the years to come, they would have to establish a status for the teacher and see that the nation-building department of education was given a proper place by the Government and the public. In this connection, Dr. Huq paid a tribute to the work of the Guild in the last 50 years' work of which any association should be proud, and added that much more remained to be done.

Dealing with the rights and duties of teachers, Dr. Huq said that it was necessary for them to be imbued with new ideas and improve the efficiency

(Continued on Page 135)

HEALTH EDUCATION POLICY FOR INDIA

BY MAJOR V. KRISHNA RAO, I. M. S. (E. C.)
Indian General Hospital, SEAC.

The prosaic saying that the *child is an asset* to the Nation or the poetic expression—the *Child is the father of the Man*, have lost all its significance in the body-politic of our country to-day. The reason is not far to seek. No attention has been paid to the children's health, either by the publicists, the so-called leaders obsessed with politics and political activities, the Government, or the teaching or the medical professions. Therefore, is it not a tragedy to see that the average health of children in the upper, middle, or lower classes is not what it ought to be? The average expectation of life of an Indian is lowest in the world (22 years). His physique is anything but commendable. His health is none too good, to stand the tests of peace and strains of war.

The teaching profession has taken great pains to impart the 3 Rs. but as a whole has been indifferent towards the health problems of their tender wards. It is the unsound system of education that is at fault. This has resulted in the cartoonist caricaturing an *educated* Indian—as possessing all head and no body. The great savants of the present Indian renaissance period have nothing but poor mortal existence. The principle—*Mens sane in corpore sano* has been absolutely ignored in the present system of education. The evil effects of education on the health of the boys and girls have been commented upon from the days of Swami Vivekananda. In this connection, I cannot do better than quote Swami Vivekananda's famous Madras speech. "Be strong my young friends... the *Atman* can be realised only by the strong. Be hardy. Be strong. *Thrideshasta, baleshta.*"

The Sadler's report and the Skeene Committee Report stressed the need of a health policy—"to make every Indian fit"—as early as 1919 and 1927. But still to this day, this remains only a wishful thinking.

The Central Advisory Board of Education and Health have failed to tackle

this vital health problem. Even Mahatmaji's Wardha Scheme of education has failed to implement this health reform. The Madras Health Act the first of its kind in India has not done any justice to the health welfare of children. This Act did only place the society under the surveillance of both the police and the sanitary inspector. It was given to Dr. John Sargent to embody a health scheme in his now famous report on Indian education policy and programme. But this will take 40 years to complete even half the picture. I agree that a Nation cannot be built in a day, but first things come first; and health is a primary pucca socio-political reform. Without good health and perfect physique, how can we become an independent Nation and maintain our Swaraj? You will note that *health* is *basic* to all other skills.

This indicates the apathy of the educational authorities and the Government towards health problems. Platform platitudes and praises have been showered and spoken about health education, but few of us have either realised or tried to follow up a well-defined health programme. The whole misfortune is that there is *no* health policy, no Health education policy in India to-day, to build a healthier and fitter Nation.

The average health of children is anything but commendable. The average percentage of diseased among South Indian college students is 53, while that among English boys is only 18. The reports of the various Municipalities reveal that the number of diseased among school-pupils is increasing. The Presidency College (Madras) health reports reveal that the percentage of diseased, with remediable defects is increasing. The same state of affairs is revealed by the Bombay University Health reports. The Indian Army Health Reports show that the percentage of recruits rejected for the Army has been on the increase,

from 1937 onwards. The average health in public life, as a bread-earner is anything but happy. How many promising boys, the finest sportsmen of their day have been mere wrecks in later life is a melancholy note indeed. All these facts, must make us think seriously.

Apart from the indirect effect of economic distress on the pupil has he been otherwise healthy? Has his health needs been studied? Has his other physical defects been observed and remedied, either by the teacher, the parent, or the State, till he had actually fallen ill? Apart from the Government, which has a primary duty towards the Nation's health, have the educationists and the doctors, who are in daily contact with the children, known their health needs and protested against this apathy, regarding the youth of the country, who as Disraeli remarked are the *trustees of posterity*?

I hold no brief for the medical profession, who is to be blamed equally. The Public Health reports are not complimentary to the existing medical and public health services. Beyond spectacular vaccinations and inoculations (which have not yet achieved the best success) and the grandeur of monumental hospitals to treat those who actually fall ill, the Public Health and the Medical Services have not yet so far been able to touch the *cruz* of the health problem, viz., to raise the low level of health and impaired physical fitness, sufficiently forcibly to make a healthy Nation. Everything said and done, it boils down to lip-service. The primary duty of a statesman is the care of public health.

Health has been defined as—

"something more than physical fitness, mere absence of disease. It is a dynamic and active state of living. It is a state of mental, spiritual, and physical fitness, an harmonious adjustment of the individual to the social environment. Fitness means much more than physical strength, a well-developed body. It is also a condition created by the combined influences of wholesome food, good sleep, regular exercises, suitable rest, and cleanliness (both inside and outside the body)".

It is the absence of this health that is causing more misery of body and soul, than any other preventible disease.

The question for the health reformer is—how can this dynamic state of health be attained, at what stage of life can we most successfully tackle this problem, for the benefit of the Nation?

It has been pointed out by researchers in England, that the *first 18 months of the baby* are the most precious of all the years of life; and its future health depends upon the care bestowed at this tender age. A League of Nations Enquiry into the period-of-life, when men are most predisposed to attacks of diseases and infections has revealed that it is the *period of adolescence* (7 to 16 years of age), the period of growth to maturity, formation of character, body-build, and habits, that go to make a worthy citizen. It is during this scholastic career (under the benevolent care of the teaching profession) that the child's habits, health and physical fitnesses have to be ensured for the later struggle for existence, when he or she becomes a bread-winner or mother.

Majority of school-children do not have a chance of going to Colleges. And therefore, it is in this young and tender period of life, the care-free life, that they must be carefully looked after and nurtured. Therefore, the Child Welfare Scheme and the ante-natal clinics are the primary necessities in any sound system of education. The present Child Welfare Scheme must be made more active, attractive, so as to be readily available and useful to all people, irrespective of social or economic status.

I have defined what health is. Therefore, *healthful living* covers the period of hour to hour activity of the day. As such, one needs *health education*. The Health education section of the American Physical Association has defined health education as—

"the sum of all experiences which favourably influence habits, attitudes, and knowledge, relating to the individual, community, and racial health." Or in other words public health education is that part of health education that takes place in home and community.

This is one of the weapons used by the public health profession, for health promotion and combating diseases. Hygienic living will contribute to the maintenance of a degree of vitality, that will contribute to individual happiness and efficiency.

School health education is the education that takes place in a school or through efforts organised by the school personnel.

Let us take stock of health education activities in India. What are they? There is a perfunctory school medical inspection scheme* in many provinces, but without any follow-up programme. On account of Sadler's report of 1917-19, it was inaugurated in Bengal but has for all practical purposes, ended in smoke. The Punjab Government started a good rural medical inspection scheme, but this has lacked all public support and enthusiasm. In Madras, there is a show of medical examination of pupils in schools and colleges. The school medical inspection benefits neither the doctor, the pupil, the educational institution, nor the parents who pay the extra medical examination fees (this is an impost on them), nor the State. It is definitely an *eye-wash*, to dupe or lull the public into a false sense of security.

The physical training programmes** are not suited to the individual child. The whole basis of the programme is wrong. As the late Lord Baden-Powell aptly remarked—"it is only a veneer to cover up the defects in the State, in not attending to the antenatal clinics and child welfare problems." The present system of physical training needs a thorough overhauling.

As regards the nutrition of the child, it is most lamentable, to look at the economic conditions of the middle and lower classes. As regards the general public and its so-called leaders, there is nothing but loose thinking and tall talks, which serve no useful purpose. The medical profession is a Rip Van Winkle, who is yet to awake. There is no nutrition policy for India.*** All these must GO.

I have shown you, that beyond tinkering with the health problem here

and there in India, there is no uniform policy throughout India, to build a healthy citizen. Isolated attempts by a few interested schoolmasters have not served the purpose of a uniform policy, which is urgently needed in India to-day. This concerns all men, in all walks of life, and in all strata of society. This is a post-war problem, where much planning is required, especially when we are to have a Military Academy and a larger standing Indian Army than hitherto. The Madras Government has planned to start compulsory elementary education in certain areas, in the Presidency as a post-war reconstruction education programme. I venture to point out that the scheme should not overlook the fundamental health of the individual. Otherwise, even in these days of advanced thinking, we will be perpetuating the same faults, found in the present system of education.

Therefore, I appeal to you, the teaching profession in India, to wake up to the realities of the situation, of rearing a *healthy* citizen and not merely an *educated* one, well versed in the 3 Rs. I request you to do honour to the hallowed but much neglected principle—*Mens Sane Incorpore Sano*.

