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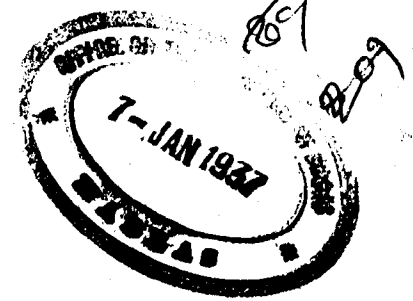
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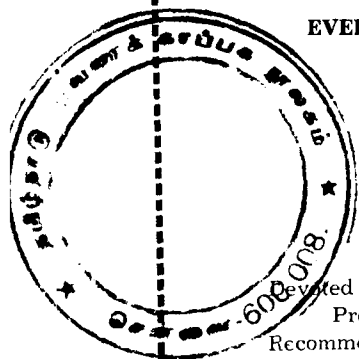
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Vol. IX

NOVEMBER, 1936

No. 11

OUR GROUND FLOOR'

BY

PROF. M. S. SABHESAN.

The subject of our "Ground Floor" is on the lips of every one and there has been considerable discussion about it in the press and on the platform. Mr. Statham, the Director of Public Instruction has, in his message to the Central Education Week Committee laid stress on the importance of Mass Education. The South India Teachers' Union and its affiliated associations will certainly hasten to assure him of their support. Intelligent and whole-hearted co-operation of the profession with the authorities requires a clear understanding of, and agreement on, the fundamentals of mass education. The teaching profession would have been able to understand the measures adopted by the Government from time to time if the profession had an opportunity of sitting at the same table with the authorities and politicians and discussing educational questions. Unfortunately, the authorities in our province have always been proceeding on the assumption that the teaching profession has, and can have, no opinion to offer. Consequently, it is impossible for the teaching profession to know exactly where mass education stands. It has to rely upon papers and documents published by the Government, or by the press from time to time. The latest pronouncement with regard to mass education is the report of the Primary Education Committee. Sometime back the Government appointed a Primary Education Committee. In calling upon this Committee to suggest the best method to be adopted for expansion and improvement of Elementary Education, the Government announced as its immediate policy, the introduction of compulsion for boys in all villages and towns with a population of 5,000 and over. To help the Committee to understand the question referred to it, the Government circulated the note prepared by the late Mr. Cham-

* A lecture delivered on the Guild day of the Madras Education Week.

pion. The Government called upon the Committee to consider the question in the light of Mr. Champion's note and also to see whether the idea of part-time schools would prove useful.

This is not the time to go into the question of the merits of the policy announced by the Government. But it is a matter for great satisfaction that the Government should have chosen to indicate very clearly its present policy in regard to mass education. The Committee was therefore face to face with a definite problem. The report of the Committee is now before the Provincial Economic Council and extracts from the report have already appeared in the press. There are one or two serious criticisms to be made against the report. In the first place, the Committee has chosen to go beyond the terms of reference. As a result, the report contains no definite answer to the question referred to the Committee. In the very first paragraph the Committee expresses its desire to go beyond the terms of reference and to take up for consideration the entire field of Elementary Education. While saying that a thorough overhauling of the system is needed, the Committee has no definite recommendation to make. With regard to the question referred to it the Committee makes the astounding statement that it deprecates the introduction of compulsion in any area unless there are a sufficient number of school-buildings, a sufficient number of schools with the complete structure of five standards, and sufficient staff and equipment to render the proper working of compulsion possible. It is very difficult to understand why the Committee should have chosen to consider the question in general terms and thus deprive the Government of the help expected from it.

Another point about the report is that it chooses to ignore the question of the education of children below the age of six. Though it may be justifiable technically under the definition in the Elementary Education Act, it is uneducational for the Committee to state that the proper care and education of children below the age of six is a matter more for consideration of the Health Department than for the Department of Education. All the world over, the Nursery School Movement is receiving special attention and even the buildings and furniture are newly designed to meet the needs of children. Psychologists tell us that habits and character are being formed even at an early stage of the child and it is very unfortunate that the Committee should make a statement which is likely to create an impression that the authorities and the public of Madras are not in touch with the modern trends in Education. Will it not be open to the Department of Health, the Department of Agriculture, the Department of Engineering, and the Department of Industries to call upon the Department of Education to render a true account and explain why the percentage of adult illiterates is allowed

to increase rapidly and thus act as a drag on the progress of the country? The report of the Committee is more or less a hotch-potch one abounding in half-truths, irrelevant criticisms and contradictions with a sprinkling of pious declarations. The suggestions made by the Committee are by no means new and many of them such as free supply of books and change of school hours were made as early as 1920.

The chief points in the report I propose to consider are : (1) Public sympathy. (2) Poverty of the parents. (3) Stagnation and wastage. (4) Unsuitability of the courses. (5) Paucity of funds, and (6) Teaching grants.

Much is said about lack of public sympathy. All political parties have always stood for mass education. It is therefore very difficult to understand what kind of public sympathy is expected. The Committee itself says in its report that there is great scope for adopting moral persuasion. It can be safely said that there is no hostility on the part of the public with regard to mass education. This lack of public opinion is one of the old arguments repeated every time. What is the publicity work done by the authorities and politicians to make the public realise the importance of education? Very few of the thousand and one politicians who are spending a lot of money in elections to Local Bodies and Legislatures have been educating public opinion in regard to mass education. It is unfair to take shelter under lack of public sympathy.

The poverty of the parents is an old idea which is given a new turn in the official note. The poverty of the parents has been the very reason why compulsion has been urged elsewhere in other countries. The official note and the report of the Committee seem to be inclined to the view that the children are the property of parents. Should they depend upon the earnings of children of school-going age? Take the case of the raising of the school-going age to 15 in England. The Government in England has as a result of the agitation set up by the political parties been compelled to raise the age to 15 and the Labour and Liberal Parties have been opposed to the granting of exemption to a pupil who may be beneficially employed. Is it not strange that in our country we should just now begin to talk about poverty of parents as an excuse for not sending children to school? There are many ways in which the attendance of poor children at school can be secured such as free supply of books. Why should the Committee hesitate to recommend to the Government the supply of midday meals which is being adopted in several municipalities. After all, what is the earning of the child? Even the adult in our province is able only to earn a pittance of a few pies a day? It is undesirable that the children of the poor should be deprived of the equality of opportunity.

Stagnation and wastage have been casually referred to in old reports, but during the past few years, much is said about these phenomena. Let us assume for the moment that there is considerable wastage owing to the premature withdrawal of pupils from schools and stagnation. The remedy lies not in shutting out facilities for elementary education. Compulsion is the only method which will ensure holding capacity and regular attendance. Even the problem of inducing the child to continue to attend the school cannot be solved without a certain measure of compulsion. Otherwise, it will be very difficult to expect a parent to continue to keep his child in school. There is therefore no escape from compulsion. Moreover, the introduction of compulsion does not rule out moral persuasion, publicity and appeal.

This phenomenon of stagnation and wastage has occurred elsewhere as for instance in the Philippine Islands and it has been solved by suitable changes in the courses of study, by better teaching methods, by proper training of teachers, and by better conditions of service. The Committee states that much depends on the teacher, but it does not choose to bring to the Government's notice the scandalous conditions obtaining in Elementary Schools especially under Local Bodies. Any reform of Elementary Education will fail to produce any result until the Government takes care to see that qualified teachers are attracted to the profession, and are made to feel that it is worthwhile for them to remain in it. Mere increase of the inspectorate cannot go far, for even the inspectorate is placed in a very delicate position between the Department on the one hand, and the Local Bodies on the other. Very few of the inspecting staff can lay any claim to any training in modern methods with regard to instruction and testing and the work indicated for inspectors in the report is just the thing that is discouraged in Western countries. He is to be an officer not so much for picking holes as for improving the efficiency of schools. If on the score of stagnation and wastage, the authorities are persuaded to act on the suggestion of the Committee for curtailing facilities for education, and adopt the much condemned scheme of concentration and consolidation on a presidency wide scale, the load of illiteracy will become very heavy and the present generation will be guilty of handing over to the reformed Government a much larger number of people who are unable to understand the implications and responsibilities of modern life. Some suggestions are of course made with regard to the school curriculum and other subjects, but it is surprising that the Committee should have devoted so much space to Higher Elementary Schools and the courses in them. The immediate problem before the country and the Government is mass education and education up to the fifth standard should receive special attention. The question of teaching English, the teaching of mensuration

and surveying are all points which are irrelevant at the present moment, and these should not be mixed up with the problem of mass education.

There is very little in the report about finances. It is astounding that the Committee should not have chosen to give an estimate of the cost of education. So long ago as 1920, when the Madras Elementary Education Act was under consideration, Sir Arthur Knapp expressed the idea that the future Minister would be in a better position to tackle the problem of finance because the District Educational Councils would have formed an estimate of the cost of expansion of Elementary education so as to bring educational facilities to every child of school-going age. Unfortunately, the Committee takes for granted that funds will not be forthcoming and therefore it makes no definite suggestion as regards the equipment and conditions of service. We may feel certain any reform of Elementary education, either qualitative or quantitative, cannot be thought of unless there is the assurance from the Government that an allotment of further funds is possible. In the note of Mr. Champion, an attempt was made to prevent stagnation, by a change in the system of teaching grants. That proposal may be good for the Government. But apart from the objection that it tries to exalt the old condemned idea of payment by results, it does not attempt to offer definite encouragement to teachers who may be inclined to do their very best. Without calling in question the sincerity or the honest intentions of the managements, it is necessary to state that a change in the procedure regarding grants may not go far unless the Government also take definite steps to see that any increasing help goes directly to the teachers, whose salaries are low. There is also a wrong notion that the question of mass education is more the duty of the managements and the teacher-managers. A large number of schools are run by committees and teacher-managers who have not the necessary means to run the schools efficiently in spite of their honest efforts to do so. Co-operation from all sources is necessary and should be welcomed if the Government could not have adequate resources. Whatever may be the agency employed, it is absolutely necessary that the Government should improve the conditions of service of teachers. The question of mass education is a big "Mettur Project". A leader with imagination, an expert to plan the programme properly and sincere and contented workers to work out the scheme are necessary. The greatest South Indian engineering feat as indicated by the Mettur Dam is a lesson for us in connection with Elementary Education. What is needed therefore is for the Government to formulate the general policy. It is for the Director of Public Instruction to devote his brains and time to the planning of the programme and the teaching profession should understand the spirit and work the scheme. In the absence of a programme, it is very difficult for the teacher or for the politician or even

the authorities to say how far we have gone and when we shall be reaching the goal. Given a good programme, of Elementary education up to the fifth standard, we shall be making rapid progress in the promotion of permanent literacy. If funds be wanting, the scheme may be tried in select districts and the experience gained therein may be of great value.

THE IMPORTANCE OF THE TEACHING OF HYGIENE IN SCHOOLS AND COLLEGES *

BY

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INTRODUCTORY

“There is but one temple in the world and that is the body of man. Nothing is holier than that high form.”

NOVALIS.

But there is one subject that hardly receives the attention it deserves from the Educationists and the State and that is the subject of the teaching of Hygiene in our schools and colleges (including the institutions for training teachers). I take this opportunity to appeal to the educational authorities to give it a place in the school curricula and the courses of study in Colleges.

AIM OF EDUCATION

The need for instruction in matters of health is past the stage of academical discussion. The aim of education is the harmonious evolution of all faculties, physical, mental, moral, and spiritual. Without physical health, the other faculties cannot be developed. True education should denote, therefore, the preparation of the child, as it grows, in all its respects, for the duties and responsibilities of future citizenship. This preparation is an arduous one. While passing through it, the scholar should come out unscathed by the stresses that are brought to bear on him. Education implies not merely the “drawing out” but also it means the co-ordinated evolution, the opening out or unfolding of all the constituent elements of the individual. Such was the conception of Manu about Education in Ancient India. Such also was the Platonic conception of it in the West.

But in both the East and the West, the dark ages succeeded the golden eras of Ancient India, Egypt, Greece and Rome. And the evalua-

*A lecture delivered on 8-10-1936 at Sir M.Ct.M.C. High School, Purasawalkam, in connection with the Sixth Madras Education Week.

tion of the development of faculties also changed, with the result that the training of the body alone received undue attention during the period that succeeded the dark ages, i.e., the middle ages. With the advent of the Renaissance, the pendulum swung to the opposite extreme and an unduly high value was put on the acquisition of culture which was essentially intellectual. Often, during this period, there was the pernicious doctrine that laid down that the physical and intellectual cultures were the antithesis of each other. It was only towards the end of the last century that thoughtful educationists like Herbert Spencer began to perceive the truth in the ancient proverb, "a sound mind in a sound body".

The following quotation from a recent writer on the subject furnishes an illuminating commentary on the evils of un-co-ordinated and one-sided development of our faculties :—

"It has often been remarked that persons of high psychic and mental endowment come frequently upon the disaster of the senses. Dissipation in Byron, laudanum in Francis Thomson, were not signs of essential depravity, but symptoms of incoherence and want of tone in the machine. Tennyson, furrowed and half blind at eighty-two, doing exercises with arms and legs on the floor of his room, was putting an unwritten explanatory appendix to the large sanity and purity of his life and work. When Cowper lost faith in God, it was less a matter of theology than of physiology."

THE DUTY OF THE STATE IN HEALTH EDUCATION

In the struggle for earning their daily bread, thousands of families have to make a compromise between the duty of feeding their children and the duty of educating them. Thousands more, in sheer ignorance, completely neglect the duty of educating them, when they can. In such circumstances, it is the State, with its foresight and knowledge, that should step in for giving the lead and guidance, while, by example, it may make a convincing appeal for private effort, help and benefaction. In a large measure the duty of educating the people devolves on the State and it has realised the truth of the aphorism that "Prevention is better than Cure".

In the past we looked on the child as something to be educated but now the angle of vision has changed. The child is looked on as one which might be our protector and saviour. The child is the only foundation on which we could build a New and a Happy India. Everything which will ensure the health of the child and the systematic and orderly progress of its education (which includes health education) in the succeeding years up to the period of adolescence are matters which ought

to engage the attention of all men, who are interested in the welfare of the country.

HEALTH AND CITIZENSHIP

The poor health and physique of the people of India and of our Presidency in particular, and the appalling way in which they fall easy victims to the devastating epidemics that, from time to time, sweep over this country are proof that there is something radically wrong in the health and stamina of the people, which fail to protect them from such a tragic fate. The steps taken at present to prevent the prevalence of such epidemics form only a part (and may I say ? a minor part) of the preventive measures to be adopted. The basic work lies in equipping the individuals of a nation with the knowledge that would enable them to protect themselves against such catastrophies and to maintain themselves in a state of good health and vigour. The ideal of equipping the individual with good health and a sound body for good citizenship must really start at the pre-school age—with the infant and the toddler. But a beginning in this direction should be made at least with the children of the school-going age. The school child must be fitted for both the school life and the duties of future citizenship. The best place to begin the teaching of Hygiene, as for all other subjects, is the school. The *Health-stitch in time* shall then be applied best.

THE NEED FOR THE TEACHING OF HYGIENE

For mental, as for physical culture medical inspection is necessary. And after the medical inspection and the detection of any bodily or mental infirmity or ailment, the knowledge of how to look after oneself must be made a gift to the young scholar, so that he may help himself in rectification. It is only a matter of discerning whether this branch of knowledge is not as important as any other, to learn which the student goes to school. It should need no argument to convince that health must be the basic acquisition of the scholar ; and in that matter he must be made as early as possible self-reliant and as much as possible independent of the doctor. In other words, the knowledge necessary to maintain an individual in a state of health must be among the first to be imparted to the scholar, whether he be in the elementary or secondary school or in the College. The instruction in Hygiene which I advocate is not with a view to make all scholars doctors. On the other hand, it is intended to make them all good citizens.

Good citizens should know the fundamental reasons for the promulgation of the wise laws of Public Health and Sanitation. A person who understands clearly why fresh air, pure water, suitable diet and muscular

exercise are beneficial, is much more likely to aim at getting them than those who merely have a vague sort of notion regarding them.