The school health programme, that could be carried out without much expense and trouble by the school managements are—

1. To arrange for the hygienic conditions of teaching. The Madras Education Rules lay down all the instructions regarding building, seating of the pupils, sanitation, over or under-crowding.
2. To train pupils to live hygienically while at school.
3. To provide for the correction of physical defects as far as possible, by providing a school doctor—a pucca school medical inspection scheme, with a follow-up policy; this is a stitch in time that saves nine, or to use the medical expression—"the cheap ounce of mixture to spare the costly pound of cure".

* My special article: *Madras University Journal*. July 1938.

** My special article: *Madras University Journal*. Jan. 1939.

*** My special article: *Indian Medical Journal*. Decr. 1938, and the *Antiseptic*. August and Sept. 1945.

4. To teach pupils useful health knowledge. I recommend that in addition to the elementary science classes, there must be health classes. The present system or curriculum of hygiene period is not enough.
5. To provide physical activities, suited to the individual child and the health needs of the pupils. The individual child must be made the basis of the entire physical activities; otherwise, this will end in failure.
6. To direct school health programmes, so as to prevent the spread of communicable diseases. Make the child sanitation-minded.
7. To encourage pupils to practise hygienic living outside the school-hours, viz., at home and in public places. In this respect, the Bombay plan of educating the public through rubbish collecting vans, is well worth the attention and adoption throughout India.

The fourfold aims of a general scheme of health education, adumbrated above are :—

1. To instruct children and youths so that they may conserve and improve their health ;
2. To establish in them, the habits and principles of living which will in later years assure them the greatest happiness and service in personal, family, and community life ;
3. To influence parents and the community through the health education of their boys and girls ; and,
4. To promote a healthier and fitter Nation and Race.

The Health policy of all advanced countries is :—

“to improve the individual or the community life of the future : to insure a better second generation, and a still better third generation ; and to promote a healthier and fitter Nation and Race”

Therefore, this health policy must be augmented by a well defined health programme, which must include :—

1. Facilities for mothers and infants, and,
2. Facilities for the conservation of children's health.

The health motto of all advanced countries is :—

“to cure is the voice of the past, to prevent the divine whisper of to-day”.

The Board of Education, England, as early as 1936-37, has suggested with regard to health education to be imparted to the pupils ; and through the pupils to the community 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”.

The laws of health are simple, based on the five fundamental necessities of a healthy life, viz., good food, cleanliness, exercise, rest, and sleep. 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 and Acts. A list of health hints for practice is appended (Appendix I.)

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 sole 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.

Sex-hygiene: Earlier, it has been shown that the period of adolescence is the period when all are predisposed to attacks of diseases. The time of adolescence of the boy or girl presents its own problems, the most important of which is the sex one. As one aptly remarked—*at adolescence, the child leaves a snug harbour for a sea of troubles*. It has been debated as to who should impart the sex knowledge—the class teacher, the doctor, or the parents? Sex education is tabooed in public, both by the doctors and the

teachers, even though they are ready to discuss this problem threadbare in private. Why should this be shrouded in secrecy?

In the past, young persons were generally left to find out these matters for themselves, but now, it is the universal opinion that some help, guidance, and preparation should be given. By whom? It is not always the parents, best fitted to give the instructions, for “they have their own sex difficulties and they have shyness too”. Therefore, instruction should come from the teacher, better before adolescence, for a good number of children undoubtedly pass through their childhood, unaffected by sexual matters. The doctor becomes only a consultant in these matters, when troubles crop up.

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

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, the following health reforms :—

1. “Classes of not more than 30 in all schools, so as to prevent over-crowding and cause insanitation ;
2. “Health and nutrition policy for every child ;
3. “Vigorous efforts to provide playgrounds for recreational purposes ; and,
4. “Speeding up in the reconditioning of old school buildings.”

Not only this, the Tokyo Conference of World Federation of Education

Associations (1938) recommended the following resolutions :—

1. “That the desirability of adequate and as nearly uniform records of physical examination for school and college students of all countries be maintained ;
2. “That the training of teachers include adequate instruction in modern methods of teaching health, in order that they may be more efficient in promoting health, in co-operation with the personnel of the Public Health Department, other agencies in the community and the home ; and,
3. “That the recreational and physical activities of children should be determined and regulated by the findings of an adequate medical examination.”

In this intensive international health activities, both before and during the present War II, India has no place. She is a back number indeed.

I desire to impress that I should not be misunderstood as sermonising the teaching profession. Far be it from me to cast any reflection on the noble work of the educationists. The teaching profession is in the most enviable position of shaping the future citizens, and thus indirectly leading the destiny of the country, either for good or bad. I do know and realise the enormous difficulties of the teaching profession—their meagre remuneration, their personal hardships, their finances, which are none too happy their over-work, and last but not the least—the scant re-

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cognition of their due merits and place in the body politic of our country. The South India Teachers' Union has nearly 10,000 members on its rolls, and the All-India Educational Association represents a good and well organised federation. I appeal to them to formulate the health education policy, the health demands, and press for the same.

A specific set of objectives for general education suggested by a Committee of the National Education Association is as follows* :—(i) Health; (ii) Command of fundamental processes; (iii) Worthy home membership; (iv) Vocation; (v) Citizenship; (vi) Worthy use of leisure and (vii) Ethical character.

Health is placed at the beginning of this list and health relationships are obvious in connection with some of the other specific objectives. We have thus left behind the concept that the schools' only responsibility is to teach facts and have arrived at the concept that the schools' responsibility is to train for citizenship, with due consideration of the child's physical, mental, social, and emotional welfare. The modern school health programme recognises significant contributions to health from many sources, including the medical, nursing, and dental services, physical education, health instruction, specialised training in the field of nutrition, and the public health control of school sanitation and communicable diseases."

This is the modern approach to education, which should not be ignored in the present days post-war educational schemes. These are yet to crystallise in India.

My appeal to formulate the health education policy is no less applicable to the medical profession. The reports of the All-India Medical Association and its Conferences, will show that the medical profession has not bestowed any thought on this vital health reform of preparing a healthy citizen. It is all a *laissez-faire* attitude. It is high time that both the professions woke up to the

realities of the situation and worked in a co-operative and harmonious adjustment, for the health, happiness, and well-being of the children of the soil.

The results of all this health education will be the knowledge.

1. That health is dependent on what you do, and hence it is controllable;

2. That perfect health should be desired by all.

3. That the health habits, established in early life will improve the efficiency of the health of the community; and also, create a community life and citizenship. Health transcends all politics, castes, and creeds. 'It is a non-political and all-party programme.'

Parents' and community's responsibility: The parents representing the community have as much responsibility as the great teachers or the doctors, to see that their offsprings are healthy and grow physically fit. I wish to impress on them, with all the emphasis that I could command that *public health is purchasable*. It is left to the parents to see that the children continue to practise the health habits and knowledge, taught to them in schools. Many parents will try, when they see what the child is doing at school, to help him to practise at home the same habits.

The essential points that a parent should observe are :—

long hours of sleep at night, breakfast before coming to school, and cleanliness of body and clothing.

The Hygienic management of the home, so that the child may meet the minimum standards in health practices, should provide :—

1. Preparation of regular meals :

2. Sufficient variety of food, to provide a *satisfactory* diet. A *balanced* diet though ideal, is costly and uneconomical. It cannot become the daily diet of the Indians in the present economic state. Therefore, the balanced diet is of academic interest only. The fad about the balanced diet is well worth giving up, in the place of a satisfactory diet, which has been recom-

ended by both the League of Nations and the United Nations Food Conference, 1943. A full and exhaustive article of mine has appeared in the *Antiseptic journal*, Madras, August and September '45.

3. Cleanliness has an important bearing on the prevalence of disease ;

4. Keeping the house quiet at night, so that the children may sleep soundly ;

5. Keeping all members of the family, free from skin diseases ; lice, etc.

All these will help the children to assume responsibility for the above health conditions.

My other suggestions are :—

1. *Child's Health Day* in the school, when the parent can observe what is being done at schools. In this connection, one is reminded of the *Green Flag day*, started in Bengal sometime back. Now, it has fallen into disuse. This shows the apathy of the public and educational authorities.

2. *Special Mothers' Day meeting*. This is in addition to the parents' day meeting.

3. *Perfect Physique Competition prize*, for the best healthy and physically fit pupil. This has been inaugurated by H. E. H. the Nizam of Hyderabad, from 1938 onwards. This must become universal in every school.

4. *Do not vote* for a candidate in any election, who will not promise and work, for the children's cause of health, happiness, and well-being.

To sum up, I have shown you, both the teaching and the medical professions, that health is a neglected problem in India, that the average health is low, physical fitness below *par*, that there is no health policy, no health education policy, for the future citizen, the prop of the country of to-morrow. The educationists being concerned with the tender age of children, are I feel have a greater responsibility than the doctors. Hence, my special appeal to them. The teachers should immediately take up this vital health problem (apart from the curriculum of the 3 Rs.) and do their mite to lay the foundation of good health, best health habits, and health behaviour among the children, who come under their charge. The Madras Government is introducing compulsory elementary education in certain areas in the Presidency. It is

worth while adopting my scheme of health education. Without health, the happiness of the individual, his economic value to society, and the sweetness of life will disappear. This will make them grow up into healthy citizens and leaders, fit for any walk of life, for the *onward march of a Nation depends upon the feet of little children*.

References : (1) E. C. Turner-Principles of Health Education, 1939, Edn. (2) U. S. A. Government publications and Public Health reports ; (3). Health programme for Normal schools, U. S. A. ; (4) Reports of Board of Education. England ; (5) London Times-National Health supplement, 1937, September, (6) My innumerable discussions with public leaders and educationists. (7) Calcutta University Commission's Report (1917-19) ; (8) Army Health Reports.

APPENDIX I

Health Hints to Students and Pupils

These can be cyclostyled and be distributed to each student. No cost is involved, except the love of labour and a little stationery.

1. Remember that the golden rule for preserving eye-sight for young people is *good print on good paper in good light*, both at school and home;

2. Avoid books with bad and small prints ;

3. Keep the book at least *one foot* apart from the eyes, while reading ;

4. Do not stoop at the time of reading, read with the book on a sloping desk, sit erect on a chair with a straight back ;

5. Let the light fall on the book from the left and above your head ;

6. Do not read long at a stretch, especially in the evening with a dim light ; interrupt your work with periods of intervals and thus give rest to your eyes ;

7. Avoid cinemas and reading when in moving vehicles, as far as possible.

8. Do not stare at the sun or any very bright light. They injure the eyes ;

9. Keep your eyes clean. Clean with cold water. Bathe your eyes, as soon as you rise.

10. Consult a medical man at once, if you get frequent head-aches, blurring of prints while reading, and watering

*Report of the Commission on the Reorganisation of Secondary Education." National Education Association, U.S.A. Proceedings of the 59th Annual meeting, 1921.

in the eyes—these are the early signs of eye-strain.

11. Take good care of teeth. Do not pick teeth with pins, for it will crack the enamel and cause the teeth to decay.

12. Take good care of health, for the preservation of good eye-sight. Sufficient nutritious food, open air life, and regular exercises are all necessary for good health and good eye-sight.

13. The *laws of health* are simple, based on the five fundamental necessities of a healthy life, viz., good and wholesome food (satisfactory diet), perfect sleep, regular exercises, absolute rest, and cleanliness (inside and outside the body).

14. *Food and Eating habits*: Eat slowly, chewing food well; wash hands before and after handling food; have regular hours of eating; avoid eating sweets and sweet drinks between meal hours, and keep regular habits; protect food from dust, flies, and other insects; wash raw food before eating; choose food in accordance with its food value, and that which satisfies your tastes, sentiments, and purse; and *not uneconomical* foods, like Horlicks, Ovaltine, Glaxo biscuits, skimmed milk powder, and all other motivated advertised food-stuffs.

15. *Mental and Social hygiene*: Play happily with other children, do your work promptly, be considerate of other's feelings, and accept just criticism willingly and without demur.

16. Treat every girl friend as you would like to have another man or boy treat your own sister and girl-friend.

17. *Sanitation*: Do not spit on floor; cover cough and sneeze with a clean cloth; keep your home, school, and other public places clean; report the first sign of illness to your parents or doctor; keep away from catching infectious diseases; treat your doctor as your friend and seek his advice freely.

18. *Safety practices*: Listen for cars, while walking along the road, wait for a clear space to cross the road, enter or leave a car, bus or train when it has stopped; refrain from playing with matches and fire.

References: American Health education publications and schools curricula.

(Continued from Page 148)

e. g. In converting weight given in kgm. per metre of iron rod into weight in pounds per foot.

D IV-2. Defects and deficiencies.

1. Inability to do the additions and subtractions when the quantities are presented horizontally—

(i) with + and - signs;
(ii) in ruled columns as, e.g., in bank books.

2. Untidy unsystematic marginal work. Marginal work not set in order, to correspond to the main work.

3. Inability to do even easy conversions mentally. Unnecessary, unjustifiable marginal work and use of scrap paper.

4. Inability to generalize and apply operational technique learnt with one system of units or measures to other systems on the basis of analogy or logical similarity.

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ERRORS, DEFECTS AND DEFICIENCIES IN THE STUDY OF SCHOOL ARITHMETIC AND MENSURATION

By S. BALAKRISHNA AIYAR,

Retired Vice-Principal, Teachers' College, Saidapet.

D. DENOMINATE NUMBERS AND COMPOUND QUANTITIES (GENERAL)

DI. Fundamental Notions.

DI-1. ERRORS.

1. Faulty notions regarding sizes of units and values.

2. (i) Failure to mention unit-names (denominations) wherever necessary in all stages of work and in the answers.

e. g., Cost of horse = 3450, volume of the slab = 75.

(ii) Incorrect assumptions.

e. g., Let l = the length of the room.

(iii) Mix-up of abstract and concrete numbers.

3. Confusion of units. Quoting wrong units.

e. g., feet for yards; yards for square yards; depth of a river is 14.2 kilograms; Income to a school = 27 boys.

4. Errors in estimating values and sizes of things. Too large margins of errors.

DI-2. Defects and deficiencies.

1. Want of appreciation of the importance of measurement (i) as a means of evaluation and exchange in social, economic and business life of individuals and communities; (ii) in all scientific work.

2. Lack of ease and ready judgment in choosing suitable units, i.e., units suited to the sizes to be measured and the degrees of approximation desired or desirable.

e. g., lakhs and crores of rupees in budget estimates, tons and cwts. in timber measurement.

3. Vague notions regarding measuring things from different aspects.

e. g. A tree from the points of view of value, height, girth, weight.

4. Ignorance of the existence of useful units.

e. g., 50 cubic feet as a unit to measure quantity of timber (e. g., teakwood

beams), 100 square feet as a unit of area for white-washing walls.

5. Choice of inconvenient and unsuitable units.

e. g., Square foot to express the area of a big garden (giving an inconveniently large measure); square mile to express the area of a small hamlet (giving an uncouth fractional value).

6. Inability—

(i) to form estimates of sizes and values, judging by eye, by direct handling, etc. Want of specific practice and training;

(ii) to obtain relative sizes, esp. of objects far apart from each other.

7. Ignorance of the inverse-ratio relation between unit and measure.

8. Use of apparatus and appliances:

(i) Careless handling.

(ii) Failure to keep them in good condition.

(iii) Failure to note their defects and allow for the defects in the course of the measurement and in the results obtained.

DII-1. Tables of Relations.

DII-1. ERRORS.

1. Wrong relations among units of the same system.

e. g. 1 acre = 4840 yards.

2. Wrong relations among units of different systems.

e. g., As between a mile and a kilometre.

3. Confusion of equivalents.

e. g., Number of lbs. in ordinary and imperial maunds; of grains in avoirdupois and Troy weights.

D II-2. Defects and deficiencies.

1. Imperfect and incomplete knowledge of tables. Gaps.

2. Want of confidence. Frequent recourse (reference) to printed tables.

3. Repeating the whole table for getting at a relation between specified units.

This is analogous to the reciting of the multiplication table of integers.

4. Ignorance of relationships among important units in common use.

e.g., 1 ton = 2240 pounds (same system); 1 inch = 2.54 cms. (different systems).

5. One-way memorising of tables, usually in the ascending order of sizes of units.

N.B. It is desirable to know the tables in both the orders, ascending and descending: e.g., from tolas to candies and from candies to tolas.

D III. Reduction

D III-1. ERRORS.

1. Errors in ascending reduction:—

(i) Multiplying by the relational numbers instead of dividing.

(ii) Failure to note down remainders when they occur, during the process of successive division for converting to higher denominations.

(iii) Wrong order of using the divisors.

e.g., In converting pies to rupees, first dividing by 16 and then by 12.

(iv) Skipping steps. e.g., 8 palams $\frac{1}{16}$ viss.

(v) Omission of unit-names of quotients and remainders in the course of the conversion work. e.g.,

$$\begin{array}{r} 12 \overline{) 572} \\ 16 \overline{) 47-8} \\ 2-15 \end{array}$$

2. Errors in descending reduction:—

(i) Dividing instead of multiplying by the relation numbers.

(ii) Wrong order of using the multiplying numbers.

e.g. In converting viss to palams, first multiplying by 8 and then by 5.

(iii) Failure to add the successive lower units during the process of conversions and additions.