In order that a man may live healthily and train his children on hygienic principles, it is essential that he should be acquainted with the construction of the human body, which is so wonderfully and beautifully made. Therefore, there is good reason to give prominence to an efficient teaching of hygiene in the curricula of schools and colleges, especially, when we call to mind how the greater part of our population (even the so-called educated) abuses its physical powers in an incredibly thoughtless manner, how the young workman treats matters of health with no regard to consequences, how superstitious the masses are in relying on quacks and charlatans and how entirely ignorant people remain of natural laws which cannot be broken with impunity.

THE RESPONSIBILITY OF THE TEACHER

The work is both difficult and of great magnitude; and it will take time for it to grow into an effective institution for the welfare of the nation. But a beginning must be made. Are we to wait for any auspicious time? Why should we not begin now? Health weeks and talks and propaganda and publicity will not help us to any great extent in solving our problems of Health Ignorance or Health Illiteracy.

A systematic and incessant campaign of instruction in hygiene should be organised in schools and colleges, but it cannot be carried out, if the teacher within the school is not informed on these subjects or does not know how to put Health Ideals into practice. The school doctor or school medical inspector cannot replace the teacher in routine matters of hygiene, as the former comes into contact with the student only at definite intervals for brief periods, while the latter's influence is more sustained, owing to longer and daily contact. Therefore, the teacher should possess at least some special knowledge of hygiene, especially, the hygiene of the school and school life. It is the duty of the teaching profession to call attention to hygienic requirements, so that blunders may be less frequent, when new school buildings are erected or old ones rebuilt.

A fertile field for sowing the seed and the propagation of hygienic ideals is the class room, where consistent regard for these ideals can be demonstrated daily and assiduously. Teachers may also undertake scientific research work in this field, when they are specially trained for the work.

VALUES OF HYGIENE TEACHING

Instruction of the children in matters of hygiene is of the greatest individual and social significance. Talks with parents about the rearing

of children and discussion of unhygienic conditions in the community are other effectual means of conveying the Gospel of Health to the homes of the scholars.

Finally, a not to be despised advantage of this knowledge is the benefit it may be to the teacher himself in enabling him to guard his own health in an arduous and exacting profession. This leads us to the appreciation of the necessity of teaching Hygiene in the training schools, which should form an essential part of the scheme of teaching hygiene in schools and colleges.

Thus, the system of education will aim at also developing in the scholar a Health and Sanitary Conscience and Hygienic Ideals. How much of the subject should enter into the course or curriculum must depend on the amount of time available. Graded courses in Hygiene can be drawn up for the various standards in the schools. A sound knowledge of hygiene has to be broad-based on some understanding of the structure of the body and the functions of the organs—Anatomy and Physiology.

HEALTH AND CHARACTER

It is realised that the connection between physical health and the power of voluntary control and, consequently, of conduct is very close. Preservation of health is, therefore, an aid to Character-Building and hence the subject of school health makes a double appeal to us. Character in infancy is an instinct; in childhood it is slowly converted into habits; at adolescence it has to be cultivated through ideals.

HEALTH NEGLECT

Wealthy parents are often too much given to amusements and excitements or social, civic or political activities or wedded to their social clubs to give their children the attention, which reasonable intelligence and affection would dictate; and the children are consequently left to the care of less vitally interested persons.

The less wealthy frequently neglect their offspring, because they have neither the time nor the money to devote to their proper care and supervision. In still poorer groups, the earnings of the child are the chief interest of the parents.

Rural parents often question the practical advantage of the present day education and are more interested in the child's ability to assist in the regular family work both in-doors and out-doors. The poor health conditions frequently found in rural children, on a general observation, may be explained by two facts: viz., that physical defects are given little

attention, or their grave significance is even openly under-estimated and that the value of play for young and growing children is not clearly understood by the rural parents themselves.

THE NEED FOR THE CO-OPERATION OF THE SCHOOL AND THE HOME

The School may advise and suggest regarding the child's health. But, the primary duty and responsibility rest on the home. Co-operation of the home in many things is needed, frequently without suggestion from the educational authorities. Part of the home programme should be arranged to form a correlation with the school health work. In private and public schools this is accomplished through frequent parents' meetings, a close contact between parents and teachers at all times, and the distribution of literature prepared as a guide for the homes. A child that is given an education in matters of Health will make a better fitted parent, in the fullness of time to effect such a correlation between the school and the home.

"HEALTH-FIRST" CLASSES.

The discovery of certain defects either in physical or in mental development should result in the recommendation that the child be placed in the so-called special classes, in which attention to health is the first objective. This should be regarded as a privilege and not a stigma. And every parent should then carefully avoid thinking, much less, expressing, derogatory sentiments regarding such special groups. Special classes should be provided to promote the welfare of the individual child as well as of the group.

EDUCATION IN HEALTH AT THE SCHOOL AND THE HOME

The effort of the school to teach health cannot succeed without help from the home. The majority of the health ideas and habits advocated at the school must be put into practice, if at all, outside school hours and at the home. It is important that the teachers should encourage health conduct, which it is possible for the child to practise at the home. And it is equally important and essential that parents should do their utmost to help the child put into practice ideas gained at the school.

Unfortunately many parents feel much more confident of their own knowledge and judgements (often based on error, superstition and ignorance) regarding health, than of most other subjects which their children are studying in school. The open-minded parent will get many useful health suggestions from the child attending school, if Hygiene is taught in it. In any case, perhaps, he can find no more interesting nor fruitful

opportunity for helping the school than in matters affecting the health training of the children.

HEALTH HAS TO BE BOUGHT

Indifferent schemes may be adopted for the sake of economy. Desire for economy is laudable, if the saving is real and if it does not endanger the health of the school could or, perhaps, the whole community. The voter would do well to assure himself that adequate provision is made for the health programme and then to demand that the money be spent wisely in producing the desired results. Only then he would have realised that the community is bound to suffer through the ill-health and poor physique of its school children.

It costs money to carry out a programme of health teaching. Health has to be bought with money. Lack of funds gives a set-back for the initiation of a workable scheme or hampers the work, where some tentative scheme is in force. For that reason, the general principle of the appointment of medical officers on a basis of favour with only a small remuneration, will hamper the work of maintaining the health of the school children. The need of the conscientious medical man to earn a living in these hard days compels him to demand a reasonable remuneration for undertaking such work. Therefore, the institution of a scheme and machinery for health-teaching is bound to be one of some expense. But the cost of a health service per pupil will not be much more than the cost of the books for the same pupil. Often smaller amounts may suffice.

Who can estimate the real value of the health education of children, measuring it in terms of its actual worth in later life to the individual, the home and the nation? The results will generally manifest themselves in lives saved or lengthened; deformities, invalidisms and dependencies prevented; mentality improved, and the earning power and happiness increased. For the greater efficiency and happiness of the future generation and therefore, of the nation, whatever duties and responsibilities lie on the shoulders of the present generation, must be borne and borne cheerfully.

Girls should be taught hygiene, not only for their own sake but for the sake of the future generation. Women are better teachers for the elementary schools. Health laws should be taught to them, so that they may teach the children who learn from them.

A SCHEME FOR THE TEACHING OF HYGIENE

If a beginning is made by introducing the Teaching of Hygiene in Training Schools and in the schools in towns, and as a subject in the Uni-

versity courses for diplomas and degrees, in a reasonable time there will be a sufficient supply of well-qualified teachers for the systematic teaching of the principles of hygiene in all schools (including rural).

The recognition of the importance of teaching hygiene to the community at large, to the younger generation in particular, and the adoption of a scheme to impart instruction in it is now well recognised generally in all the enlightened countries of the world, as a forward step in the march of progress for the improvement of the race. We are hardly giving such a recognition to the subject and much less have we any general and comprehensive scheme to follow as a general measure towards this end. The elementary and secondary schools offer a multitude of opportunities for the practical demonstration of hygienic living. The daily conduct of the teacher in this respect as in others should serve as a model to the children. Instruction in Personal Hygiene should be a recognised school subject. A definite number of hours during the year should be devoted to teaching the essentials of right living, as it concerns food, work, play, rest, care of the body in all its parts, safeguarding it against injury and infection, etc. In the high school stage the importance of Community Hygiene is beginning to be appreciated by the scholar. The pupils of these schools will eventually form the greater part of the citizens, who will be instrumental in supporting the hygienic and sanitary laws framed for the benefit of the community. Mental, Marriage and Sexual Hygiene may be taught in the college classes.

HEALTH AND UNEMPLOYMENT

These are days of unemployment for the educated and the uneducated. The majority of the educated, including the University graduates, do not secure soft jobs in government service as in the years gone by. They will have to take up the harder jobs in other walks of life. A better quality of health and a hardier type of constitution will be required for our educated young men to fight the battle of life and to face the struggle for existence. The days of mere book knowledge are gone in other parts of the world and are going, though slowly in India. Therefore, there can be no better insurance for our children than sound health. A sound mind cannot exist in an unsound body. The best traits of character cannot be moulded in a body lacking in health and vitality. The employer looks first to the good health and body build of his employee. These are, therefore, more essential to our young men in the existing circumstances in our country than in the old days.

FATALISTIC VIEW OF LIFE

The system of education obtaining in our country, because it is not co-ordinated with the practical occupational life and the immediate en-

vironmental problems of the people, appears to breed in us a fatalistic view of life. Education should develop man to the fullest extent of his powers, so that he might become master of his environment. But in a large majority of instances we witness the pathetic spectacle of the environment mastering our educated youths; many of them sit idle with folded hands not knowing what to do and how to engage themselves in useful occupations, profitable to themselves and to the country. If you probe to the bottom this inertia in our educated youths, you will detect, as I have found, the basic factor to be the want of 'Zep' in their bodies owing to poor health and vitality, into the various causes of which, this is not the occasion for me to enter. Without bubbling health, how can we expect in our young men the great manly qualities which you extol—courage to face obstacles, boldness to plan their work, initiative to devise new ways, keenness to explore new regions of thought and activity, enthusiasm to work and fight for noble causes and altruism to devote their energies for the uplift of their people and country?

CONCLUSION

Therefore, I appeal to all of you to appreciate better the three following facts:—

- (1) The vital importance of health for all, especially for growing children;
- (2) therefore, the prominent place which a programme of education should give to all the factors that affect the health of the scholar; and
- (3) the obligation of the people, particularly, those in whose hands the government of the country lies as well as those who are parents, to give full support to a scheme that will bring the health of the school children and college boys and girls to a high state of fitness and efficiency.

I hope the call to put forth every effort to help every child to be fit for the best service to the community and to the nation will appeal to every citizen and that he would evince sympathy in this great cause and give unstinted support. I beseech all of you to respond generously to it and I look to the responsible educational authorities and managements of educational institutions to give the proper lead to bring about this consummation, devoutly wished by all, irrespective of class, creed or color or the political party to which they may belong.

SELF-EDUCATION AND THE OPPORTUNITY IN THE LIBRARY HOUR

BY

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It has now become a common practice in most countries to provide for formal library hours in the time table of most of the schools. The practice can be said to be even becoming universal. It found its place in the curriculum at Madras in 1934. The question is why is the idea spreading so rapidly? Again, what should the library consist of? And lastly, how is the library to be used?

WHY?

Let us take the first of these questions, in the form "Why should there be library hours?" The concept of library hours is due to a change in the concept of the role of the schools as formal institutions for instruction. It was popularly believed for a long time that the chief function of a school was to equip the children with as much information as possible, to load them with as many facts as possible. The teacher was efficient and the school was good if as much as possible of the facts that the child would require in his later career could be anticipated and pumped into his brain. As the known facts are so many, even these had to be done at high pressure. Recourse had inevitably to be had to cramming.

THE PROBLEM OF NEW FACTS

In spite of it however, the equipment gained by the children while at school proved to be too inadequate in the battle of life. Advances are being made in every department of knowledge at such strides that one easily becomes out of date even in a decade. To face the world successfully, the old knowledge of facts is no longer sufficient. New facts have to be learnt, new methods have to be adopted and a new outlook is to be developed. This phenomenon exists in every profession.

Take the legal profession or the teaching profession or the engineering profession, or that of the farmers. Nobody can thrive in any of these professions merely with the stock of knowledge he acquired while at school. Hence, what is expected of schools now-a-days is not merely the teaching of certain facts but the work of developing in each child the

capacity to find out facts as and when required. This change that is expected in the role of the school has its counterpart in the way in which the publishing world of to-day is evolving new type of books.

AN ANACHRONISM

We are now living, in fact, in the age of encyclopaedias, directories, year-books and almanacks. We have such reference books in almost every conceivable subject. The number of such books in the world to-day is far greater than a thousand. What is more, the publishing world has set up the necessary organisation to revise these reference books periodically and bring them up-to-date from time to time. The school that never brings these facts to the notice of the children, the school that does not give the children practice—ample living practice—in the use for such sources of information, the school that does not induce in its children that spirit of self-reliance and that desire of self-education and self-help which can develop only if there is confidence in one's capacity to get the maximum benefit out of the printed materials which human society makes available in such plenty, should be said to be an anachronism.

A HARMLESS FORM OF RECREATION

Again, reading is now recognised as a very useful—at least harmless—form of recreation. It should be possible for the school to find opportunity to develop in the children the capacity to enjoy this form of recreation. On account of these two objectives, the school library and the library hour have come into prominence.

SEVERELY CURRICULUM CENSORED

If then one of the primary aims of teaching is to develop in *one and all* of the children the capacity to use informative books as and when required and the capacity to enjoy recreative books at times of leisure, it follows that the school library collection must be different from what it had been in the past. There are two reasons for that. In the first place, in the past school libraries in our country had few reference books. They had few books which did not have any direct and immediate bearing on the text-books prescribed for the examination. In other words, the library collection was severely curriculum censored. Nor did they have any wide range of recreative books so as to satisfy the recreative impulses in one and all of the children of the school.

INDIVIDUAL vs. MASS METHOD

Secondly, as the school library did not figure as a vital factor in the education of the children, sufficient attention was not paid to the indivi-

dual requirements and tastes of the children. This neglect of the *individual* was however not peculiar to the libraries only. Even in class room teaching, the individuals were sacrificed to the class. All the methods adopted were mass methods. The teaching profession was so wedded to this mass method that when the idea of the individual method was mooted, everybody raised his hands in alarm saying that individual method was impossible as there were so many students in the school. But the advocates of individual method use that very fact, *viz.*, that the number of pupils is very great, as the primary reason for giving up mass method and adopting individual method. The fact is, the greater the number of the pupils, the greater is the spread of individual idiosyncracies of the pupils and the smaller is the chance for the nucleal element in the children to be hit by any method directed merely towards the imaginary average child. This is aggravated by the fact that the larger number of students that come to the school now-a-days bring into their train an appreciable percentage of children who belong to the lower quartiles in the matter of self-educability.

WORK WITH THE CHILDREN

Whatever that is, the main object of this paper is not to discuss individual *versus* mass methods in class room work. The question is referred to only to say that whatever may be the real or imaginary difficulties of a school in adopting individual method in the class room, there can be and there should be no objection whatever to give full scope to the individual method in the library hour. If that is, the library hour will become only another class hour. My contention is that the library hour should not be a "forced" hour. It should be an hour when each child follows his own line of interest. It should be an hour for which a good deal of preparation may be made in the class room by making all kinds of varied suggestions so as to increase the chances for all types of children to cultivate a real and personal interest in the pursuit of some topic or other. But in the library hour no child should be forced to read this book or that book. On the other hand, every facility should be given to enable any child to pursue any subject he likes along lines which he considers to be most productive. The Librarian should work *with* children ; but he should not work *on* the children.

WHAT ?

If this view is accepted, the collection in the library should be extremely varied. There must be a good deal of books of an inspirational nature. Informative and recreative books must be as varied as possible. The subjects covered should be as many as possible. Who knows in what subject a particular pupil will have interest ? The library should have a

representative book or books on every conceivable topic however remotely it is connected with the actual curriculum. Again, the books ought to be attractive. They should be well printed books, printed on large thick paper. There should be plenty of attractive illustrations. The binding should be inviting. Apart from such books, the library should have also quite a number of fugitive resources such as clippings from newspapers and magazines, scrap books, woven out of picture cuttings, an assorted collection of folders and prospectuses of various industrial, excursions and other values. The library should have plenty of photos and other pictures. The library should have a classified catalogue of all the important illustrations in all the books in the library so that if a child is interested in a particular subject, it is quite easy for the librarian to produce for him or to enable the child to pick out all the pictures that falls within the purview of the subject of his pursuit. If the library is really functioning up, it should have a good collection of lantern slides and cinema reels. It should also have an epidiastope for demonstration purposes.

HUMAN FACTOR

But, these bibliographical resources do not exhaust all the factors that go to make up a useful school library. There should be the human factor also. Without that a school library cannot function up. The school library should be in charge, if possible, of a full-timed librarian, who has had training in library science as well as in child psychology and pedagogy. Apart from these technical qualifications, the person selected for the librarian's post in a school should be one who is burning with a love for social service, should be one that loves children, should be one that believes in the value of printed materials and should be one that knows how to establish contact between the right reader and the right book, at the right time and in the right manner.

HOW ?

Let me next pass on to discuss how the school library hour should be used. It has been already indicated that the library hour should not degenerate into another class hour, in which the children are kept in a passive state of absorption, whether they resonate or not with what is administered to them. On the contrary the library hour should throw the older helpers of the children in the background and place the children themselves in the centre of activity. The library hour should be looked upon as an opportunity to give free play to the innate and specific creative impulses of one and all of the children. Even if the general atmosphere of the school is charged with the mass method of instruction—rather, if it is so—the school should look upon the library hour as the

only opportunity for giving full play to the individual impulses and the inherent forces in the children and as the opportunity to experiment with the individual methods of instruction.

THE ROLE OF EXPERIENCE

In this connection it must be remembered that the only thing—whether it be knowledge or aptitude or attempted orientation—that can stick to a person and get organically, vitally and supra-mentally interwoven into the personality of the person is what is learnt by actual experience. All aids to education—whether it be human aids as teachers, parents, and preceptors, or material aids as books, pictures and other symbols—can have the desired effect, or from the matter of that, any effect, if and only if the experience of the entire personality is brought to what I would call the critical point, when all the forces in him are released so as to create in his personality a craving, a longing and a hunger for enlargement of experience through the aids such as those mentioned above. Probably, it is the other aspect of this idea that is of greater significance. Until the personality is brought to this critical mood by some previous experience, the aids can have no result. But if the aids figure in his field after the critical mood is reached, everything gets precipitated into his personality in the most natural and helpful way possible. In this sense, there is no such thing as one person teaching another. But, at the same time, there is infinite scope in everybody for learning.

WHY WE DRIFT ALONG

To my mind what is wrong with our educational method now is that the existence of this critical mood or point for everybody, even as there is a critical temperature for every substance, is ignored in our methods of teaching. If its significance is realised we shall no longer drift along as we do, paying homage to mass methods. We shall realise that the only true method of education is the "Individual method."

CHOICE OF BOOKS

If this fundamental fact is grasped, the answer to the question "how is the library hour to be used" will become self-evident. The library hour should not be an isolated additional burden on the curriculum load of the child and unrelated to his experience either in the formal school hours or in the hours outside the school, where, perhaps the children are building up most of their experience. This would imply that the practice of selecting a dozen books for each class and buying ten copies of each and stipulating that each child should finish all those dozen books during the library hour can be seen to be quite futile. On the contrary, the school library should be stocked with all varieties of books on all

varieties of topics and it is the inherent urge in the child to know additional facts or to enjoy particular types of literature, released by his experience in the school or outside the school—this experience might embrace within its field the benevolent, well-meant and wise suggestions and guidance, but not dictations, of his teachers, and parents—that should figure most among the factors that determine the choice of books for him. Let it not be inferred from this that I advocate intellectual or pedagogical anarchy prevailing in the library hour and there being no function for the teacher or the librarian. On the other hand, the contribution that the teacher or the librarian has to make, to make the library hour produce the best result for *one and all* of the children, is of a much more arduous nature than it would be otherwise. The teacher or the librarian has the task of intelligently anticipating the inherent reading impulses of the children and mobilising and displaying the resources of the library in a helpful inviting and,—on some occasions, in a corrective—way. He should also vigilantly watch the work of each child and when an adjustment is called for he should know how to make that adjustment natural and pleasurable to the child rather than introduce an element of force to produce the appearance of an immediate, make-believe adjustment. In other words, if the library hour is to be utilised for the natural unfoldment of the personality of each child in the best form, the personality of the librarian and the teacher also should vibrate at the highest pitch possible and work at a high level. In other words, the adult "elder brethren" element in the librarian or the teacher should be completely effaced, and the choice of books for the child should be facilitated by the merging of the more informed personality of the librarian or the teacher in the nascent personality of the child.

PITFALLS

In advocating such an extreme form of freedom for the child in the library hour, I am not unaware of the great dangers of giving such freedom and particularly of the dangers to the pretentious child. How often the ignorance of the illiterate grannies at home is cleverly turned to their advantage by pretentious children? Has it not happened in our youth that our granny lights up the lamp, lifts us up from our bed and props us up at the reading table? We go on repeating some nonsensical syllables or words in a language quite foreign to the granny, the granny believing that we are reading. The crisis used to come when this pretended mouthing of words in the most mechanical way just to produce some articulate sound to satisfy the granny forces sleep into our eyes and leads to the slow dying out of the sound produced by us. Then when the granny call us out and ask "What! child! have you gone to sleep?" have we not replied with extreme readiness "No granny, I am just thinking out a very difficult problem in silence." While this is an extreme form of pre-

tention we may have all grades of it in every possible minor key played by the children in the library hour. If we are not sufficiently vigilant and aware and detect such pretensions at the earliest moment, there is no doubt that the library hour will end in disaster both to the personality of the child and to the reputation of the librarian or the teacher. For the library hour, therefore, a technique should be developed not only to spot out and eradicate pretensions but also to watch, measure and interpret for future guidance the achievement of one and all of the children. By no means this technique should degenerate into the much hated impersonal examination. The teaching profession is now devising many a form of achievement tests in collaboration with psychologists. The achievement test that they devise, should do the least violence to the spirit of the library hour.

THE HOPE

If the librarian or the teacher applies his mind to it, he can get a splendid opportunity for first-class creative work. If those that have achieved anything in these lines would publish an account of their achievements in our organs like the *South Indian Teacher*, not only they would share their discoveries with their brethren, but they will be also stimulating similar research by them and in course of time the confluence of the achievements on the best use of the library hour in the various schools will swell to such a size that the library hour will prove to be not only merely a success in itself but also the harbinger of the era of the much delayed individual method of instruction in all our educational institutions and thus enable our countrymen "To become themselves".

THE SIXTH ALL-INDIA TEACHERS' TENNIS TOURNAMENT GWALIOR.

The Sixth All-India Teachers' Tennis Tournament will be held at Gwalior this year and the final matches will be played at the time of the 12th. All-India Educational Conference during the last week of December, 1936. The tournament is open to all men and women connected with education, teachers, lecturers, professors, Inspectors and Administrative Officers of British India and Indian States and is played in singles only. A running shield called Rai-Bahadur Batuk Prasad Trophy will be awarded to the winner and the runner-up in memory of the late Professor P. K. Telang of the Central Hindu College, Benares. All the educationists of the country are cordially invited to participate in the tournament. The entry fee is Rs. 3 only. Other rules and regulations can be had from Gwalior Young Men's Club, Gwalior.

CHARACTER AND THE SCHOOL-ROOM

BY

MR. P. TIRUVENKATA MUDALIAR, B.A., L.T.,
Headmaster, Board High School, Tiruvarur

Everybody seems to understand what is character and perhaps there is none that does not deplore the lack of character in our young men. Character is how an individual re-acts to situations or how one allows his self to bloom into behaviour. If the blossom is inviting in its colour and fragrance, we pronounce it good; if however it repels the nostrils, we do not hesitate to condemn it as a piece of bad character.

With many critics character means the possession only of the more quiescent virtues; they fail to realise that perfected character comprehends an active phase. There is a refinement in the retort courteous which the hasty critic has not understood. It is deplorable lack of character in a crowd of spectators that keeps looking on passively when a well-known bully is belabouring an innocent weakling. You may call yourself refined when you eat the whole of your bread by yourself, shutting out the beggar in the street behind an opaque glass sheet. But real nobility will suggest your sharing the bread with the other man.

A sense of discipline, of neatness of person and neighbourhood, of punctuality, and of orderliness can be easily inculcated in the class-room. Ideas of self-help, self-control, tolerance and team-spirit may also be planted and nourished into growth. A desire to know and to put forth one's best efforts is an achievement that cannot be sufficiently commended. That the possibilities of the class-room and the sports field are immense cannot be denied. Disfiguring writing on the walls is conspicuously absent in certain mission institutions. Bits of torn paper are rarely seen scattered on the floor. When the four coat-buttons of a student happened to be mismatched, a college Principal used to taunt him as a button-vendor. Reproducing another's work as one's own was so obnoxious to him that none dared being guilty of it. He would call it rank cowardice if some one tried to excuse himself from an examination for which he was not prepared. Another great educationist would not tolerate the extravagance in his pupils of engaging a jutka for reaching a two furlong station on a holiday. Yet another veteran in the field of education would deplore the callousness involved in a hundred pupils passing along a road, not one of them caring to help a struggling old man on the road-side.

But certain factors there are which tend towards vitiating the character of the pupil or the student. The place of the Public Examination in the scheme of life presented to the pupil is so very much exaggerated that the child-mind is as much dominated by Examination as perhaps the teacher who sets much store by the percentage of passes. A thorough study of the knowledge-subjects and a facility to express oneself in faultless language ought to make a pupil confident of success. To strive to secure "expected questions or get by heart ready-made answers from the bazaar is wholly inconsistent with character. A single case of suicide related directly to failure at a Public Examination would reveal the place his school assigned to character. Questions in College Examinations that demand a wide acquaintance with style and diction are better avoided, if the candidates are not to be encouraged into pretending such an acquaintance.

School-room teaching does not often take into full account the individual characteristics of pupils. A lesson on charity might be of use in correcting the grasping nature of one child; but to give the benefit of the same lesson along with him to another child who does not think of complaining when a third takes away his cake by force, would only unfit the second child for life.

One real obstacle to the formation of character consists in the difference that exists between the class-room atmosphere and the child's home-life. In a few weeks of school-going, the child is over-taken by a feeling that the logic and reasoning made so much of in the class-room have no application in real life. The practices and observances of many an Indian home are in direct conflict with the truths and ideas enunciated by the teacher. A boy condemned to a life of repression at home and surrounded by meaningless observances and unreasoning beliefs stands to profit little by attending school for a few hours in the day. He may pass his examination with credit; but his character cannot be anywhere near good. That freedom of thought and expression which will prompt our young men to dare and to do cannot be fostered before we ensure a much closer approximation of home-life to the teachings in the school-room.

EDUCATION IN WORLD NEWS

Tokyo Conference: Enthusiasm is growing for the Tokyo meeting, August 2-7-1937. All appreciate the generous contributions from Japan to provide for the entertainment and programs. Write the World Federation for information on trips and tours.

World Education: This new bi-monthly magazine is popular with teachers and citizens alike—especially with those who are interested in education and goodwill. Subscription rate is \$1 a year. Each one who subscribes thereby becomes a Goodwill member.

Red Cross to Co-operate in World Goodwill Program: The coming *World Goodwill Broadcast* to be presented on World Goodwill Day, May 18th, 1937, should bring to its international audience a new faith in the great movement for world friendliness. The co-operation of such a comprehensive organization as the Red Cross with the World Federation cannot help but produce amazing results. Plans are underway.

Peace drive in all nations: Aiming to lend impetus which will start simultaneous peace movements throughout the world, the International Peace Campaign Conference opened in Brussels, September, 3. Representatives from Japan, New Zealand, Australia, North and South America, Africa, India and Europe attended. They hope to spread the coherent demand for peace in such a way that the world's statesmen must listen to it.

An International Supreme Court of Knowledge: Embodying organization of scientific information to the end that civilization shall use learning gained through centuries of experience to attain rightful dominion over destructive worldly forces is a recent development from Harvard's Tercentenary conference in arts and sciences. The matter was given particular attention by Dr. Hu Shih, National University of Peiping; Bronislaw Malinowski, University of London; Etienne Gilson, College de France, Paris and John Dewey, Columbia University, United States.

The Recent Cheltenham Conference: Of the New Education Fellowship attended by representatives from many nations has inspired its participants with a strong belief in the new "liberating education" as a solution for national rivalries and shaken beliefs of the modern world.

First Goodwill Member in India: For a fee of \$1 a year, it is possible for people everywhere to join the Goodwill Legion of the World Federation. It was the dream of Dr. Augustus O. Thomas, late Secretary-General of the World Federation, that this Legion might "encircle

the globe". It is rapidly getting a start among the nations. Recently we received the first Goodwill membership from India. Professor H. R. Divekar, Sahityacharya, Lashkar, Ewalier, has the distinction of initiating the Goodwill Legion into India. He expects many others to enlist.

We do not want to die: There is no fundamental difference in the needs of youth in the various nations. The need of all youth can be perfectly expressed in the DECLARATION OF RIGHTS OF AMERICAN YOUTH. "We have a right to life! We have a right to liberty! We have a right to happiness! We do not want to die! We assert our right to peace and our determination to maintain peace." World Youth

Adult Education in Russia: has reached the masses, and radio is used constantly in the process. From his factory to his apartment and even to his rest the Moscow worker is pursued by the blare of the loud speaker. His "education" goes on. The Soviets are masters of their technique. They understand the psychology of the people.

HAPPY FAMILY IDEA

"Barnum gave to America the happy family idea. He took the cubs and the kittens of jungle animals, with their ancient hatreds, he put them together in the same cage. He let them eat together and play together. They grew up to maturity as if they had been born out of a common womb, but other cubs and kittens that had been kept separate retained their same jungle animosities."

As Miss Pinkston, principal of a school in Texas was reading the above, she let the magazine fall into her lap. She had been sitting by the window facing the playground since the bell had rung dismissing school, and during this short time had been half-reading, half-watching the children who were so close to her heart, as they played an exciting game of baseball.

The words she had just read were running through her mind. In her own school there were twenty-three nationalities, and even on the little playground at that moment there must have been—well—there was Bob, a freckled faced American. He was pitching. The catcher was Joe Burnstein, a typical little Russian Jew with the thickest blackest curly hair. Hans, a sturdy little blond German was at the bat. How she loved his earnest face, so intent in the game. Marcell, the French one, was on the fly as usual, dark eyes shining. There was Jose with his bronze body. Mexican from head to foot, contrasting with Eric, the blondest of Scandinavians. Ireland, Japan, Rumania, China, all were represented in the field. And, as if to complete the picture for her, she could see approaching from the road the blackest little Sambo Africa could produce.

This was her little melting pot. She smiled. "The cubs and kittens of jungle animals, with their ancient hatreds, he put them together in the same cage. He let them eat and play together." These little fellows, they were like cubs and kittens. Why shouldn't it work out? How could they ever, no matter what happened, learn to hate one another?

M.E.E.

WORLD GOODWILL DAY

Thousands of schools are already at work on plans and programs for the observance of World Goodwill Day, May 18, 1937. Many of them plan to have three or four Goodwill programs during the year ending up with special exercises on May 18.

The Goodwill ideal appeals to youth and to the family. Teachers are able to build around beautiful and impressive programs, plays and pageants. And the plays they build are better than those they buy.

Let every school and every teacher everywhere begin now on plans for next May. Let each one plan for more than one program leading up to the special exercises on World Goodwill Day.

Send 10 cents to the World Federation to cover postage for a Goodwill Booklet of practical suggestions.

J.W.C.