3. Erroneous statements of steps and results.

e.g. Rs. 4 $\times$ 16 = 64 as.; $\pounds$ 1 $\times$ 20 = 20 sh.

[Correct forms: Rs. 4 = 4 $\times$ 16 as. = 64 as., $\pounds$ 1 = 1 $\times$ 20 sh. = 20 sh.]

4. Faulty arrangements.

D III-2. Defects and deficiencies,

1. Inability to skip intermediate denominations.

e.g., to multiply by 40 to convert viss to palams.

2. Clumsy arrangements of the steps and marginal work.

D IV. The Four Fundamental operations.

D IV-1. ERRORS.

(a) Addition.

1. Adding from left to right.

2. Errors in addition and reduction to higher denominations.

3. Failure to carry converted quotients to the higher ranks.

4. Non-observance of the principle that like quantities alone should be added together.

(b) Subtraction.

1. Subtracting from left to right.

2. Errors in borrowing and conversion to lower denominations.

3. Failure to allow for having borrowed.

4. Non-observance of the principle that like quantities alone should be subtracted one from the other.

(c) Multiplication.

1. Errors in multiplying and reducing to higher denominations.

2. Failure to carry the results of conversion to the higher ranks.

3. Multiplying from right to left.

(d) Division.

1. Errors in the reduction to lower denominations of the remainders in each stage of complete division.

2. Failure to bring down and add to the converted remainders the next corresponding parts of the dividend.

3. Failure to convert to the same denomination a given pair of quantities to find out how many times one of them contains the other, or what fraction one quantity is of the other.

4. Errors re fundamental notions. e.g., Rs. 28 $\div$ Rs. 7 = Rs. 4.

(e) Mixed operations.

1. Illogical chain of operations.

e.g., Question: Multiply $\pounds$ 7 by 2 and subtract 4 sh. 6d. from the product. Working: $\pounds$ 7 $\times$ 2 = $\pounds$ 14 - 4 sh. - 6d. = $\pounds$ 13-15-6.

2. Confusion and mistakes in converting one system of related units into another.

(Continued on Page 146)

OUR ASSOCIATIONS

TRICHY DISTRICT TEACHERS' GUILD

The General Body of the Trichy District Teachers' Guild met on 9-9-45 at the Rajah Higher Elementary School, Bikshandarkoil, with Sri A. Rama Iyer, M.A. the president of the Guild, in the chair.

The Rajah Higher Elementary School and Rao Saheb Sri G. Rajagopal Pillai, F.R.H.S., welcomed the Guild in suitable terms. Rao Saheb Sri G. Rajagopal Pillai, F.R.H.S., in the course of his speech, referred to the need of spiritual education from the earliest stages.

Sri N. Halasyam Iyer, B.A., B.L., M.L.A., spoke on 'The role of teachers in Society.' He referred to the important part the teacher played as the maker of the nation and urged on the need of the teacher getting up-to-date to prove really useful to the Society through rural reconstruction work.

Sri A. Rama Iyer, in the course of his speech, emphasised on the teacher knowing his responsibility and advised the teachers to make themselves up-to-date by availing of the refresher courses organized during the vacation.

Sri G. Krishnamoorthy, the Secretary, indicated the programme of work for the year on the professional side and exhorted the teachers to join the Guild in large numbers and make it a really strong and representative body to agitate for the teachers' rights.

This meeting of the Guild resolves that the present leave rules for teachers in aided Elementary Schools be revised and the leave rules now in force for Government servants be made applicable to them as well.

This meeting of the Guild resolves that the Government be requested to reduce the number of working days in a year in all Elementary Schools to the number of working days in High Schools, in view of the intolerable hardship imposed by the rule regarding 220 working days.

This meeting of the Guild resolves that the Government be requested to make provision in the Grant-in-aid code for one additional teacher in all Higher Elementary Schools irrespective of the

number of teachers and also for primary schools with ten sections or more.

This meeting of the Guild resolves that the Government be requested that the dearness allowance now paid to teachers in all aided schools be raised to the level of the dearness allowance paid to Government servants with retrospective effect and that the allowance may be continued till the return of normal living conditions.

The General Body of the Trichy District Teachers' Guild met at the Guild House on the 30th Sept. 1945, at 3 P.M.

Sri R. Srinivasa Iyer, B.A., B.L., Advocate, Trichy, presided.

Sri G. Krishnamoorthy, Asst; E. R. High School, spoke on "the need for the uplift of teachers." He stressed the need for the uplift of teachers from the stand-point of the teacher, the society and the Government. He criticised the introduction of compulsory elementary education in certain areas in the presidency and said that no new scheme of expansion of education would be of any avail unless and until the teacher's status was improved. The president, in his concluding speech sympathised with the cause of the teachers and stated that the teacher should be paid decently to enable him to maintain his status. He deplored the ban on teachers in regard to elections and stated that the grievances of teachers could be redressed only by teachers entering the legislature in large numbers.

The following resolutions were unanimously passed.

1. This meeting of the Guild brings it to the notice of the Government that:—

(a) the uplift of teachers should precede any new scheme of expansion of education.

(b) the betterment of the condition of teachers of all grades now in service under all agencies in the Presidency should form an essential preliminary to any scheme of expansion.

and (c) that the need for keeping the existing teachers above want by the grant of minimum living wages, full

fee concessions for their children, a more liberal contribution to their Provident Fund and a gratuity at retirement should be first met to enable the teacher to pay his undivided attention to teaching work.

2. This meeting of the Guild resolves to reiterate its resolution No. 7 passed at its General Body meeting on 9-9-1945 and to request the Government to cancel G. O. 1280/ June 1939, forthwith so as to give that freedom to teachers which is allowed to members of all other professions even at the ensuing elections.

The meeting came to a close at 6 P.M. The Trichinopoly Mills Ltd., Trichinopoly, were 'At Home' to over 150 teachers who attended the meeting.

Coimbatore and the Nilgiris:

The Twentieth Annual Conference of the District Teachers' Guild, Coimbatore and the Nilgiris was held on Saturday the 15th September 1945 in the Saraswathi Hall, Mahajana High School, Erode under the Presidentship of Sri T. P. Srinivasavaradan, B.A., L.T., Secretary, South India Teachers' Union.

Sri R. K. Venkataswami Naidu, Chairman, Municipal Council, Erode and the Chairman of the Reception Committee welcomed the President, the delegates and the visitors to the conference in a short speech. He said that if Education was imparted in the mother tongue at the initial stages, taking up the study of a foreign language to a later stage, much time and effort would be saved. Concluding he exhorted the teachers to realise the important part they have to play, in moulding the young and taking their legitimate share in not only shaping the education of their country, but also in public work as administrators and legislators.

Sri E. M. Annamalai Pillai, B.A., B.L., in declaring the conference open, pointed out the important place of the parent in any system of education. Indeed, it is a co-operative endeavour of the teachers, the pupil and the parent.

Mr. S. Venkataramanan, Secretary of the Guild, then read the messages from Sir Thomas Austin, Adviser to the Government of Madras, Dr. B. B. Dey, the Director of Public Instruction and

Mr. V. Ranganatha Mudaliar, Divisional Inspector of Schools, wishing the conference success.

Mr. T. P. Srinivasa Varadan, B.A., L.T., Secretary, South India Teachers' Union then delivered his Presidential Address in the course of which he pointed out that any system of planned education that might be devised should remove the defects which existed in the present system and should start with a clear statement of objectives to be achieved within a stipulated period. It must also comprise all branches of education. The far reaching reforms envisaged in the Sargent report and the recommendations made by the Madras Committee on Post War Education required the services of many thousands of teachers. But teachers would not be coming forward in such large numbers unless the profession was made more attractive both in regard to remuneration and conditions of service. As local bodies and private managements were unable to run the institutions, fully equipped according to modern standards and needs, with their meagre resources the President urged that the State should assume control and accept full responsibility both for primary and secondary education. In conclusion an appeal was made to the teachers to strengthen the Teachers' Organisations to maintain a high standard of conduct, to foster high ideals in the minds of young children entrusted to their care and to start a psychological Research Department under the auspices of the Guild.

Mr. M. K. Perumal Mudaliar, M.A., L.T., in opening a discussion on Post War Educational Programme stressed the salient features of the Sargent plan but raised an emphatic protest against the proposal to divide the pupils at eleven.

Mr. V. Rajagopala Iyer of Dharampuram pleaded for an Institute of National Planning for Education. He said certain dangers were inevitable in allowing the state to have the sole responsibility in shaping and administering the education of the country as the dominant political parties in charge of running the Government would necessarily exercise a great influence. Further if regimentation in education must go, the planning of a national

policy should be in the hands of an independent body.

Mr. K. M. Ramaswami Gounder of Gobi exhorted the teachers to do their best.

Mr. Bhuvaramurthy, Secretary of the S.I.T.U. Protection Fund, then explained the progress of the Protection Fund Scheme which has now been reorganised on sound Insurance lines and appealed to the teachers to join the Fund in large numbers.

The following are some of the resolutions that were then passed at the Conference.

1. In consideration of the dearth of trained teachers and with a view to secure and maintain the efficiency of instruction in schools, teachers may be permitted to continue in service till they complete their 55th year instead of 55th year, what is the management to which they are attached—Government, Local Bodies or private managements.

2. In the interests of the efficiency of the teaching profession and with a view to improve the standard of living of teachers in general it is resolved to request the Government to recognise the following three distinct scales among the Secondary Grade Trained Teachers and fix separate scales of salary for each cadre and to make the authorities of schools pay accordingly. (1) Secondary Trained teachers with university degree (2) Secondary Grade Trained teachers who have passed the intermediate examination in full (3) Secondary Grade Teachers with School Final qualifications alone.

3. Resolved to request the Government to exempt those Secondary Grade Trained Teachers who have secured a university degree from undergoing the B.T. course and to permit them to appear for the B.T. degree examination.

4. This Conference views with great concern the serious difficulty which the schools face in securing qualified teachers and wishes to impress upon the Government strongly that unless the salary and status of teachers are so improved as to attract the best types of persons to the profession, the efficiency of education in the province is bound to deteriorate; and the following

measures are suggested to the Government, for immediate action.

(a) The meeting of the Coimbatore District Teachers' Guild agrees with the Government in the statement that an essential preliminary to all educational schemes is the elevation of the status of the teaching profession which is now deplorably low and urges the Government to put into operation immediately the scheme No. 87 in its post-war reconstruction plans for improving the scales of pay of the teachers so as to bring them into line with the scales suggested in the report of the Central Board of Education and ask Government to make the necessary grant to the public and private management needed to bring these scales into operation.

(b) The Government must enforce the payment of Dearness Allowance at Government rates, with retrospective effect and compensate managements for any loss incurred till normal living conditions are restored.

5. This conference supports the stand taken by the South India Teachers' Union and recommends to the Government that teachers employed in non-Government institutions with a specified period of service be declared eligible for appointment to the inspectorate and that 50% of the vacancies arising each year be filled up from such eligible candidates.

6. In view of the diminishing strength in the training colleges due to the unattractive prospects of the profession, this conference urges on the Government to offer stipends for encouraging graduates to get trained as teachers.

Proceedings of the General Body Meeting.

The annual general body meeting of the Guild was held at 7-30 P.M. in the Saraswathi Hall, Mahajana High School, Erode, on 15-9-45 with Rev. H. A. Popley the President of the Guild in the chair. The annual report was presented by Sri S. Venkataramanan, the Secretary of the Guild and approved.

The various amendments proposed by the affiliated associations to the revised draft rules of the Guild and recommended by the working committee were passed by the General body. It was resolved to give effect to

the new rules from the ensuing year soon after the registration of the Guild.

The following office-bearers were elected for the year 1945-46.

President: Sri M. R. Perumal Mudaliyar, M.A., L.T., Headmaster, Mahajana High School, Erode.

Vice Presidents:—

Miss. S. Bhagyam, B.A., L.T., Headmistress, Government Secondary Training School for Girls, Erode.

Sri P. P. Angappen, B.A., L.T., Board High School, Metupalayam.

Secretary:—Sri S. Venkataramanan, B.A., L.T., S. J. H. S., Peelamedu.

Joint Secretary: Sri K. V. Marimuthu, B.A., L.T., B.H.S., Erode.

Members of the working committee:—

Sri S. Ramachandra Rao, B.A., L.T., M.H. School, Ootacamund.

Miss. K. Jegathambal, B.A. (Hons.), L.T., Erode.

Sri N. Perumal Pillai, Venkatapuram.

Sri K. S. Raghavan, B.A., L.T., Nanjappa High School, Tiruppur.

The meeting placed on record its appreciation of the services to the Guild by the outgoing members of the working committee. Mr. S. Kuttiappa Gounder of Bhavani expressed the gratitude of the delegates to the Reception Committee for the splendid arrangement they have made to run the Conference. The Secretary of the Guild echoed the same sentiments and thanked Rev. Popley, the President of the Union of Teachers' Associations, Erode for inviting the Guild to hold its annual gathering at Erode. Sri K. V. Marimuthu, the Secretary of the Reception Committee offered his thanks to the Chairman of the Municipal Council and the Public of Erode, for their willing support and financial aid to run the conference so successfully. The Staff and students of the High Schools of Erode put on boards 'Scenes from Rana Pratap Singh' at 8-30 P.M. in the conference hall to entertain the delegates and the drama was very much appreciated.

The Madura District Teachers' Guild:

The Madura District Teachers' Guild met at Pasumalai on the 1st September

1945 at 2-30 P.M. under the auspices of the Pasumalai Teachers' Association, on the occasion of the Centenary Celebrations of the Pasumalai High and Training Schools. Khan Bahadur K. Mohammad, M.A., Divisional Inspector of Schools, opened the session, and Sri C. Rajagopalachari, Ex-Premier, Government of Madras, spoke on 'Basic Education'. Sri V. Jambunatha Aiyar, B.A., L.T., President of the Guild, presided over the meeting. About 400 members attended the session, besides a number of visitors.

Mr. D. Michael, B.A., L.T., Headmaster, Pasumalai High School, while welcoming the delegates and visitors, dwelt briefly on the traditions of Pasumalai Schools, and their cosmopolitan outlook and of the disabilities of teachers in general. The Chairman then thanked the Pasumalai Association for the invitation, and, in the course of his introductory remarks, conveyed the Guild's regards and thanks to Sri C. Rajagopalachari and Khan Bahadur K. Mohammad for their presence and participation in the meeting that day.

Khan Bahadur K. Mohammad, M.A., Divisional Inspector of Schools, exhorted them not to feel depressed. To get themselves recognised, and their wants redressed, he said, they should strengthen themselves by organisation and earnest efforts to fit themselves for their job. They had a sacred duty by the children entrusted to their care, to make them grow up into independent and bright young men and women. He hoped that a fulfilment of these would enlist public recognition and sympathy in their cause and tend to better their prospects.

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Sri C. Rajagopalachari felt glad to see a large number of teachers attending the meeting, which to him looked more like a Conference. He advised the teachers not to suffer from a complex that they had been working a wrong system but that they were doing a good thing, and if they found defects, they should try to reform the system. Some improvements could be made in the present system of education, and the introduction of Basic Education is one. "Basic Education aims at seizing the reality instead of concentrating on symbols. The method of imparting this education and the medium of instruction adopted are two vital factors. Basic Education has nothing to do with nationalism or patriotism as many suppose; it is wrong to mix it up with Mahatma Gandhi and politics. Basic Education could more appropriately be called 'Craft-centred Education'. Here, activity is the means of education and primary development; grasp of reality is to be aimed at before the use of symbols. Basic Education is opposed to the mystic formula of the 3 Rs. It is not a new discovery by any, it is a philosophy of Education already existent, which has got manifested in manual training, the project method and the like. These latter differ from Basic Education in its emphasis on a few peculiarities; here knowledge is only a by-product and activity is prominent and becomes a part of the pupil's being. The reality of the Craft system should always be kept before the pupil. Keeping the products of the activity in a museum for show will not appease the sense of reality in the young: turning the articles into account, disposing of them, however little they may fetch, is necessary. This does not mean that the proceeds should pay the up-keep of the school. This, in fact, is the philosophy of Basic Education." Sri Rajagopalachari apologised that he could not take the place of Mr.

Aryanayakam who was to have addressed the meeting with his expert and practical knowledge of the working of Basic Education.

The Chairman thanked Khan Bahadur K. Mohammad and Sri Rajagopalachari for their advice and address.

The Secretary of the Guild then informed the members that the next Provincial Educational Conference would be held at Bellary and that the invitation from Madura would be availed of by the S.I.T.U. in May 1947. He and the President made an appeal that liberal contributions might be made to the Statham Memorial Committee and sought permission of the house to donate Rs. 20 out of the Guild funds to the memorial, which was complied with. The members were then requested to get their associations and individual members enrolled on the Reception Committee of the All India Educational Conference at Madras during the ensuing Xmas Week.

Resolutions deploring the delay in granting the request of teachers in aided institutions of all kinds (elementary, secondary, training and collegiate) for dearness allowance, urging the enhancement of the salaries of teachers, requesting the grant of liberal stipends to pupil teachers and protesting against the inordinate delay in the publication of the S.S.L.C. Text Books were adopted.