UNIVERSITY OF MADRAS

SCHOOL LIBRARY WORK, 1936

A course of Vacation Lectures for the benefit normally of teachers of High Schools, Training Schools, etc., situated within the limits of the University of Madras and under the jurisdiction of the Director of Public Instruction, Madras, has been arranged by the University. The above lectures will commence at 4 P.M. on Monday, the 21st instant and end on Friday, the 1st January 1937, in the University Library, Marina, Chepauk, Triplicane, Madras.

The Director of Public Instruction, Madras, has been addressed regarding the selection of teachers to be deputed.

No. X. A. 13110.
University Buildings, Chepauk,
Madras, 7th December, 1936.

(Sd.) W. MACLEAN,
Registrar.

FROM OUR ASSOCIATIONS

THE ANANTAPUR DISTRICT TEACHERS' GUILD

The Sixth Annual Conference and General Meeting of the above Guild were held at Anantapur on the 2nd and 3rd instants. The session opened in the Municipal High School hall. Mr. S. Kuppuswami Aiyar, Headmaster of the High School, welcomed the members, numbering about 50 and representing 9 affiliated associations in the district. He traced the history of the Guild from the year 1925 when it was started with the visit of Messrs. S. K. Yegnanarayana Aiyar and M. S. Sabhesan, President and Secretary, respectively of the S. I. T. U. and paid a glowing tribute to the work of messrs. F. M. Smith, Principal, L. M. High School, Gooty and C. Ranganatha Aiyengar, Secretary of the Guild, who, he said, gave a fillip to the activities of the Guild in the year 1930 by convening the first Conference in Gooty. He also eulogised the services of the late Rao Sahib C. Subba Rao as President of the Guild for some time. The support which the Guild had received at the hands of the successive District Educational Officers, Messrs. Abdus Salam Sahib, Gulam Dastagir Sahib and T. V. Apparsundara Mudaliar was also very warmly referred to in the welcome address.

The President, Mr. S. Vaideeswara Aiyar, Headmaster, Municipal High School, Tadpatri, then took the chair. In his introductory speech he referred to the impending changes in the S. S. L. C. curriculum and the coming Provincial Autonomy with its repercussions on the Educational Department and the teachers and finally to the manner in which the teachers' salaries were cut and reduced as frequently as the changes in the weather, which, he said, could not but seriously affect the work of the teachers.

The Secretary of the Guild then presented the Sixth Annual Report. Special reference was made in the report to the kind services of Mr. G. Rameswara Rao, M.L.C., to the teachers by his interpellations in the Legislative Council on the Provident Fund scheme for teachers in non-pensionable service, as a result of which the D. P. I. seems to have asked the District Educational Officers to expedite the closure of Provident Fund accounts within three months of the receipt of applications. The Secretary appealed to the affiliated associations to co-operate in a greater measure by remitting their affiliation fees in time without allowing them to fall into arrears. The report was adopted by the meeting without any change.

Mr. B. Lakshmana Pillai, B.A., B.L., Municipal Commissioner, Anantapur, on being requested by the President, addressed the teachers on a very interesting topic "the University of Adversity". In his lecture he said that there were two colleges, affiliated to the University, viz., the college of needful knocks and the college of needless knocks, that only those who strove hard really succeeded in the battle of life and that greatness is wrung only by merit and not by accident. The lecturer was garlanded by the Chairman, who thanked him at the same time for his instructive address.

Resolutions were then passed relating to the various hardships of the Elementary School teachers under the Anantapur District Board, the heavy and prolonged cuts in the salaries of the teachers of the Municipal High Schools in the District, the inadequacy of Provision for Secondary Education in the District and to the low proportion of the teacher element in the District Secondary Education Board. Resolutions were also passed asking for the early provincialisation of the services

of the headmasters and L. T. assistants of the Board and Municipal Secondary Schools and also requesting the S. S. L. C. Board to recognise as before each High School as the centre for the S. S. L. C. Examinations instead of grouping several High Schools in a common centre as rumoured to be under proposal.

The Conference adjourned to 2 P.M. the next day. At the adjourned session it was resolved that the Sixth South Indian Education Week be celebrated in the month of November in this district and that Uravakonda be the venue of the Guild's celebration of the week this year. The following office-bearers were elected:

President: Mr. S. Vaideeswara Aiyar, B.A., L.T., Tadpatri.

Vice-President: Mr. P. Raghavendrachar, B.A., L.T., Penukonda.

Secretary: Mr. C. Ranganatha Aiyengar, M.A., L.T., Gooty.

Joint-Secretary: Mr. M. Rama Rao, B.A., L.T., Anantapur.

Auditor: Mr. P. Suryanarayana Rao, B.A., L.T., Dharmavaram.

Other Members of the Executive Committee: Mr. T. Chidambarayya, Tadpatri, Mr. H. K. Srinivasa Rao, Konakondla.

The Municipal High School Teachers' Association was thanked for the elaborate arrangements it had made in decorating the Conference hall and for its cordial hospitality to the delegates present.

Messages of good wishes and success to the Conference were received from Mr. B. Somasundara Rao, District Educational Officer, Anantapur and Mr. C. Obi Reddi, President, District Board, Anantapur.

RESOLUTIONS PASSED AT THE CONFERENCE

1. This Conference is of opinion that the District Secondary Education Board as at present constituted does not represent the teachers adequately and pleads for the enhancement of teacher representatives on the body sufficiently to make the educational element preponderate if the Board is to be of any real use in the sphere of Secondary Education in the district, and also pleads for more frequent meetings of the Board.

2. This Conference expresses its disapproval of the proposed arrangements intended to be made in grouping S. S. L. C. candidates of different schools in certain centres in the district for examination and apprehends that any such attempt to take away candidates for examination from their own school surroundings will seriously upset the examinees both physically and mentally apart from the heavy expenses involved in the migration, and therefore appeals to the S. S. L. C. Board not to disturb the existing arrangements for the conduct of examinations.

3. This Conference feels that candidates for Secondary Education are not adequate in the district and is of opinion that every Taluq headquarter town should have a High School with provision for vocational course, and that towns of big size, not being headquarters of taluqs, should have middle schools.

4. This Conference requests the Government of Madras to introduce early the provincialisation of at least the headmasters and L.T. assistants, to start with, in the Municipal and Local Board services.

5. This Conference represents to the Government that it be pleased to reserve the privilege of imposing cuts on the salaries of teachers with the Government themselves.

6. In cases where the imposition of cuts is deemed necessary, resolved, that the Government should be consulted for the sanction of the same, especially in the

case of servants whose salaries are already adversely affected by the adoption of the Government scales.

7. Resolved that the Government be requested to sanction the same scales for Secondary Grade teachers, Drill, Drawing and Technical teachers as the new scales now sanctioned for Pundits and Munshis with academic qualifications, viz., 45—2/2—75.

8. Resolved that the managements of schools be requested to contribute to the Games Fund of each school, a sum equal to the games fee collections to enable the Games Committee to make arrangements for all the pupils to participate in games more effectively.

9. That the President, District Board, Anantapur, be requested to restore immediately the cuts in the salaries of Elementary school teachers.

10. That the salaries of Elementary school teachers be disbursed before the 10th of the month following that for which they are due.

11. That the District Board do bear the cost of communicating orders on the applications for casual leave of Elementary school teachers.

12. That teachers of Elementary schools be confirmed in their services strictly according to seniority.

13. That, while filling up vacancies in the High and Middle schools, the President, District Board and the Commissioners of Municipalities be requested to give preference to qualified teachers in Elementary schools.

14. That the managements of schools be requested to remit at least half, if not the whole, of the fees of children of Elementary school masters studying in the schools under their control, and exempt from fines the fees of such children whenever the teachers' salaries are paid late.

15. That the Secretary of the Grigg Memorial Sports be requested to allow all the First Grade Elementary Schools in the district to take part in the Grigg Sports and that their contributions be on a reduced scale.

16. That the instructions issued by the Government in G.O. No. 749 L. & M. of 1935 for fixing up the initial pay according to the scales of salaries in G.O. No. 5096 L. & M. of 1933 be amended in accordance with the Fundamental Rule 22 (a) (11).

17. That the President, District Board and Commissioners of Municipalities be requested to give effect to that part of the G. O. No. 5096 L. & M. of 1935 which relates to the duty allowances to headmasters in Elementary schools.

18. That the President, District Board and Commissioners of Municipalities be requested to sanction increments of pay to teachers as a matter of course and never to stop them unless as a punishment.

19. That the District Board be requested to sanction a peon for every Elementary school having a strength of 200 and above.

20. That as the scales of pay of Secondary Grade Teachers serving in Elementary schools is very low, the same be raised to that which is now being given in Secondary schools, viz., 30—2/2—50.

21. That the District Board President and Commissioners of Municipalities be requested to grant a half holiday on Saturdays as per a recent modification in the Education Act.

22. That the Sixth South Indian Education Week be celebrated in this District in the month of November, and that Uravakonda be the venue of this year's celebration of the Education Week by the District Guild.

TADPATRI

Municipal High School Teachers' Association

An ordinary meeting of the above association was held on 28—8—1936 at 4-45 P.M., with Mr. S. Vaideeswaran, B.A., L.T., Headmaster, in the chair, in the premises of the High School. At the outset the Secretary explained to the members of the association the most unsatisfactory financial position of the association due to the non-payment of the subscriptions by the members for months and even years together.

It was resolved to form a Sub-Committee with the following members for the preparation and submission of a memorandum to the Director of Public Instruction, Madras and to Government with facts and figures regarding the continued heavy cuts on salaries for the last six years.

MEMBERS.

Messrs. S. Vaideeswaran, B.A., L.T., Headmaster (President); P. Venkatesam, B.A., L.T.; K. Venkatachari, B.A., B.Ed.; V. Ramachari, B.A., B.Ed.; T. Chidambarayya (Convener); and A. Venkatachari.

MADRAS TEACHERS' GUILD

The Madras Teachers' Guild celebrated its 42nd Birthday on the 5th November, 1936, in the spacious hall of the E. L. M. F. High School, Purasawalkam, when Dr. G. S. Krishnayya, Vice-Principal, Training College, Kolhapur, addressed the Guild on "School Loyalty". Principal N. R. Krishnamma, M.A., I.E.S., Saidapet Teachers' College, presided.

Illustrating the value of devotion to the school, the speaker described a few typical cases, and said, "When pupils are prepared to damage school property, when instead of defending their school against malicious attacks, they join in destroying what is the most precious possession of a school, its reputation, when before their pupils, teachers keep pulling down their predecessors, instead of trying to become worthy predecessors of their successors, when appeals from the alma mater for financial assistance are consigned to the hospitable basket, the diagnosis likely to be correct is the absence of an indispensable ingredient of all healthy school life—loyalty.

School loyalty may be thought of as a compound emotion, including a 'We-feeling' so far as the pupils and the staff are concerned 'our-school-ness' which amounts almost to proprietary responsibility, and a proud consciousness of belonging-to-the-school. It manifests itself in the subordination of personal preferences for the common good, an active interest in all that concerns the welfare of the school, a willingness to do one's part irrespective of what others may say or do, a desire to live up to the school traditions and to pass them on richer and nobler, an attachment to one's school or college which survives the public examination, and a readiness to make a return if possible for the benefits received.

Then the lecturer suggested methods which should be employed to foster this interest in the school. He pointed out that mere co-existence for academic work in the school was no guarantee for corporate feeling. It would have to be cultivated. Good things don't just happen—they must be caused to happen. Unifying activities such as Assembly, the school newspaper and magazine, excursions, games, dramas, council and court, insignia, school songs, etc., should be introduced to bind the pupils to each other and to their school. In addition, Dr. Krishnayya said that pupils should be able to associate delight with their school life, and this would mean guid-

ing their activities and experiences so as to make them memorable and pleasurable. Further, if the pupils are associated in some way with the law-making and law-executing, they can be made to feel that the school is theirs, and that they are responsible for keeping up its tradition and reputation. "Over and above all these contributing factors is the love and interest of the staff of the school, which will call forth the pupils undying loyalty. Unless the teachers and headmaster have placed the pupils under an uncomfortable burden of gratitude by their untiring care and sympathetic treatment, loyalty to the school is unthinkable. It is futile and foolish to try to reap where no one has sown."

Dealing with the precautions and dangers the speaker mentioned that there was likelihood of school loyalty becoming a problem, and therefore that, like all good and desirable things, school loyalty would need constant and careful supervision. It is a good servant but it might prove a bad master. "To prevent narrow parochialism and pettiness it is desirable to have debating and athletic contests between mixed teams representing different schools. Once pupils learn what it is to stand up for their school, their loyalty should be extended. No pains should be spared ever to direct the attention of pupils to their highest loyalty—loyalty to the true, the good, and the beautiful. Like the quality of mercy, it is twice blest—it blesseth him who gives, and him who receives."

NORTH ARCOT DISTRICT TEACHERS' GUILD

The twelfth annual conference of the North Arcot District Teachers' Guild was held on Saturday, the 29th August, at Walaja.

Mr. C. Abdul Hakim, President of the Vellore District Board, opened the Conference and the Rev. M. G. Kuolt, President of the Guild presided. Nearly 80 members representing Schools and three Taluk Associations were present.

Mr. A. S. Chidambaram Pillai, Headmaster of the Municipal High School, Walaja, welcomed the delegates and requested Mr. Hakim to open the Conference.

While declaring the Conference open, Mr. Hakim said that he was aware of the grievances of teachers. He knew that their salaries had decreased and when representations were made to the Government they pleaded "want of finance." While their reply is true, he could not but point out that the interests of the teachers are not kept in mind in preparing the budget. In British India, he remarked, there are many officials drawing high salaries, while in the native State such as Hyderabad comparatively low salaries are drawn by the officials. Two centuries ago Sanskrit and Arabic education was imparted free but at the present time the gurus and moulvis would not work gratis. He particularly sympathised with the lot of the munshis. He further pointed out that missionary institutions also suffer from lack of adequate funds. He then wishing the Conference success, declared it open.

PRESIDENT'S ADDRESS—CO-OPERATION BETWEEN THE HEADMASTER AND THE STAFF IN SCHOOL WORK

The Rev. M. G. Kuolt, after paying a tribute to the great humanitarian and educative endowments by Mr. C. Abdul Hakim, began his address. The vital problem in the sphere of education, he said, is the relation between the teacher and the Headmaster. There are on the one hand Headmasters whom the teachers fear and on the other hand, there are teachers who fail to co-operate with the Headmasters. He hoped that such instances are exceptions. It should be borne in mind that it would be most difficult for a staff to work without a good Headmaster and it is equally true that no Headmaster could get proper results without the co-operation

of his staff. By good results is not meant a large percentage of passes in Examinations but training for citizenship. Failure on the part of the staff to co-operate with the Headmaster would defeat the very essences of training for citizenship. Therefore, especially in our extra-curricular activities there must be co-operation between the staff and the Headmaster. He, therefore, wished that they as teachers and Headmasters should go back to their associations and discuss the plans which could be worked out for the benefit of the student.

Mr. S. Subramanian, then thanked Mr. Abdul Hakim for having opened the Conference.

ADDRESS BY MR. G. F. ANDREWS—PHYSICAL EDUCATION

Mr. G. F. Andrews, Asst. Director of Physical Education, delivered an address on 'Physical Education.' In the course of his address he pointed out that teachers in charge of instruction in the several classes should supervise the daily games of pupils personally participating in them with a view to improve the physique as well as the character of the pupils.

A discussion followed in which teachers expressed the view that physical education should begin in Elementary schools and that suitable physical instructors be appointed to be in charge of physical education of at least groups of Elementary schools.

The Conference then adjourned and the Walajapet Teachers were 'At Home' to the delegates.

READING OF ANNUAL AND AUDIT REPORTS

After lunch, Mr. S. Subramanian, Secretary, presented the annual and audit reports for the year 1935-36 and the budget for 1936-37. These were adopted by the Conference.

ELECTION OF OFFICE-BEARERS

President: Mr. M. Natesa Mudaliar, M.A., L.T., Headmaster, S. M. D. H. School, Vellore.

Vice-President: Mr. A. S. Chidambaram Pillai, B.A., L.T., Headmaster, Walajapet School.