The Chairman then wound up the proceedings with a few concluding remarks. The Secretary then thanked the Pasumalai staff and management for their hospitality, Messrs. C. Rajagopalachari and Khan Bahadur K. Mohammad for their addresses, the Chairman, and the members who attended the session in large numbers. After Tea provided by the Pasumalai Association, the meeting terminated at about 6 P.M.

SMALL SAVINGS SCHEME

The scheme was not intended for obtaining money for war purposes but to encourage the poorer classes especially to save regularly however small the savings might be and invest the savings wisely in National Savings Certificates and thereby become partners of the State in the national wealth and have their standard of living raised.

The need for saving now for the individual and for the country is as great as ever since inflation is bound to continue for some time to come until supplies are more plentiful and since money will be required for various post-war reconstruction measures.

SAVE TO WIN THE PEACE

AND

SAVE FOR POST-WAR RECONSTRUCTION

and invest wisely in

NATIONAL SAVINGS CERTIFICATES

DENOMINATIONS: Rs. 5 to Rs. 5,000.

INTEREST: 4-1/6 per cent per annum simple interest which increases the capital invested by 50 per cent at the end of the maturity period of 12 years. Interest is income-tax free.

ENCASHMENT: Rs. 5 certificates encashable after 1 1/2 years and the others after 2 years with accrued interest.

MAXIMUM for an individual Rs. 5,000 and higher maxima for co-operative societies, associations, local bodies etc.

Certificates obtainable from Authorized Agents, Post-Offices and Savings Bureaux.

THE TEACHERS' BOOK-SHELF

Poetry for you. C. DAY LEWIS, MACMILLAN & Co., LTD., 4sh. 6d.

This is a book which every pupil in the Senior Classes of our High Schools ought to read. Poetry unfortunately is a subject that is least interesting to our pupils. Poetry whether Tamil or English, as studied in schools, has only one purpose to the pupil who studies them viz. answering questions relating to explanations of passages and of allusions and of quoting from memory with meticulous attention to punctuation marks and line beginnings and endings. Mr. Lewis in his free, easy, straight and convincing style speaks in this little book directly to boys and girls telling them what Poetry is. He says "Poetry tells us about the world through our feelings. It sharpens our senses, makes us more keenly and fully aware of life, exercises our imagination and stores up treasures in our memory. Poetry describes life telling you about its inside as well as its outside and thus helps you to know and love the world as intimately as you know and love a friend."

After giving an account of how poetry grew, he describes the instruments of poetry and how a poem is written. He gives a very interesting account of the different kinds of poems and in the last chapter describes how to enjoy poetry. A reading of the book will convince anyone that poetry is something meant to enjoy.

—S. N.

Room to Grow. E. WINFRED MILLER B. A., GEORGE G. HARRAP & Co., LTD., LONDON 5sh.

Room to Grow is an arrestive and suggestive title of this little book which describes the growth and development of the Nursery and Infant School in England. The author with her rich experience as Inspector of Schools for the City of Leicester Education Committee—a pioneer in Nursery & Infant Schools, has portrayed vividly the despicable condition of the Infant Schools of the earlier years of this century and shows how in the modern Nursery and Infant Schools there prevails the happy spirit of freedom and

spontaneity, of initiative and self reliance. The opening of Nursery classes in Infant Schools, necessitating the remodelling of school buildings, had a profound effect on the whole school life of the children attending these schools. Educators must realise the importance of the early years of a child's life when inborn tendencies might be so strengthened and confirmed that they could hardly be changed afterwards and when, for good or ill, habits are formed which would last a life time. The aim of true education has been accepted to be to prepare children fit to live i.e. to prepare them to function efficiently as self supporting citizens in a civilized state. This implies more than knowledge—it comprehends all the social virtues—self-respect, courtesy, honesty, kindness and consideration for the needs of others. The importance of Nursery Classes as being the foundation of these qualities cannot be questioned. In this book Miss Winfred describes the work in the Nursery Classes and Infant Schools. The illustrations in the book brings out well the nature of the work and the excellent condition provided for such work. In her own words the keynote of modern nursery and Infant Schools must be "Spontaneity naturalness, complete absence of artificialities" and it is good to remember her concluding words: "School is life and life is School and it is only by maintaining this essential unity that we can hope to promote steady continuous growth and to lead our children to the realisation that education extends beyond the four walls of the School and never ceases save with life itself".

—S. N.

A Text Book of Heat BY G. R. NOAKES, MACMILLAN, PRICE 10/6.

It has been the contention of eminent educationists in this province that the scope of our syllabuses and the methods of teaching employed by us do not allow of the complete comprehension of the practical side of things taught. This is all the more true of the teaching of the Sciences in our Universities. Even for the highest degree courses, nothing more is expected of the

student than a good grasp of the theoretical side of the subjects he offers. Probably for this reason, lecturers in our universities steer clear of the practical applications of the theoretical principles they take so great pains to explain. This has been a great handicap to the student himself and the poor state of our industrial development is not a little due to it. A book of the type of Noakes' Heat is welcome merely for the fund of information it gives on the practical applications of the study of the science of "Heat." Almost every chapter has, appended to it, a section on these applications. The back-bencher who wonders why the lecturer waxes so eloquent on the co-efficient of expansion, must find in the section on "expansion of glassware" balm for the after-effects of boredom. The section on the "Refrigerator", "Thermos-tats", "Liquefaction plants", "Heat engines" and "Meteorology" deserve special mention. The tendency of the paper-setters of the B. Sc. Degree (for which the book is suited) is to introduce more questions on the technique of physical laws. It would be very desirable that this move should be welcomed rather than frowned back at.

The book, the author says, is intended for "sixth form students specialising Science". With absolutely no aspersion cast on our older students, the book could safely be prescribed for our degree courses. The Syllabus of South Indian Universities has been covered in almost all detail and the sequence is also all that is required. Alterations might be necessary to satisfy individual tastes, but these are few. Thus, some would treat "Gas thermometers only after the gas laws themselves have been treated. It is usual to treat separately different methods of finding specific heat of solids, liquids and gases, instead of grouping particular types of methods as one.

Such variations however must be at the discretion of the teacher in the light of his experience.

On the merit of purely theoretical discussions also, the book is above mark. The treatment of the difficult concept of "Entropy" could not be done better than it has been in this book. The theoretical discussions on the Laws of Thermodynamics and the Specific Heat of Gases are all that could be desired.

A few additions and alterations which would make the book more suitable to our standards might be suggested. The optic lever method for finding the co-efficient of linear expansion, Callender's friction machine for J. Callender and Barnes' method for the specific heats of a gas at constant pressure, and Callender's compensated thermometer are a few necessary additions. The physical significance of Entropy could be explained more in detail. A certain amount of confusion is caused by the use of the term "Thermodynamic Scale" for "Absolute Scale" at an early stage in the book. Its place is strictly only after the laws themselves. The omission of the solution of the Fourier conduction equation on page 342 and the subsequent leaving out of the important Forbes' experiment would considerably inconvenience students.

The book is an excellent addition to the field and the numerous questions and problems at the end of chapters enhance its usefulness. The book could, with great advantage, be prescribed for students offering main or subsidiary Physics for the B. Sc. Degree of South Indian Universities.

S. R. GOVINDARAJAN, M. Sc.,
Lecturer in Physics,
Loyola College.

EDITORIAL

A Unique Gift.

South India has reason to be grateful to the United States of America for the very generous gift it has made of a collection of books suitable for children. This gift has been made by the great democracy to South India as a gesture of cultural relations between the two great countries.

This gift consisting of books illustrating highly evolved American Aesthetic principles, literary forms and methods of study, should mark the beginning of a new and more wholesome influence in the education of our children. In the wealth of colour that adorned them and in the beauty of their printing and get-up the books surpass the finest productions that may be seen on the shelves of any School Library in India.

Apart from the excellence of the get-up and the printing, the freshness, simplicity, force and realistic spirit with which the books are written set the most effective standards for the teacher and the taught to follow. Every one of these books approaches the subject of study from the human interest in it and from the pupils' tastes and needs and attempts to create in them new interests. The authors of these books have deliberately placed before themselves the object that the books should stimulate thinking on the part of the readers and should help them to find the solutions themselves to the problems that are set before them.

The books cover a wide range including Reading, Special Readers, Writing and Grammar, Arithmetic, Geography, Music, Special Studies (History, Geography, Civics and Science). Books for Parents and Teachers, Reference Books and Library Books, Handwork, Arts and Crafts.

We should congratulate the Madras School Books and Literature Society for having secured this gift and the Teachers of Madras should feel grateful to this Society for getting them exhibited for their benefit in the spacious hall of the Christian Literature Society.

Before a large and representative audience of teachers, Mr. R. Bower, the American Consul, explained the object of this gift saying that it was an attempt not only to introduce into India the best that America has in the form of school books but to promote cultural co-operation.