Secretaries: Mr. C. A. Samuel, Voorhees College, Vellore; Mr. M. S. Subramania Sastri, District Board School, Arcot; and Mr. V. R. Rajagopal Ayyangar, District Board School, Wandewash.

Representative to the S. I. T. U. Executive: Mr. M. Natesa Mudaliar, M.A., L.T., Headmaster, S. M. D. H. School, Vellore.

Non-Teacher member to the Executive: Mr. M. S. Sundareswara Iyer.

Teacher member to the Executive: Mr. Seetharaman, Gudyatham.

The new President, Mr. Natesa Mudaliar, M.A., L.T., then occupied the chair.

ADDRESS BY MR. M. S. SUNDARESWARA IYER—CITIZENSHIP

In the course of his address he said that schools, colleges, etc. should not merely impart knowledge but also develop it into skill and train pupils to acquire social values (creative powers) to be of use to mankind. He also pleaded for what he termed "Dominion Status" in education. He meant that teachers, inspecting officers or educational experts should have complete control over education.

RESOLUTIONS

1. That this meeting condemns the dastardly attempt on His Majesty King-Emperor Edward VIII and congratulates His Majesty on his providential escape.

2. That the Railway authorities in India and especially the M. S. M. and S. I. Railways be requested to extend the Holiday Concession tickets for teachers and students to the Summer, Michaelmas and Dussera holidays also.

3. The Guild recommends that Pandits with Vidwan qualifications or others duly qualified persons be appointed in all Higher Elementary schools for teaching Indian languages.

4. That the Guild requests the Government and Management of Schools, to introduce for the benefit of teachers entertained prior to the introduction of Provident Fund scheme a supplementary compassionate gratuity scheme, to provide for the payment of a gratuity for the unprotected part of the service.

The Conference concluded with a vote of thanks by the Secretary.

C. A. SAMUEL,
Secretary.

THE SOUTH ARCOT DISTRICT TEACHERS' GUILD

PROCEEDINGS OF A MEETING OF THE GUILD

A meeting of the South Arcot District Teachers' Guild was held at the Municipal High School Hall, Cuddalore, N.T., on 3rd October, 1936, at 11 a.m. Mr. C. S. Rangaswamy Ayyangar, Guild President, presiding. About 40 members from Villupuram, Nellikuppam, Cuddalore O.T. and N.T., Porto Novo and Chidambaram attended.

Mr. R. Swaminatha Ayyar, Vice-President of the Guild and First Assistant M.H.S., Cuddalore N.T. welcomed the members. At the outset in his address he made suggestions for revivifying the Guild's activity by having an outstanding personality like Mr. K. A. Nilakanta Sastri, as President, reducing meeting expenditure and also lessening the rate of subscription. He then referred to the hardships caused to students by the sudden raising of pass percentage minimum in English and by the proposal of having one centre for S.S.L.C. Examination in a district. He pleaded for a revision of the recent G.O. on the text books as to reduce period of prescription and invest the Headmasters again with authority to choose text books. In the end, he referred to the retirement of several members of the Guild like Mr. C. S. Rangaswami Ayyangar, G. Srinivasa Ayyar, M. Venkatarama Ayyar, Bhuvaramurthy Rao and transfer of Mr. Samuel.

The President then delivered his address. He appealed to the Guild members to foregather and press their view points. He observed that the Government and the Department were marking time. Their views were perhaps to be shaped by the findings of experts. He therefore desired the teachers to be astir and express their thoughts. In his opinion, the Reforms might be effected with the introduction of vernacular medium of instruction and with half and half combination of general and vocational studies in each day's work at school. He referred to the instance of the school started by late Mr. T. N. Sivagnanam Pillai for imparting vocational education with general. A lot of time now given to the literary education from which by introducing a few reforms in the shape of vernacularisation, careful syllabus and so on, one-half of 11 years now devoted to Primary and Secondary education could be saved for real vocational courses. He wanted teachers to specialise in more subjects than one and they should take interest even in vocational subjects.

There was next a lecture on Secondary Education in Denmark by Rev. Brejjurn, Secretary, Y.M.C.A. State, bestowed great attention on Elementary education. Fine buildings were built for Elementary schools. Period of working hours in Secondary

schools was from 8 a.m. to 2 p.m. Earnest attention was paid to study, and there are very few failures. Pupils have to read besides their mother tongue, the classical language Latin and modern languages like German, French and English. Co-education has become a common feature.

It was followed by a discussion on S.S.L.C. reorganisation. The findings of the Salem Conference were referred to as a basis of discussion. Eleven members participated in the discussion initiated by Mr. S. R. Balasubramani Ayyar (Chidambaram), who pleaded for the present course of studies with no specialisation but with an addition of a vocational and technical subject and also for vernacular medium. Mr. D. Ramanujam, Cuddalore, who followed contended for the retention of English as medium of instruction as the aim of education was bread-winning. But Mr. C. S. Ranganathan (Chidambaram), strongly urged that vernacular must be the medium of instruction as he had found from experience as assistant examiner, that boys answered better in vernacular and as then, there would be no need for reduction of syllabus. Vernacularisation was emphasised by Mr. V. Rajagopala Ayyar (Chidambaram), who referred to its adoption in other countries and the possibility of more periods being released for the teaching of English. He also pleaded for more attention to Geography. Mr. R. Swaminatha Ayyar, Cuddalore, while agreeing with the need for vernacularisation showed how it could be possible only if it were universally adopted. He was for the retention of the present course of studies even with the adoption of Algebra and Geometry. A new point was raised by Mr. Ramakrishna Ayyar (Chidambaram), when he urged all subjects to be taught should be presented to examination, as otherwise, boys showed indifference. Muthukrishna Ayyar (Cuddalore), advised the dropping of optional, the lightning syllabus and the adoption of vernacular medium. These points were stressed upon by Mr. Achutan Nair (Chidambaram), who put in a plea on the need for the study of world history and geography. Mr. Saravanaswami (Nellikuppam), brushed aside the fear of the lowering of the English standard and added his voice for vernacularisation. Lastly, Mr. P. Guruswami (Cuddalore), spoke of the work done in Middle School forms as preparatory to the High School teaching.

At the end, the following resolution was passed on the question, "That vernacularisation be adopted forthwith and all knowledge subjects be taught in the vernacular in all the schools in our district and that C. Groups subjects be abolished and subjects having a technical or vocational bias be taught in addition to the five compulsory subjects. The first part be communicated to the manager of every school with a request that this resolution be given effect to." This over, the resolutions drafted and circulated by the Secretary were taken up and passed.

2. This Guild strongly protests against the rumoured proposal of fixing up only two centres for S.S.L.C. Examination in the place of individual school centres as at present, as the proposal will involve additional expenditure, involve candidate in inconvenience of stay in new place and chiefly deprive them of the familiar atmosphere of their school examination hall."

Moved by Mr. C. S. Ranganathan, seconded by Mr. Muthukrishna Ayyar

3. This Guild regrets that certain managements in the district have not yet granted personal allowance to those teachers affected by the new scale and authorises the executive to take steps to induce the managements to do bare justice by those teachers.

Moved by Mr. Muthukrishna Ayyar, seconded by Mr. Muthukrishna Pillai.

4. This Guild appeals to the authorities in charge of schools that special fees collected for library and other purposes in schools should not be diverted to other purposes.

Moved by Mr. V. Rajagopala Ayyar, seconded by Mr. V. Jayarama Ayyar.

5. This Guild authorises the executive to arrange for an inter-school debate in the district both in English and Tamil, so that the Guild may give proper lead in the development of the art of public speaking among the youths of the day
Put from the chair.

6. This Guild reiterates the following resolutions passed at the Salem Conference in May 1936 :—

(a) This Conference recommends to the Government that steps be taken to introduce in the Madras Legislature, legislation for the stabilisation of the service conditions and tenure of teachers in non-Government schools on the lines of the final Draft Bill of the S.I.T.U.

(b) This Conference is of opinion that the scales of salaries for Board and Municipal Secondary School teachers as sanctioned by the G.O. No. 4619 and the subsequent G.O.'s are inadequate and require liberalisation.

Put from the chair.

7. This Guild called upon its members to record their votes only in favour of those candidates seeking election to the Madras Legislature who pledge to support the resolutions on the S.I.T.U. Bill and the Salary G.O. liberalisation.

Put from the chair.

8. Admitted as a special resolution the following also was passed :—

"This Guild requests the Director to permit the teachers in private service to pay their life insurance premiums out of their share of provident fund deposits to their credit as in the case of teachers in Municipal and Board service." The session broke up for lunch. After it, the Guild held its business meeting. The Secretary read the report and it was approved.

9. This Guild calls on sister organisations of Elementary schools in the district to affiliate themselves through the Guild to the S.I.T.U. thus helping to strengthen the parent body in Madras.

Next the election of office-bearers was proceeded with for the office of presidentship. Mr. A. Nagaraja Ayyar was proposed by Mr. Venkatesa Ayyar and seconded by Mr. K. Narayanaswamy Ayyar, Mr. C. S. Rangaswami Ayyangar was also proposed by Mr. S. R. Balasubramania Ayyar and seconded by Mr. R. Swaminatha Ayyar. At this stage Mr. Thirunavukarasu Pillai desired that in view of the remarks of Mr. R. Swaminatha Ayyar in his welcome address a member of the university could be offered the post. Mr. C. S. Ranganatham agreed to the suggestion. The President ruled that no non-member could be proposed. Then a resolution was moved that the meeting be adjourned.

The teachers of Cuddalore N.T. were 'At Home' to members.

TRICHINOPOLY DISTRICT TEACHERS' GUILD

PROCEEDINGS OF THE 46TH ANNUAL MEETING HELD ON 29TH AUGUST, 1936, AT THE PONNAIAH BUILDINGS UNDER THE AUSPICES OF THE PONNAIAH'S HIGH SCHOOL TEACHERS' ASSOCIATION, PALAKARAI, TRICHINOPOLY

The President of the Guild, Mr. V. Saranatha Iyengar, was in the chair. There was a large and representative gathering of 200 members of the Guild.

After prayer and welcome by the Ponnaiah High School Teachers' Association, the President observed in his opening remarks that the proposals of the Government of India now the subject of discussion in many places viz., the artificial turning away of a number of pupils after a junior school course to what are called vocational

courses would not be in the interests of a good High School education. He was of opinion that the existing High Schools of the Presidency with their many obvious defects were after all trying to meet the needs of thousands of pupils who had a real craving for a complete High School course. It would not be wise to deny to many the advantages of a full school course when there was an active and insistent demand for it.

Mr. Ponnaiah Pillai, Chairman, Trichinopoly Municipality and Manager, Ponnaiah's High School, Palakarai, addressed the meeting and assured the Guild of his co-operation and support in whatever schemes they put forward to improve the lot of the masters and boys. He further promised to do all he could to help the Guild to acquire a site and put up a habitat for its office.

Mr. E. R. Sreenivasan, Joint Secretary, then read the Annual Report.

After the report was adopted the following office-bearers were elected for the year 1936-37 :—

President : Mr. V. Saranatha Iyengar, M.A., Principal, National College, Trichinopoly.

Vice-Presidents : Messrs. S. Rangaswami Iyengar, B.A., L.T., H.M. Board High School, Kullitalai ; and S. K. Mathrubutham Iyer, B.A., L.T., H.M. High School, Srirangam.

Joint Secretaries : Town :—Mr. L. R. Natesa Iyer. Mofussil :—Mr. V. Santanam Iyengar

The Guild Representative on the S.I.T.U. : Mr. S. T. Ramanuja Iyengar.

The following are some of the resolutions passed at the meeting :—

OFFICIAL RESOLUTIONS—ORGANISATION OF TEACHERS' ASSOCIATIONS

(a) This Conference of the Guild strongly recommends to school and college authorities the desirability of making membership in the college or school teachers' association compulsory on the part of every licensed teacher, in the interests of discipline, harmony and co-operation in each institution.

(b) This Conference requests the authorities of St. Joseph's College, the Bishop Heber High School, Puthur and the Government Training School to form teachers' associations in the respective institutions and affiliate them to the Trichinopoly District Teachers' Guild.

(c) This Conference hereby appoints the following sub-committees consisting of Messrs. K. R. Rajagopala Iyengar, Sam A. Durai and S. T. Ramanuja Iyengar as convener to draft a set of model bye-laws for adoption by teachers' associations affiliated to the Guild in the interests of co-ordinated effort and requests the committee to make its report available to the next meeting of the Guild in October 1936.

(d) This Conference appeals to the D. E. O. and Deputy Inspectors of Schools in the district to actively help the Guild in the affiliation of Elementary Range Teachers' Associations in the interests of the unification of the teaching service in the District.

BUILDING FUND FOR THE GUILD OFFICE

This Conference requests teachers' associations to collect and contribute subscriptions to the building fund of the Guild by the end of October 1936 at Rs. 2 per member drawing a salary of Rs. 100 and above, Re. 1 for members drawing a salary between Rs. 100 and 30 and annas eight for those drawing less than Rs. 30.

SUPPORT TO THE S. I. T. U.

This Conference exhorts all associations to subscribe for both the S. I. T. and Balar Kalvi and requests eligible members to join the S. I. T. U. Provident Fund and thereby help the publicity and protection programme of the S. I. T. U.

After lunch Mr. L. R. Natesa Iyer of the National College, delivered a lecture on 'Quietist or Agitator?' He pointed out that a teacher who was not moved by the conditions of life and work around him to agitate for, and secure by persistent endeavour a better environment was not living but merely jogging on. Moreover a devitalised and broken-down attitude towards live problems was mostly due to fear of more things imaginary than real. He exhorted all to strengthen the central organisation as well as the local Guild by a more ready response to calls for little money subscriptions and also to spare some time to do guild work in general and to stand by the guild at all times.

Vidwan Periaswami Pillai, of the E.R. High School, delivered a lecture on the "Teaching of Tamil."

The President in his concluding remarks pleaded for a day-to-day programme of work and for a more closely-knit feeling of organisation.

After usual votes of thanks the Conference was dissolved.

THE RAMNAD DISTRICT TEACHERS' GUILD

PROCEEDINGS OF MEETING HELD AT RAMNAD ON 7TH NOVEMBER, 1936

A quarterly meeting of the Guild was held on 7th November, 1936, in the Raja's High School, Ramnad. Owing to the unavoidable absence of the President, the chair was taken by Mr. N. S. Venkatarama Iyer, M.A., L.T. Only 32 delegates representing six associations attended the meeting, the inclement weather being mainly responsible for poor attendance.

Mr. T. S. Veeraghavachariar, M.A., L.T., Headmaster of the Raja's High School, in his welcome address first referred to the hardship felt by schools by the obligation to refer the question of change of text-books to the D.E.O's. He next expressed himself totally against the undesirable principle of compelling all schools to participate in the District Sports by payment of the prescribed admission fees. Finally he asked the profession to watch with interest, and offer its considered opinion on the changes that are shortly to be introduced in the S. S. L. C. Scheme.

The Chairman in the course of his opening remarks expressed his desire that the resolutions of the Guild should be represented to the authorities concerned by a deputation waiting upon them.

RESOLUTIONS

1. *Greetings.* This Guild heartily gratulates the Hon'ble Kumararaja of Chettinad on his well-merited accession to the ministry as Minister of Education to the Government of Madras and sincerely trusts that during his term of office the present unenviable position of the teaching profession will be bettered.

2. *Teaching grants.* The Guild earnestly requests the Government to arrange as hitherto, for the payment of advance teaching grants to all schools, so as to ease the financial strain felt by most managements.

3. *Re.: Text-books.* The Guild is emphatically of opinion

(a) that a consolidated list of approved text-books shall be published not later than March of each year, so as to give schools adequate time to make their choice.

(b) that the 5 years' rule regarding change of text-books should be made less stiff by reducing the period to 3 years.

(c) that whenever changes are felt necessary before the full term of 5 years (or 3 years), the permission for the change had best be vested in a committee of three headmasters to be appointed by the Secondary Education Board of the district concerned: and when any permission sought for has not been answered

within a reasonable time (say two weeks) the Headmasters be given the liberty of presuming permission.

4. *Provident Fund.* In view of the low rate of interest on Postal Savings Bank deposits and of the comparatively low scale of teachers' salaries obtaining now, this Guild requests the Government to require the teacher, the manager, and the Government to contribute to the Provident Fund double the present rates, i.e., that the rates be raised to two annas, one anna, and one anna respectively.

5. *Examination centres.* This Guild views with apprehension the rumoured proposal to cut down centres for the S. S. L. C. public examination, since such restriction would work great hardship to pupils and parents alike, besides subjecting the former to undergo the strain of an examination in unfamiliar surroundings; and is, on the other hand, in favour of an early going back to the system of each school being its own centre even in localities containing more schools than one.

6. *District Sports.* This Guild is of opinion that, if any institutions are unwilling either to participate in the Ramnad District Sports, or to pay any fees in connection with them, it is undesirable to compel them to do so, seeing that the absence of compulsion in other districts has in no way affected the popularity of the District Sports competitions.

7. *Deputation.* This Guild appoints the following five gentlemen to wait in deputation upon the Director of Public Instruction when he next visits this district of Madura to present the views of the Guild on important questions: the President of the Guild, one of the Secretaries, and Messrs. N. S. Venkatarama Iyer, J. Thomas and A. S. Rajamanikkam.

The Conference ended with a vote of thanks to the Chairman, and to the Teachers' Associations of the Schwartz High School and the Raja's High School for playing the host by making necessary arrangements for the meeting and by giving the delegates a sumptuous dinner.

THE MALABAR DISTRICT TEACHERS' GUILD

An ordinary meeting of the Malabar District Teachers' Guild was held at 2 p.m. on Saturday, the 3rd October, in the Municipal High School, Palghat, under the presidency of Mr. S. K. Padmanabha Aiyar, B.A. L.T., of the B.E.M. High School, Palghat. There was a large attendance of teachers including the teachers of the local institutions besides representatives from the mofussil schools.

The election of the President and Joint Secretary of the Guild was made at the meeting, and the following were to form the office-bearers for the year 1936-37 including the members elected at a previous meeting of the Guild:—

President. Mr. A. V. Kuttikrishna Menon, M.A., B.L., L.T., Principal, Zamorin's College, Calicut.

Vice-Presidents. Sreemathi C. Chinnammu Mannadissiyar, B.A., Headmistress, Board Moyan Girls' High School, Palghat and Mr. K. Janardanan Thampan, B.A., L.T., Headmaster, High School, Ottapalam.

Secretary. Mr. T. K. Subramania Aiyar, M.A., L.T., Assistant, Board High School, Kottayi.

Joint Secretary. Mr. P. Gopalan Nair, B.A., L.T., Assistant, Zamorin's College, Calicut.

Treasurer. Mr. S. K. Padmanabha Aiyar, B.A., L.T., Assistant, B.E.M. High School, Palghat.

The meeting next passed a condolence resolution on the death of Mr. P. Narayana Menon, B.A., late Headmaster, Board High School, Cherpallcherry, and a member of the Guild.

Resolutions were also passed deciding to celebrate the Sixth Education Week of the South Indian Teachers' Union in the several schools of the District from the 5th to the 11th of October, and to hold the next annual Educational Conference under the auspices of the Guild at Calicut during Christmas week.

The President in his concluding remarks appealed to the members, to take the necessary steps for strengthening the Guild and through it the S. I. T. U. and the proceedings came to a close with a vote of thanks proposed by the Secretary.

K. K. SUBRAMANIAN,
Secretary.

BOARD HIGH SCHOOL, UTHAMAPALAYAM

Professor S. Dandapani, gave some select recitals from Shakespeare and Moliere, in the Board High School, Uthamapalayam for two consecutive days commencing from 24th November, 1936, under the presidency of Mr. M. R. Rangaswamy Ayyangar, M.A., L.T., Headmaster. The public meeting arranged for the two days was well attended. The recitals were very much appreciated. The President complimented the Professor on his histrionic talents and appealed to the audience to interest themselves in the special study of Shakespeare. A few scenes from 'Kulothunga Pandian, a Tamil Drama were also enacted, which pointed to the versatility of the Professor. With the co-operation of the public and the school staff, the Headmaster was able to present a purse in appreciation of the Professor's specialisation of Shakespeare and his successful monoacting.

THE XXVIII MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, TANJORE May, 1937.

BULLETIN NO. I.

The Madras Provincial Educational Conference will hold its 28th Session at Tanjore in May, 1937. We are glad to announce that a strong Reception Committee has been formed and has set to work in right earnest. It is making all arrangements in the expectation of a record gathering. As the Conference meets after the introduction of Provincial Autonomy and probably after the submission of the report by the Expert Educational Committee appointed by the Government of India to remodel Secondary Education on the lines of the circular issued by them, the Conference is bound to be a momentous one when questions of great importance will have to be considered and a new orientation given to educational policy and methods.

We sincerely hope that not only members of the Teaching profession but all those who are interested in Education will co-operate with the Reception Committee, and help to make the conference a great success.

EDUCATIONAL EXHIBITION

Along with the Conference will be held a Provincial Educational Exhibition. Heads of Educational institutions of all grades and kinds are requested to take interest in it, so as to make it a really useful adjunct to the Conference.

REFRESHER COURSE

There will be a Refresher Course for the benefit of the Teachers of Elementary schools during the week preceding the Conference. The co-operation of Government Educational authorities, managers of aided schools local bodies and teachers is earnestly solicited in the matter.

EDUCATION WEEK

VIZAGAPATAM DISTRICT, BIMILIPATAM

The Education Week was celebrated in the Municipal High School, Bimilipatam, from 7th to 12th November, 1936. The Municipal High School, the Government Training School, the C. B. Mission Higher Elementary School and all other Elementary schools joined together in celebrating the Week.

The Education Week commenced with sports at the High School on 7th November, 1936; on 9th November, 1936, an Educational Exhibition was opened at the Government Training School at 2 p.m. The Week was inaugurated by Mr. A. S. P. Iyer, M.A., I.C.S., Bar-at-Law, District and Sessions Judge, Vizagapatam. Mr. J. Sarvabhadram Garu, B. A., L.T., Deputy Inspector of Schools, Salur, delivered a lecture on "Physical Culture—Eastern-Western." Scenes from "Lady Doctor" and "Four Deaf Men" were enacted by teachers and pupils.

On 10th November, 1936, a grand procession of school children was taken round the important streets of the town.

On 11th November, 1936, "Ladies' Day" was celebrated. Mrs. T. Bullamma and Mrs. P. C. Benn addressed on "Devotion" and "Duties of Women," respectively.

On 12th November, 1936, Mr. T. V. Apparsundarara Mudaliar, M.A., L.T., M.Ed. (Leeds), District Educational Officer, Vizagapatam, presided, and distributed the prizes. Mr. M. Annappa Somayajulu, B.A., B.Ed, spoke on "Schools and Character Training."

With a vote of thanks proposed by Mr. M. K. R. Dikshitalu, B.A., L.T., Headmaster of the Municipal High School, the functions came to a close.

The following schools in the above district have celebrated Education Week for the first time this year. Interesting programmes as processions of school children, lectures on educational topics and health, sports, elocution and essay competitions and Educational Exhibitions were arranged and prizes were given. Enthusiastic co-operation of the public with the organisers of the Week was a noteworthy feature.

1. Board Higher Elementary School, Ramabhadrapuram.
2. Board Higher Elementary School, Ankothota.
3. Board Higher Elementary School, Makkuva.
4. Board Higher Elementary School, Pachupenta.

KISTNA DT. MUNICIPAL HIGH SCHOOL, ANAKAPALLI

Under the auspices of the Teachers' Association, of the above school, the Education Week was celebrated here for the first time from 5th to 11 October.

On 5th October, 1936, Mr. G. Rangarao Naidu Garu, B.A., L.T., Deputy Inspector of School inaugurated the Week.

The meeting commenced at 5 p.m. each day during the week when lectures on important aspects of education were delivered by several educationists, as per the following programme :—

Date.	Subject.	Lecturer.	President.
5-10-1936.	Education in India To-day.	Mr. M. Vemkondala Rao, B.A., L.T.	Mr. G. Rangarao Naidu, B.A., L.T., Deputy Inspector of Schools.
6-10-1936.	Medium of Instruction.	Mr. M. Venkateswaralu, B.A., B. Ed.	Mr. P. Korukonda Lingamurti B.A., L.T., Merchant.
7-10-1936.	Adult Education.	Mr. G. Dakshinamurthi, B. A., B. Ed.	Mr. G. Rangarao Naidu, B.A., L.T.
8-10-1936.	History of Telugu Literature.	Mr. J. Sitharamaswami, 1st Pandit.	Mr. A. Narayana-murthi Pantulu, M.A., L.T.
9-10-1936.	Extra curricular Activities.	Mr. C. Venkatrao, B.A., B. Ed.	Mr. B. Narayanarao Pantulu, B.A., B. L.
10-10-1936.	Unemployment problem.	Mr. V. V. Sarma, B.A., B. Ed.	Mr. B. Ramayya.
11-10-1936.	Parental Co-operation.	Mr. D. Appanna, B.A., B. Ed.	Mr. N. Sitharama Patro, Supdt. Agricultural Dept.

KURNOOL DISTRICT, MUNICIPAL HIGH SCHOOL, NANDYAL

The Teachers' Associations, Municipal High School, Nandyal, celebrated the Sixth South Indian Education Week with a three days' programme from the 14th to 16th October, 1936. Mr. K. Ramakrishnayya Choudri, B.A., Bar-at-Law, Municipal Commissioner, inaugurating the Week stressed on the need for such celebrations. There were two lectures one on "The Value of School Discipline in Character formation" by Mr. B. E. Devaraj, M.A., L.T., Headmaster, S.P.G. Training School and the other by Mr. P. Ramachandraiah, B.A., Pleader, on "The Importance of Religious Instruction for Character Building."

On the second day the proceedings were conducted under the presidency of Janab Dade Khan Dhirani Sahib Bahadur, Municipal Chairman, in the unavoidable detention of Mr. A. Satyanarayanamurthi Naidu, B.A., Revenue Divisional Officer, at Kurnool. Two lectures were delivered by Messrs. D. Subba Rao, B.A., Pleader and Municipal Councillor and Mr. V. Kistappa, B.A., L.T., Senior Deputy Inspector of Schools, Nandyal Range, on "The usefulness of Parent-teacher Associations." A Parent-Teacher Association was formed immediately after the lecture.

The third and last day's programme under the presidency of Mr. G. Nagi Reddi, B.A., B.L., District Munsiff, began with the inspection of an Art Gallery of the School. There were scout display and entertainments consisting of select pieces from famous dramas. There were lectures on "Character building through Extra-curricular activities in Schools" by Mr. R. Venkata Rao, B.A., B.L., Pleader, Mr. Raja Pedda Subbarayudu, Vice-Chairman and Mr. R. P. Obul Reddi, honorary Bench Magistrate. After the concluding remarks of the Chairman the Week's programme came to a close.

ANANTAPUR DISTRICT S. K. B. HIGH SCHOOL, URAVAKONDA

The Sixth Education Week was celebrated by the staff and students of the above high school on the 7th and 8th October, 1936.

On the first day the celebration commenced with prayer and Saraswathi Puja with Mr. Pakam Gorapa, in the chair. Oratorical contests for Juniors and Seniors were held and 4 prizes were awarded. Mr. N. Peraraju, Telugu Pandit of the School, delivered an interesting lecture on "The Pre-School Child." The function for the day came to close with a hearty vote of thanks proposed by the Headmaster.

On the second day, Mr. Busette Homappa Setty, an old student of the School, presided over the meeting. Mr. M. Thammiraju, spoke on "The School and Character Training." Impressive speeches on the subject were delivered by Mr. Lakshmana Rao, the local Health Inspector, Mr. M. K. Basappa, an old student of the School and Mr. Chinnayya, a local merchant. Then the Headmaster of the School spoke on "Education and Character." With a vote of thanks the function came to a close.

EDUCATION WEEK CELEBRATIONS AT MADRAS

Under the auspices of the Madras Teachers' Guild, the Education Week was celebrated from 5th to 10th October, 1936.

On 5th October, 1936, the Education Week was inaugurated at St. Paul's High School, Vepery. After welcome by Mr. G. Sundara Raj, acting Principal of the High School, Mr. M. D. Manickam, President of the Guild, explained the aims and objects of the Education Week. The Hon'ble Mr. Justice L. C. Horwill, Judge, High Court of Judicature, Madras, inaugurated the Week. After the inaugural address of the Hon'ble Justice L. C. Horwill, Swami Tyagisanandaji of the Sri Ramakrishna Mutt, Mylapore, delivered a lecture on "Schools and Character Training." Mr. Syed Mahmood proposed a vote of thanks to the Chairman and lecturer and the meeting terminated.

On 6th November, 1936, Physical Education Demonstration were organised in the following eight different centres, for the city schools as well as the Corporation schools.

(1) At the Y.M.C.A. College of Physical Education, Saidapet, under the presidency of Mr. H. C. Buck, M.A., M.P.E., Director of Physical Education, with the Government of Madras.

(2) At the Christian College School grounds, under the presidency of the Hon'ble Mr. Justice Wadsworth, I.C.S.

(3) At the Wesley College School grounds, under the presidency of Janab Abdul Hamid Khan Sahib Bahadur, Mayor of Madras.

(4) At the Sir M. Ct. M. High School grounds, under the presidency of Diwan Bahadur A. Masilamani Pillai, B.A., B.L.

At the Corporation Playground, People's Park, under the presidency of Mr. V. Chakkarai Chettiar, B.A., B.L.

(6) At the Corporation Playground, George Town, under the presidency of Mr. G. Rangiah Naidu.

(7) At the Corporation Playground, Egmore, under the presidency of the Hon. Sir Md. Usman Sahib Bahadur, Kt.

(8) At the Corporation Playground, Purasawalkam, under the presidency of Mr. A. Damodara Mudaliar, B.A., B.L.

On 7th October, 1936, the Week was celebrated in the P. S. Higher Elementary School, Mylapore. Mr. R. M. Savur, B.A. (Cantab.), District Educational Officer, Madras presided. Mr. K. Nagaraja Rao, B.A., L.T., Headmaster of the School, in welcoming the teachers and public spoke on "Pre-school period of children." Miss Comstock, B.A., Superintendent, the Nursery School, Vepery, delivered an address on "The Pre-School Child." Miss Fergusson next spoke on "Relation between Nursery and Kindergarten schools." After the concluding remarks by the Chairman, Mr. Syed Mahmood proposed a vote of thanks and the meeting ended.

On 8th October, 1936, Dr. T. S. Tirumurti delivered a lecture on the importance of the teaching of hygiene (elsewhere published in this issue) in schools at the Sir M. Ct. M. High School, Purasawalkam, under the presidency of Rao Bahadur K. V. Krishnaswami Iyer, B.A., B.L. With a vote of thanks proposed by Mr. M. S. Sabhesan, the meeting came to a close.

On 9th October, 1936, a public meeting was held in the Hindu Theological High School under the presidency of Rao Bahadur Dr. M. Kesava Pai. After prayer Mr. R. S. Subramania Iyer, Assistant of the School, welcomed those present. Then Miss C. K. Kausalya, Professor, Queen Mary's College, Captain M. Abdul Hamid, Principal, Government Muhammadan College and Miss Muriel Simon, Organising Secretary, Indian Red Cross Society, spoke on different aspects of "Junior Red Cross and Character Training."

With a vote of thanks proposed by Mr. Syed Mahomed the meeting ended.

Under the auspices of the Women's Section of the Guild, an Educational Exhibition was organised in the Christopher's Training College, Vepery.