Dr. S. R. U. Savor who opened the exhibition expressed the warm thanks and gratitude of the people of Madras for this generous gift and hoped that it would promote closer cultural relations between the two great countries.

Every visitor that attended the exhibition felt a desire to see and read them again and in many cases to acquire some of those books for their school Libraries. We would suggest to the Madras School Books and Literature Society that they should make it possible for all teachers in this presidency to see the books, to handle them and peruse them and study them carefully. That will produce immediately a great improvement both in the production of text books in this province and also in the standards of teaching in our class rooms. We are not sure if this Society which by the way we understand has been in existence since the year 1893, has the necessary organisation behind it to enable South India to make full use of this gift.

We would strongly urge the Government of Madras to acquire a few sets of these books and through their Divisional Inspectors of Schools arrange for the exhibition of these books at the different meetings and gatherings of Teachers. On a former occasion when the New Education Fellowship visited Madras and Mr. G. T. Hankin, one of His Majesty's Inspectors of Schools who accompanied the delegation exhibited photographs illustrating English education at that time, the Government of Madras took photo-copies of those illustrations and made them available for exhibition on later occasions. That precedent may well be adopted now and the acquiring of sets of these books will be of immense benefit to this province.

Maling and Unwilling.

At long last the Government of Madras have passed an order in G.O. No 1854 of the 10th November directing that the expenditure incurred by the managements of Aided Educational institutions in payment of Dearness Allowance to the members of their staff at rates admissible to Government servants would be taken into account for assessing teaching grants, and that grants would be disbursed in the current year on the same basis with reference to the expenditure incurred by managements in the year 1944-45. The order further states that the expenditure should be taken into account in assessing teaching grants only in the case of those institutions which work at deficit and not in the case of those which worked at a profit.

We are glad that His Excellency the Governor considers the request of the teachers a reasonable one. It is unfortunate that in passing the order on these lines His Excellency has failed to take note of the conditions prevailing in our aided institutions where it has not been possible to grant Dearness Allowance even at the rates admissible for aided institutions according to the earlier G.O. No. 466 of the 30th October 1943. Out of nearly 400 aided educational institutions of the Secondary and Collegiate type, we understand that the Department considers that about 100 are surplus institutions. All the others are working at a deficit. They have been finding it very difficult to meet their share of the net cost arising from the normal working of the institutions. The additional payment of Dearness Allowance would certainly involve an increased deficit and these managements would find it very difficult to meet this extra deficit. An examination of the finances of the so called surplus institutions will show that these institutions have no large endowments and that they balance their budgets by paying their employees poor salaries. It is this difficulty of the managements that has stood in their way of according a more generous treatment to their employees in the matter of Dearness Allowance. The Conference of Managements that met last year made it very clear that the expenditure involved in the grant of Dearness Allowance

at Government rates should be fully borne by the Government from the provincial funds. It is unfortunate that this representation of the Managers and of the Teachers of South India should not have been taken into consideration and Government should have stuck to its antiquated grant-in-aid code. There is no point in continuing to speak in terms of deficit and surplus institutions. It should be made obligatory on the part of the management to pay dearness allowance.

The present order will serve very little purpose in the way of giving relief to the poor by paid employees of these institutions. Managements are fully aware that their teachers need very liberal and generous help. But they have no resources and they look to the Government for help.

We are unable to appreciate why Government should give a step-motherly treatment to aided educational institutions in the matter of sanction of the Dearness Allowance, when they directed the Local Bodies to pay Dearness Allowance to their employees including Elementary Teachers at Government rates promising them that they would meet from the Provincial funds that part of the expenditure which could not be met from the resources of the Local Body concerned. Managements of aided institutions and Teachers' Associations have been asking for a similar order, but instead they have been left where they were. The Government Order only reveals how unwilling and slow Government are in coming to the rescue of the aided educational institutions even when they are faced with abnormal conditions. It should be a pointer to all those who are keen on knowing the fate of education if aided organisations should be allowed to function in this post-war planning period.

We appeal to the managements to represent to the authorities their difficulties in paying Dearness Allowance at full Government rates and make separate representations to the Government to help them with liberal grants sufficient to meet the extra expenditure.

Teachers have too long borne the hardship of the high cost of living and it will be intolerable if they should be compelled

to suffer any longer. Managements must realise the hardships of teachers and must secure from the Government more substantial help than what has been promised. In the meanwhile, they should take the broad hint contained in the order and grant the allowance at least at Government rates from 1st April 1945. If they fail to do so it will be a betrayal of the teacher's cause.

Supply and Training of Teachers:

A problem that must confront any authority proposing a large expansion of Primary education must be the supply of Teachers. We have been experiencing in this province a reduction in the number of pupil-teachers in all grades of training institutions and this rapid decrease must have caused considerable alarm to any authority anxious to be assured of the required supply of teachers. This problem may become even more acute and its solution must be considered very urgent when Government are about to embark on the introduction of compulsory elementary education on a five year plan. Even on the modest proposal of the Madras plan which hopes to bring under instruction 1.33 million more children during the quinquennium, as many as 44000 teachers would be required and Government hope to meet this need by opening additional sections in existing training institutions and to a limited extent opening new training schools. We are afraid this may not result in getting the required supply of teachers.

As a first step, Government must improve the pay and prospects of existing teachers, to induce young men and women to take to teaching. They must also offer very liberal stipends to teachers under training. The stipend offered must be sufficient to maintain a pupil-teacher in a training institution. Even after providing such inducements, Government may have to think of a scheme whereby existing Secondary Schools may be pressed into service for the training of teachers by inducing them to open a training section in their schools. Unless these steps are taken the scheme of expansion may fail for lack of adequately qualified and properly trained teachers and it is good

that Government should realise that elementary education would be effective only when there are teachers with the necessary professional equipment.

It would also be necessary for Government to enquire if the present method of training of teachers is satisfactory. We have heard many trained teachers say that their stay in the training college or school has been of little benefit to them. The organisation of our Government training schools and colleges particularly for men leaves great room for improvement. In staffing these training institutions their needs do not appear to have been taken into account. Often men who have had little or no teaching experience in schools, elementary or secondary, are posted to training institutions and it is not uncommon to find that persons about to retire are posted to the headship of training institutions. With such a practice, all that could be had would be dictation of notes (passing for lectures) and that too a hotchpotch gathered from American and English publications with extracts from the notes of some distinguished former lecturers. At best our training institutions particularly those for men under Government management only coach a number of pupil-teachers for the examination. They appear to give very little guidance of a professional nature. We would therefore urge, that Government should consider the reorganisation of training institution immediately. It would also be necessary for Government to come to a decision in regard to the minimum educational qualification for a teacher. The Central Advisory Board of Education would have it as the Matriculate certificate and we think that this minimum should be insisted upon. The Madras Government plan envisages carrying on the work with Higher Elementary Grade Trained Teachers. While we realise the difficulty of securing teachers with higher minimum qualification, we would urge the Government to see that after a certain period, say five years from now, they should discontinue recruiting teachers who are not at least completed S. S. L. C. holders or Matriculates. The improvement in the qualification of a teacher is sure to result in efficiency.

A Commissioner's Ukase:

We understand that the Commissioner of the Cannanore Municipality has ordered that the Teachers' Association of the Municipal High School, Cannanore, be disbanded. It is alleged that the Teachers' Association, finding that their representations to the Commissioner to arrange for the payment of the salaries of the teachers in the High School on the first working day of every month to be of no avail, sent a resolution direct to the Government on the subject. We are told that the Government did not take any exception to the procedure adopted, but actually directed the Commissioner to make suitable arrangements to pay the teachers without any delay. It may interest readers to note that in spite of the financial difficulty as alleged by the Municipality, the other employees of the Municipality were regularly paid on the first working day of each month. The Commissioner seems to have taken such a strong exception to the procedure adopted by the teachers that he immediately ordered the disbandment of the association. This is very unfortunate.

It is further reported that the Commissioner was taking exception to the failure of the association to incorporate in its byelaws that the association would function under the guidance of the head master and that the association was affiliated to the Malabar District Teachers' Guild which according to him was an outside body. Probably the Commissioner is unaware that the South India Teachers' Union is a registered body in existence from the year 1908 and that the Malabar District Teachers' Guild is affiliated to it and governed by its rules. There are a number of teachers' associations of secondary schools under local boards which are all affiliated to their respective District Teachers' Guilds. It may be of further interest to know that the Government have permitted the unions of elementary school teachers governed by government orders to be affiliated to the respective District Teachers' Guilds.

In the circumstances we would request the Commissioner to take a broader view and permit the association to function.

The Teachers' Self Respect.