At 6-15 p.m. a special service for teachers and those undergoing training in was organised in the Zion Church. The Right Rev. E. H. M. Waller, M.A., the Lord Bishop of Madras addressed the gathering. Dr. K. C. Chakko, B.E., D.Sc., Principal, Engineering College, Mr. K. Kuruvilla Jacob, M.A., Headmaster, Christian College, High School, Miss G. M. Gerrard, M.A., Principal, Lady Willingdon Training College, Rev. P. C. Kerslake, M.A., Principal, Doveton-Corrie High School, Miss M. Mathew, M.A., L.T., Professor, St. Christopher's Training College and Rev. T. R. Foulger, M.A., Principal, Wesley High School, took part in the service.

On 10th October, 1936, in the morning excursions were arranged to Montessori School, Egmore and to the Nursery School, Vepery. A good number of teachers from Madras high schools and Corporation schools visited these schools.

At 4 p.m. a public meeting was held in the Christian College to celebrate the Guild Day with Mr. M. D. Manickam, B.A., L.T., President of the Guild, in the chair. After social, two students of the Mangadu Ellappa Chetti Higher Elementary School and a lady student of the K. T. C. Girls' High School entertained the gathering to music. Mr. Natesa Iyer, of the Madras Christian College performed mimicry.

Prizes were distributed to the winners in various competitions.

Prof. M. S. Sabhesan, M.A., delivered an interesting lecture on "Our Ground Floor." With a vote of thanks the meeting terminated at 7 p.m.

In connection with the celebrations of the Education Week, Scout rallies at various centres were held. Oratorical and Elocution competitions, Music competitions in groups and for individuals Fancy Dress competitions, etc., were also conducted. Medals, books, Certificates of Merit were awarded to the winners in various competitions. Mr. K. Srinivasan, Editor, *The Hindu*, awarded two first prizes in English elocution. Rao Bahadur K. V. Krishnaswami Iyer, awarded a medal for the first prize in Sanskrit elocution. Messrs. Oxford University Press awarded a book which was given as second prize in the English elocution for seniors.

A. RAMANJULU CHETTY HIGHER ELEMENTARY SCHOOL, MUTHIALPET, MADRAS

The Education Week was celebrated in the school under the presidency of Mrs. K. Alamelumangathayar Ammal, M.L.C., on 7th October, 1936. There was a large gathering of the Mothers of the locality.

After prayer, Mrs. M. Sarojini Ammal, delivered an interesting lecture on "Duties of Mothers." An interesting programme of "Kolattam, Kummidi, Vocal and Instrumental Music" and recitation was gone through by the girls of the school. After a few concluding remarks by the Chairman the day's function came to a close.

On 9th October, 1936, "The Children's Day" was celebrated at 5 p.m. when Mr. T. S. Nataraja Pillai, B.A., B.L., Councillor, Corporation of Madras, presided.

Mr. M. Sivamuthukumaraswami Mudaliar, Tamil Pandit, Muthialpet High School, Madras, addressed the gathering on "Schools and Character Training." Some scenes from "Kannappan" in Tamil and "Lava Kusa" in Telugu were enacted by the pupils of the school with Recitals from Shakespeare, Dr. Besant, farce and music. After a few remarks by the President, the meeting terminated. Mr. K. Ramiah Chetti, the Headmaster of the School, proposed a hearty vote of thanks to the chair.

CHINGLEPUT DISTRICT, R.B.C.C. HINDU SECONDARY SCHOOL, TRIVELLORE

The Education Week was celebrated with great eclat on the last two days of the Education Week on 10th and 11th October, 1936, by the Teachers' Association of the above School.

The first day's function was presided over by Mr. P. C. Krishna Iyer, Deputy Inspector of Schools, Trivellore. After a few introductory remarks by Mr. G. Subba Rao, B.A., L.T., Headmaster of the Institution, Mr. M. Bhasyam Iyengar, B.A., B.L., Advocate, delivered an address on "School and Society." Mr. A. V. Kuppuswami Iyer, an assistant of the school, delivered a lecture on "Extra-curricular Activities and Character training" on the same day. A programme of musical chorus, dialogues and scout displays was gone through. With the President's concluding remarks and a vote of thanks proposed by the Headmaster of the School, the meeting terminated.

The second day was observed as "The Parents' Day." A welcome address was sung by Mr. M. L. V. Thatachiar, to the parents and to the distinguished visitors. Mr. C. V. Naidu, B.A., B.L., Advocate, presided and an interesting lecture was delivered by Mr. N. C. Narasimhachariar, Government Pleader, Trivellore, on "Teacher and his Scope." Another lecture on "Home and Character" was delivered by Mr. M. O. Krishnamachariar, on the same day.

With a hearty vote of thanks to the Chairman and the lecturers the celebrations came to a close.

NORTH ARCOT DISTRICT—EDUCATION AND HEALTH WEEK, CHEYYAR

Under the auspices of the Teachers' Association, Board High School, Cheyyar, a meeting was convened for framing a common programme for the celebration of the Education Week. All the Headmasters of Elementary schools took part in the celebrations. The following programme was gone through:—

On 5th October, 1936, Mr. S. Harihara Iyer, B.A., L.T., Deputy Inspector of Schools, Cheyyar Range, inaugurated the Education Week. Mr. S. Natesa Iyer,

B.A., L.T., Headmaster, Board High School, Cheyyar, addressed the gathering in Tamil on "Character Training." Mr. V. M. Subramania Iyer, (Retd) Circle Inspector of Police, also addressed the gathering.

On 6th October, 1936, a committee of judges consisting of Mr. T. M. Adikesavalu Naidu, District Board Member and Chairman, Education Sub-Committee of the District Board, Tiruvannamalai, Mr. W. Venkatrama Iyer, the Sub-Asst. Surgeon, Mr. S. Venkatasubba Rao, B.A., L.T., Headmaster, Board High School, Wandewash, and Miss Mercy Vedanayakam, the Lady Sub-Asst. Surgeon, visited the inter-class decoration and exhibitions arranged in 14 class-rooms. The results were adjudged on the basis of the average marks awarded. Mr. T. M. Adikesavalu Naidu, leader of the committee, presided over the day's function. Mr. S. Natesa Iyer, B.A., L.T., Headmaster, expressed that competitions were successful and the sense of leadership, team spirit and discipline shown by the pupils were noted with pleasure. Mr. S. K. Harihara Iyer, Health Inspector, gave a demonstration lecture on "Inoculation."

On 7th October, 1936, early during the morning the premises of the Barithipuram Girls' School was crowded with about 200 mothers with their babies. Presents of jackets to children and sarees to mothers of well-cared for children were made by the local Health and Medical Authorities.

At 4-30 p.m. a programme of songs and recitation in English and Tamil was gone through. Mr. A. Jayarama Naidu, B.A., the Revenue Divisional Officer, Cheyyar presided. The meeting was entertained by pageant of fancy dress item numbers about thirty.

On 8th October, 1936, the celebration began with prayer and music competitions both vocal and instrumental. The Revenue Divisional Officer, Cheyyar, presided over this day's celebrations also.

On 9th October, 1936, Mr. W. Venkatrama Iyer, the Medical Officer, visited the classes assisted by lady Sub-Asst. Surgeon and Health Inspector. He examined the personal cleanliness of all the pupils. Mr. K. Ramaswami Iyer, B.A., B.E., acting District Board Engineer, Tiruvannamalai District Board presided. Talks were given on health habits and a lantern lecture on Hook Worm and Temperance by the Health Inspector brought the day's function to a close.

On 10th October, 1936, the proceedings began with sports for both the high schools and Elementary schools including the girl pupils. Mr. K. Ramaswami Iyer, B.A., B.E. and Mr. M. Lokanatha Mudaliar, President, Union Panchayat Board and Mr. W. Venkatarama Iyer, presided over the sports. After *Kummi*, *Kolattam*, etc. and a brief account of the activities of the Week by the Headmaster, Board High School, Cheyyar, the celebrations of the Week came to a close. Prizes numbering about 100 and certificates of merits were awarded to successful pupils.

ISLAMIAH HIGH SCHOOL, MELVISHARAM

The Sixth Education Week was celebrated on a grand scale by the Teachers' Association of the above school. On 6th October, under the presidency of Janab M. J. Md. Sayeed Sahib, M.A., L.T., Headmaster, Mr. E. V. Kalyanasundaram Iyer, B.A., B.Ed., delivered an interesting address on Extra-curricular activities and Character Training." On 7th October, 1936, under the presidency of Mr. V. Subbuarathnam Iyer, B.A., L.T. Janab M. J. Md. Sayeed Sahib Bahadur delivered a thought-provoking address on "Schools and Character training." On 8th October, 1936, the Association was 'At Home' to the management and the public representing the parents of the pupils of the school. Mr. K. R. Venkatachela Iyer, B.A., L.T. addressed the gathering in Tamil on "the importance of Parental co-operation."

EDUCATION WEEK CELEBRATIONS AT VELLORE

On 5th October, 1936, a grand procession of both Elementary and High School pupils with banners, placard, mottoes, etc., marched to the maidan at 4 p.m. Mr. Syed Ibrahim was in charge of procession. After distribution of sweets to Elementary school children, Mr. M. S. Sundareswara Iyer, M.A., L.T., Deputy Inspector of Schools gave a short talk and advice to the children.

Mr. P. Rangaswami Iyengar, B.A., B.L., delivered the inaugural address on "Schools and Character training" at 6 p.m. in Cobb Hall. Mr. S. A. Venkatraman, I. C.S., Collector of North Arcot presided. Mr. K. Vaithyanathan read a poem on 'Service' specially composed for the occasion.

On 6th October, 1936, there was a Physical Demonstration display at the Government Muhammadan High School premises. All the high schools, some of the Elementary schools and the Union Mission Training School took part. The R. C. School band played on this occasion. Certificates of merit were awarded to deserving schools that participated. Mrs. Subramanian presided and gave away the certificates.

On 7th October, 1936, Elocution and Singing contests were held in Cobb Hall. Special items were also contributed by Government Girls' High School, R.C. Boys' School, St. Mary's Convent School and Ramakrishna Girls' School. Winners in the contests were awarded prizes and medals and shields were given for special items. Mrs. S. A. Venkatraman presided and gave away the prizes, medals and shields.

On 8th October, 1936, Dr. J. J. De Boer presided over a conference of all teachers in Cobb Hall. Mr. Sundareswara Iyer, M.A., L.T., spoke on "Educational Reconstruction" with special reference to Elementary Education. Mr. V. R. Krishnaswami Iyengar, B.A., L.T., spoke on the same subject with reference to Secondary Education, and Mr. V. P. Adiseshiah with reference to University education. Messrs. S. Srinivasa Iyer, B.A., L.T., Mr. M. Natesa Mudaliar, M.A., L.T., S. Rajam, B.A., L.T.; and Mrs. Chellammal, B.A., L.T., took part in the discussion. After the concluding remarks of the Chairman, the Conference ended.

On 9th October, 1936, sports for Elementary school children was conducted in Government Muhammadan High School at 3 p.m. A number of interesting items both for boys and girls was gone through and prizes were awarded. Mrs. Roy presided and gave away the prizes.

On 10th and 11th October an exhibition was arranged in Cobb Hall. All schools including those of District Board and Labour brought their exhibits. Certificates and shields were given to deserving schools. The Government Girls' High School and the Ramakrishna Girls' School were given shields this year. On 10th October, 1936, the meeting was held in Government Muhammadan High School premises when Janab Sheik Dawood Sahib Bahadur presided. Mr. K. Vaithyanathan read a poem on 'Character' specially composed for the purpose. Mr. K. P. Santhosh, B.A., L.T., spoke in Tamil on "Impressions and Expressions. The Chairman presented certificates and shields and the function came to a successful close.

SALEM DISTRICT

Under the auspices of the Salem District Teachers' Guild, the Education Week was celebrated at the following centres, among others. Salem, Narasingapuram, Ummayalpuram, Thalaivasal, Chekkadipat, Kothavadi, Manivilundhan, Aryapalyam, Krishnagiri, Kaveripatnam and Taramangalam.

SALEM

The South Indian Education Week was inaugurated on 5th October, 1936, in the hall of the Municipal High School, before a large gathering including Mr. C. Vijaya-

raghavachariar. Mr. S. V. Ramamurthi, M.A., I.C.S., Collector of Salem, presided. Mr. S. Krishna Iyer, M.A., Lecturer in English, Salem Municipal College, addressed the meeting on "Schools and Character training." Mr. S. V. Ramamurthi in his concluding remarks said that it was a happy idea which had prompted the South Indian Teachers' Union to chose "Schools and Character training" as the main theme for consideration this year. With a vote of thanks proposed by Mr. V. Duraiswami Iyer, B. A., L.T., Secretary of the Guild, the meeting terminated.

On 9th October, 1936, Mr. Bernard Thomas, M.A., Principal of the London Mission High School, delivered a lecture on "Character training." Mr. M. S. Narayanaswami Iyer, B.A., B.L., District Munsiff, Salem, presided. After a few concluding remarks by the President this day's function terminated.

On 8th October, 1936, Mr. A. Ramaswami Goundar, M.A., L.T., Principal, Salem Municipal College, delivered a lecture in Tamil on "Character training" in the Municipal High School Hall. Mr. A. Narayana Sarma, B.A., B.L., Subordinate Judge, Salem, presided. After the concluding remarks by the President, the meeting came to a close.

On 9th October, 1936, Miss Stanyon, Principal, London Mission Training School for Women, delivered a lecture on "Co-operation of Home and School in character training" in the Gokulanatha Mahajana Hindu High School, Shevapet. Mr. D. R. Vadamuthu, Agent of the local Branch of the Imperial Bank of India, presided. There was also a demonstration of physical feats.

The Education Week was celebrated with great eclat from 7th October, 1936 to 11th October, 1936, in the premises of the Board Middle School, Kaveripatnam, all the institutions in the locality—Board Hindu Boys' Elementary School, Hindu Girls' Elementary School, the Muhammadan Elementary School, Srinivasa Rao's Aided Elementary School participating.

On 7th October, 1936, Mr. R. S. Subramanya Iyer, opened the Education Week in the Board Middle School hall with a brief account of the Education Week and the South Indian Teachers' Union. Mr. Krishnachar, Retired Postmaster, spoke on 'the importance of Character training of pupils.' Mr. Subbaroya Iyer, a former Schoolmaster spoke on the advance of present-day education and the opportunities afforded to school-going children.

On 8th October, 1936, at 8 a.m. a grand procession of about 800 pupils (boys and girls) was taken round the important streets of the town. In the evening demonstration of physical activities was arranged under the direction of Mr. R. M. Ponnuswami, the Physical Instructor of the Board Middle School. Messrs. N. S. Chidambaresa Iyer, Tamil pandit of the school and Mr. M. K. Lakshmana Rao, the Science Master, spoke on "Scouting and its Value." Mr. K. N. Subramanya Chetty, B.A., L.T., President of the Committee spoke on "Mass Education."

On 9th October, 1936, an interesting programme was gone through as Kummi, Kolattam by girls of the local Board School, dialogue on "the Choice of Profession" by the pupils of the Srinivasa Rao Aided Elementary School. Messrs. Srinivasa Rao and C. S. Ramiah treated the audience with sweet music. Messrs. Krishnachar and Subbaroya Iyer spoke on "the Usefulness of the Celebrations of Education Week." Mr. R. S. Subramanya Iyer offered twenty books to be given as prizes to the twenty pupils who participated in the evening's function. Mr. Abdur Rahman, of the Survey Department, spoke on "the need for close relation between the Parent and the School." Mr. K. N. Subramanya Chetti, Headmaster of the Board Middle School and President of the Committee in his concluding speech dwelt on the value and importance of such demonstrations. With a vote of thanks to all those that took part in the celebrations proposed by the Secretary, the function came to a close.

KRISHNAGIRI

On 9th October, 1936, the teachers of the Board High School and the Elementary schools of Krishnagiri met in the Board High School hall under the presidency of Mr. B. Sampathiah, B.A., L.T., to concert measures for the celebration of the Education Week.

On 10th October, 1936, a meeting was held in the Board Elementary Boys' High School, Krishnagiri. Mr. R. Narayanaswami Iyer, B.A., L.T., presided. Messrs. Margabandu Iyer, B.A., L.T., Rajagopala Iyengar, B. Sampathiah, B.A., L.T., Srinivasan, M.A. and K. S. Chengalroya Iyer addressed the gathering on the various aspects of education and Character training.