We have received many reports of members of the governing bodies of aided institutions undertaking the task of supervising the work of the teacher in the class room. Some time ago, we had occasion to take exception to the Commissioners of Municipalities and members of local bodies adopting such a procedure and we are glad to learn that on a direction from the authorities, that practice has been put an end to. The Madras Educational Rules empower the head of an institution to be in complete charge of the internal management of the school on all matters pertaining to the supervision of the teacher's work, the distribution of work among the teachers, the scrutiny of their notes or lessons, etc. It will certainly not help the head of any institution to maintain his authority over the members of his staff and his pupils if in these matters the correspondent or any member of the governing body of the school should be permitted to undertake any part of the duties that strictly pertain to the headmaster or the headmistress of the school concerned. It will be derogatory also to the members of the teaching profession if their work is to be supervised by outsiders, however eminent they may be. We trust the heads of schools would assert their authority and not allow any needless meddlesome interference on the part of the members of their managing committee. By so doing they would be maintaining their authority and help the members of their teaching staff to maintain their professional self-respect.

The All-India Educational Conference.

At the invitation of the South India Teachers' Union, the All-India Federation of Educational Associations will be holding its 21st session of the All-India Educational Conference at Madras during Christmas week. Sachivothama Sir C. P. Ramaswamy Iyer, K.C.I.E., K.C.S.I., Dewan of Travancore has very kindly agreed to preside over the Conference which will commence on the 28th December and last for three days. An Educational Exhibition is being organised and Dr. S. R. U. Savorr our Director of Public Instruction has agreed to open the exhibition on

(Continued on Page 162)

XXI ALL-INDIA EDUCATIONAL CONFERENCE

Place: Pachaiyappa's College, Chetpet.

Features of the Conference

PROGRAMME—GENERAL CONFERENCE		
27-12-1945	2-30 P.M.	Council Meeting
	4-30 "	Opening of the Exhibition
28-12-1945	11 A.M.	Opening of the Conference
	5-15 P.M.	General Session
28-12-1945	5-45 "	General Session
30-12-1944	2 to 4 "	Concluding Session

SECTIONAL CONFERENCES

Date & Time	Section	Symposium
28-12-45 1 to 3-30 P.M.	1. Primary and Rural Education	Content of the Primary School Education
"	2. Secondary Education	Bifurcation of studies at the Secondary stage
"	3. University Education	Co-ordination of Secondary and Higher Education
29-12-45 8-30 to 11 A.M.	4. Internationalism, Peace and Geopolitics	World movements for international Concord
"	5. Childhood and Home Education	The Place of Children's Club and Play Centres in Child Education
"	6. Vocational Education	Vocational Education and its place in Industry and Agriculture
"	7. Teacher Training	The Problems of Teacher Training in India at present
29-12-45 1 to 3-30 P.M.	8. Educational Survey, Investigation, Experiment and Research	The Difficulties in dealing with the mentally backward and super-normal children along with the normal ones
"	9. Women's Education	Should the course of studies for girls in higher forms of Secondary Schools and Colleges be the same as that for boys?
"	10. Examination Committee	Alternatives to the present system of examinations
"	11. Moral and Religious Education	Introduction of Moral and Religious Education in School and College Curriculum
30-12-45 8-30 to 11 A.M.	12. Oriental Section, Persian and Arabic	Remodelling of Maktabas
"	13. Oriental Section, Sanskrit	Remodelling of Patasalas
"	14. Aborigines Education	Organisation of Schools, subject taught and recreations adopted in aborigines schools.
"	15. Military Studies, Recreation, Health and Physical Education	Organisation of Health and Physical Education in Primary, Secondary and College Institutions

Educational Exhibition

The Exhibition will consist of the following six sections:

- | | |
|------------------------------------|---|
| 1. Childhood and Primary Education | 2. Arts and Crafts |
| (a) Pre-School Education | 3. Physical Education, Health and Nutrition |
| (b) Montessori Method | 4. Educational Measurements |
| (c) Basic Education | 5. Technical Education |
| (d) Children's Books | 6. Safety First |
| (e) Teaching Aids | 7. Music in Education |

Rules for the guidance of the Exhibitors:

- Schools intending to send exhibits should write to the Convener, Exhibition Committee on or before the 10th December giving details of the exhibits they propose to send and the amount of space they would require.
- All Exhibits intended for the Exhibition should reach the Exhibition Hall on or before the 24th December.

3. The Exhibition Committee reserves the right to accept or to reject exhibits without assigning reasons.

4. The Exhibition Committee while assuring that every reasonable precaution would be taken in regard to the safety of the exhibits, does not hold itself responsible for any damage and/or loss of exhibits sent.

Tennis Tournament: In connection with the Conference, arrangements are being made for conducting the All-India Educationists' Tennis Tournament. The Tournament is open to bonafide School-Masters, Principals, Professors of Colleges, Educational administrators, and Inspecting Officers. It shall be open in singles only and the entry fee has been fixed at Rs. 3 per competitor. Last date for entry—10th December.

Boarding and Lodging: The Reception Committee is making arrangements for the boarding and lodging of the delegates. The charges will be Rs. 10/- for 4 days from 27th to 30th December and Rs. 8/- for 3 days from 28th to 30th December and should be remitted on or before the 15th December. Delegates desirous of staying separately in hotels are requested to intimate to the Secretary on or before 10th December 1945. Madras hotels will generally be crowded during the session of the Conference. But if timely intimation is given, the Reception Committee will try its best to secure accommodation in hotels of Indian or European style.

Excursion: If a sufficient number of delegates register by the 15th December, an excursion to Mahabalipuram about 60 miles from Madras will be arranged on the 31st December. The charges per head will be Rs. 8/-.

Last date for enrolment as Reception Committee Member 10-12-45.

For further information please write to the General Secretary, Reception Committee.

Office of Reception Committee,
520, High Road, Triplicane,
Madras, 26-11-45.

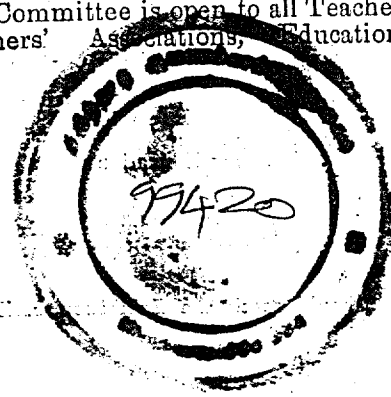
Yours Sincerely,
A. Lakshmanaswamy Mudaliar,
Chairman, Reception Committee.

(Continued from Page 160)

December 27th. Details of the exhibition and the Conference are published elsewhere.

A strong Reception Committee has been constituted for making arrangements for the conduct of the Conference and the exhibition with Dr. Sir A. Lakshmanaswamy Mudaliar as the Chairman. Membership of the Reception Committee is open to all Teachers, Teachers' Associations, Educational

Institutions and to all those interested in education. We are glad to announce that the Reception Committee has decided that all teacher members of the Reception Committee will be deemed to be delegates of the Conference. We appeal to all the teachers in this province to give their whole hearted support to the Reception Committee and help to make the Conference a success as on a previous occasion.



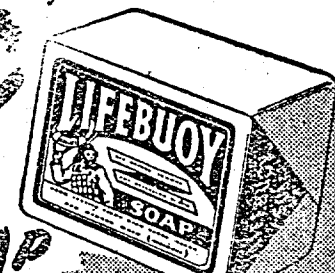
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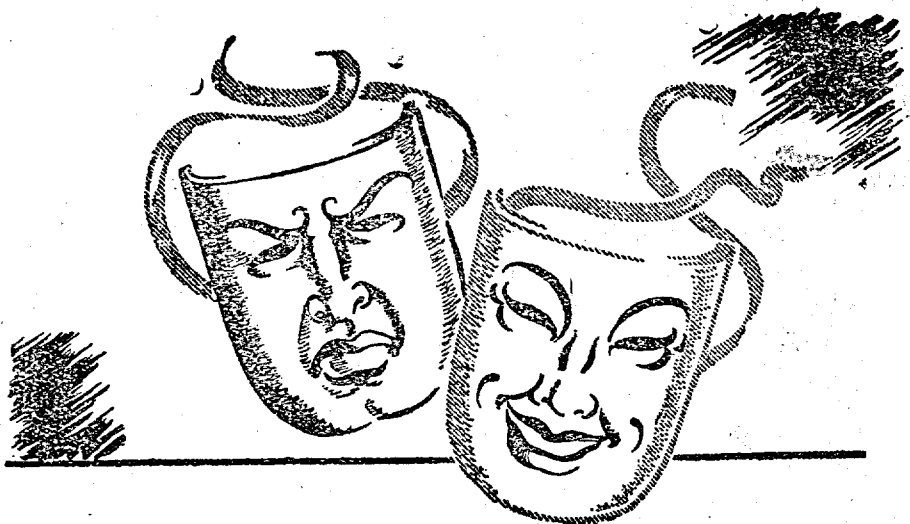
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