On 11-10-36 Messrs. Shanmugam, B.A., L.T., and C. Vasudeviah delivered lectures on "Aims of Education and the role of the teacher" at the Board High School hall. Mr. B. Sampathiah, B.A., L.T., Deputy Inspector of Schools, presided.

On 12-10-36 the meeting was held in Board Elementary Boys' School, Dowlatabad. After a programme of Kummi, Kolattam by the girl pupils, Mr. K. G. Muniswami Naidu addressed the gathering on parental co-operation. Mr. R. Rajagopala Iyengar, B.A., L.T., presided. Messrs. C. Vasudeviah and Srinivasan spoke on "What the school expects of a parent of to-day".

Mr. B. Sampathiah thanked all who participated in the function. Mr. K. S. Chengalroya Iyer, Joint-Secretary of the Guild was responsible for organising the Education Week celebrations in the district.

COIMBATORE

Under the joint auspices of the Men and Women Elementary Teachers' Associations, Coimbatore the Education Week was celebrated here from the 10th to 15th October. Mr. B. G. Holdsworth, Esq., I.C.S., District Collector, Coimbatore, inaugurated the Education Week on 10th October, 1936 and opened the Educational Exhibition. Messrs. K. Sankara Menon, Esq., B.A. (Cantab.), District Educational Officer and Mr. Rao Sahib C. M. Ramachandram Chettiar, Avl., President, District Educational Council spoke on the present state of elementary education.

The Educational Exhibition was kept open from 11th to 14th. Mr. A. Gopala Iyer, Avl., Headmaster of the Government Higher Elementary Training School and his staff contributed much to the success of the Exhibition. Swami Gurubrahmananda of the Ramakrishna Mission with batches of volunteers from the Government Higher Elementary Training School visited the houses in cheries for the spread of education. Mr. K. Oochai Gowder gave 100 slates to be given free to deserving children of the cheries.

On 12-10-36 Scout Rally was arranged in the Municipal High School grounds under the able leadership of Mr. R. Srinivasa Iyengar, Headmaster, Sarvajana High School, Peelamedu, and Secretary of the District Scout Council. They were treated to light refreshments by Rao Sahib S. N. Ponnai Gounder, Avl., President of the Committee.

On 13-10-36, Singing competitions for boys was held in the Y.M.C.A. hall. In the evening demonstration of physical activities was held in the Municipal High School grounds. Shields and certificates of merit were awarded to successful pupils.

On 14-10-36 singing competitions for girls was held in the morning. In the evening a public meeting was held. Diwan Bahadur C. S. Ratnasabapathi Mudaliar, Avl., M.L.C., presided. Rev. R. Robertson, B.D., delivered a lecture on "Making Education attractive."

On 15-10-36, Mr. S. Vincent was kind enough to exhibit free cinema shows. On the 15th October, 1936, M. Shabuddin, Esq., I.C.S., District and Sessions Judge,

distributed the prizes. With a vote of thanks to all those that contributed to the success of the celebrations the functions came to a close.

CHENNIMALAI

The following programme was gone through in connection with the celebration of the Education Week. An interesting educational exhibition was arranged.

On 5-10-36 the meeting was presided over by Mr. Amrithalingavisvarayar, local Sub-Registrar. Mr. K. S. Rangarajan spoke on "Schools and Character Training". Mr. S. Thirumalachari, Headmaster, welcomed the public and parents.

On 6-10-36, Mr. Krishnamachariar, the local Postmaster presided. Mr. D. L. Sadasivan delivered a lecture on "Extra-curricular activities".

On 7-10-36, Mr. S. Subramania Iyer, the Revenue Inspector, presided. Mr. K. V. Ramachandran delivered a lecture on "Home and Character Training."

KODUMUDI

In connection with the Education Week a six days' programme was arranged.

A procession of boys and girls was taken round the locality with Kummi, Kolattam and songs. Discourses by boys and girls were arranged daily which was very much appreciated by the public and parents. On 11-10-36 the last day was presided over by Mr. V. Ponnuswami Pillai, Avl., Revenue Divisional Officer, Erode. A series of lectures by boys and girls was arranged. With the distribution of sweets and pansupari the function came to a close.

SOUTH ARCOT—CHIDAMBARAM

The Education Week was inaugurated on 5-10-36 by Mr. C. V. Srinivasachariar, Avl., B.A., B.L., Advocate Mr. R. Parthasarathi Iyengar, B.A., L.T., Headmaster, addressed on "Schools and Character Training." The meeting ended with a vote of thanks proposed by Mr. V. Rajagopala Iyer, B.A., L.T.

On 6-10-36, mass drill was conducted in the school ground. Mr. L. K. Govindarajulu Naidu, B.A., B.L., Director of Physical Education, Annamalai University addressed the gathering. Mr. Appu Mudaliar, M.B. B.S., also addressed the gathering.

On 7-10-36 the Educators' Day was celebrated under the presidentship of Rao Sahib C. S. Srinivasachariar, M.A., Professor of History, Annamalai University.

On 8-10-36, Professor R. Ramanujachariar, M.A., Professor of Philosophy, Annamalai University, spoke on "The Importance of right Training in the Pre-School Age."

On 9-10-36, Mahamahopadyaya S. Kuppuswami Sastriar, M.A., I.E.S., Honorary Professor of Sanskrit, Annamalai University presided. He spoke on "Some Aspects of Education in Ancient India."

PACHIAYYAPPA'S HIGH SCHOOL, CHIDAMBARAM

Mr. V. G. Ramakrishna Iyer, M.A., of the Annamalai University inaugurated the week on 7-10-36. Mr. R. Kalyanasundaram Iyer, Headmaster, spoke on the importance of the celebrations of the Education Week.

The Teachers' Day was celebrated and Dr. K. Aswathanarayana Rao, D. Sc., Professor of Chemistry delivered an address.

The Parents and Childrens' Day was presided over by Mr. R. Subramania Iyer, Senior Deputy Inspector of Schools. Variety entertainments were also arranged.

Saturday the 10th was the last day of the week devoted to Scout activities. Mr. S. Tiruvengada Nainar, B.A., L.T., the Scout Master, proposed a vote of thanks and the celebrations came to a close.

PANRUTI

On 2-10-36, the "Students Day" was celebrated under the presidentship of Mr. R. S. Srinivasa Iyengar, B.A., L.T. Mr. S. N. Ramachandra Iyer, B.A., L.T., addressed the gathering on the "Importance of Character."

On 5-10-36 a meeting of the parents was held under the presidentship of Mr. Swaminatha Iyer, Avl., L.M. & S., the local Sub-Assistant Surgeon. Sports and oratorical contests were held. Prizes were distributed by the President. With a vote of thanks proposed by Mr. G. Sundaramanujulu Naidu, the meeting terminated.

VILLUPURAM

On 5-10-36, Mr. S. Srinivasachariar, Commissioner, Villupuram Municipality, opened the Week. Mr. V. Venkataramana Iyer, President of the Bench of Honorary Magistrates, presided. Rev. Fr. Ryan spoke on "The Importance of Religious Instruction in Schools" Mr. A. Nagaraja Iyer, Headmaster of the school spoke on "Character Training". Mr. V. Nataraja Iyer, Supervisor of Electric Telegraphs, read a paper on "Telephony". With a vote of thanks proposed by Mr. V. Jayarama Iyer, the convener of the committee, the day's proceedings ended.

On 7-10-36, Mr. R. Krishnamachariar, Deputy Inspector of Schools, presided. Mr. G. V. Desikan, Advocate, spoke on "Is Time spent on Playground a Waste". Mr. G. Vadivelu Pillai, Assistant, Government Training School, delivered a lecture on "Camps and Their Values".

On 9-10-36, Mr. C. S. Rangaswami Iyengar, presided. Mr. A. Nataraja Iyer, Headmaster, Elementary School, delivered a lecture on 'Parent Teachers' Association.' Mr. P. G. Krishnaswami Iyengar, Advocate, also took part in the proceedings. Competition in Music was arranged for boys and girls.

On 10-10-36, Sports for Elementary School children was conducted under the guidance of Messrs. C. S. Masilamani Mudaliar and K. Narayanaswami Iyer. Mr. G. Srinivasachariar, Retired Deputy Collector, distributed the prizes. A programme of musical drill, dialogue and Kummi was also gone through.

On 10-10-36 after social and music concert by teachers, a public meeting was held under the presidentship of Rev. Ryan. Mr. V. Jayarama Iyer delivered a lecture on "Education and the New Teacher and the New School". With a vote of thanks to all helpers proposed by Mr. A. Nagaraja Iyer, the celebration came to a close.

TIRUKOILUR

On 8-10-36, Mr. C. Bhaskara Reddi, B.A., B.L., District Munsiff, opened the Week. Sports for boys and girls and agricultural demonstrations were also held. Mr. S. Rajangam Iyer delivered a lecture on "Schools and Character Training." Mr. V. G. Ramachandra Iyer, M.A., B.L., Advocate, delivered a lecture on "Schools as Social Centres".

On 9-10-36, Mr. K. Kothandapani Pillai, Revenue Divisional Officer, presided. Oratorical and Elocution contests were also conducted.

Mr. T. Vadivelu Mudaliar, delivered a lecture in the evening on 'Parental Co-operation'. Miss F. Benjamin, Headmistress, Danish Mission Girls' School delivered a lecture on 'Female Education'. There was a variety entertainment and music after lecturers.

On 10-10-36, The Teachers' Day was presided over by the Revenue Divisional Officer. A programme of Scout Rally and demonstration of physical activities was gone through. Mr. K. V. Narayanaswami Iyer delivered a lecture on "Rural Reconstruction". Rev. P. Lange of the Danish Mission delivered a lecture on "Folk

Schools of Denmark". With a vote of thanks and distribution of pansupari, the celebrations came to a close.

TANJORE

BOARD MIDDLE SCHOOL, MUTHUPET (Tanjore District).

The Education Week was celebrated by the Teachers' Association from 5th to 9th October, 1936. Mr. T. G. Anantachariar, Avl., M.A., L.T., inaugurated the Week. Lectures on varied aspects of character training and education were arranged daily. The co-operation of the Sub-Registrar and the local doctor was very helpful.

SIR SIVASWAMI IYER'S HIGH SCHOOL, TIRUKATTUPALLI

On 5-10-36, Mr. V. Guruswami Sastrigal, presided over the meeting. Mr. K. S. Soundararaja Iyengar, delivered a lecture on "Religion and Morality in relation to Character."

On 6-10-36, Mr. N. Kalyanarama Iyer, B.A., L.T., delivered a lecture on "Extra-curricular activities in relation to pupils character."

On 7-10-36, Mr. M. V. Swaminatha Iyer, delivered a instructive talk on "Home in relation to Character." On 8-10-36, Mr. G. Sundarama Iyer, Scoutmaster, delivered a lecture on "Scouting and Character".

On 9-10-36, Mr. S. Kasturiranga Iyengar, Superintendent of Games and Physical Instruction addressed the gathering on "Physical Training in relation to Character." Then a demonstration of various exercises were given.

EDUCATION WEEK CELEBRATIONS AT TRICHINOPOLY

Under the auspices of the Trichinopoly District Teachers' Guild the Sixth Education Week was inaugurated by Mr. K. Natesa Iyer, Avl. Retired District Educational Officer, Trichinopoly on 5-10-36 in the Municipal Public Hall. Mr. N. V. Vythinatha Iyer, Law Officer, S.I.Ry. spoke on "A Layman's point of view of Education".

The Educational Exhibition organised in connection with the Education Week was opened on the same day at 5 p.m. by Rev. Fr. Jerome D'Souza, S.J., Principal, St. Joseph's College, at the Lakshmi Hall, Aryan Secondary School, Trichy.

A special course of lectures for Elementary Teachers organised during the Week was inaugurated by Mr. V. Saranatha Iyengar, Avl., President of the Guild at the E. R. High School at 4 p.m. on the same day.

On 6-10-36, a public meeting was held at High School, Srirangam, under the presidency of Mr. V. R. Ranganathan, District Educational Officer, Prof. K. Chinnaswami Iyer, Lecturer, St. Joseph's College delivered a lecture on "What Schools can do for Character Training". Miss A. L. Jackson spoke on "Character Training".

On 7-10-36 the meeting was held under the presidency of Mr. C. R. Krishna Rao, District Judge. Capt. Sangam Lal, I.M.S., F.R.C.S., District Medical Officer delivered a lecture on 'Public Health Education.'

On 11-10-36, a public meeting was held at 5 p.m. in the National College. Sir T. Desikachari presided, and gave away the certificates of merit and medals to the deserving schools that took part in the Exhibition.

In connection with the special course of lectures for Elementary school teachers organised during the Week the following lectures were delivered on the various topics.

"Care of Children at School" by Dr. T. N. Subramanian.

"Popular Science" "Transport" (Two lectures) by Mr. K. N. Rangarathna Sastrigal.

"Teaching of Arithmetic in Elementary School" (two lectures) by Mr. P. S. Ganesa Sastrigal, National College.

"Popular Science" Astronomy by Mr. R. Nataraja Iyer, E. R. High School.

"Discipline" by Mr. S. Sivaramakrishna Iyer, B.H.C.H. School.

"Teaching of Tamil as a Modern Language" (two lectures) by Mr. A. Rama Iyer, National College.

"The Junior Red Cross Movement" by Mr. S. Ramakrishna Avadani.

"Scouting" by Mr. V. Radhakrishna Iyer.

"Local History and Geography" by Mr. N. S. Narasimha Iyengar.

"Teachers' Organisation" by Messrs. L. R. Natesa Iyer and S. T. Ramanuja Iyengar.

The following judges Mrs. Ranganathan, Miss Margaret Mahadevan, Miss Leema, Mr. K. R. Rajagopala Iyengar and Mr. Sam A. Durai spent considerable time in going round and judging the exhibits in the exhibition.

MADURA

MADURA TEACHERS' ASSOCIATION, MADURA

On 7-10-36 the meeting was held in the Victoria Edward Hall under the presidency of Mr. A. Rangaswami Iyer, Advocate, Madura. After an introductory speech by Mr. J. D. Manickam, M.A., Mr. P. Mahadevan, M.A., Principal, Madura College, delivered a lecture on "Schools and Character Training."

With a vote of thanks from Mr. K. R. Srinivasa Iyer, B.A., L.T., the function came to a close.

BOARD HIGH SCHOOL, MELUR

The Education Week was inaugurated on the 8th October, 1936 by Mr. N. Subramania Iyer, B.A., B.L., District Munsiff, Melur. After a short welcome speech by Mr. T. S. Ramanatha Iyer, B.A., L.T., Mr. A. Sundara Iyer, B.A., L.T., delivered a lecture on "Schools and Character Training". Mr. C. S. Namasivayam Pillai, Agricultural Demonstrator, delivered a lecture on "Religious Instruction in Schools". Mr. I. Rajaram, B.A., Director of Physical Education, Madura District Board spoke on "Some aspects of Physical Education".

On 9-10-36 Demonstration of physical activities and Scout display arranged. A meeting was held in the evening under the presidency of Mr. M. L. Narayana Iyer, B.A., B.L., Government Pleader, Melur. Dr. T. K. Nagarajan, L.M.P., delivered a lecture on 'Personal Hygiene' Vidwan V. Kumaraswami Iyer, delivered a lecture on 'The role of the Parent as a Teacher.' Mr. Solomon, M.A., Librarian, American College, Madura, addressed the gathering on "Library." With a vote of thanks proposed by the Headmaster and distribution of pansupari the function came to a close.

BOARD HIGH SCHOOL, USILAMPATTI

On 6-10-36 a public meeting was held under the presidentship of Mr. Viswanatha Iyer, Sub-Inspector of Police. Chief amongst those who attended were Rao Bahadur J. A. Vedanayaga Thevar, S. V. Balraj, Esq., B.A., L.T., District Educational Officer, Madura, Dr. Dharmaraja Iyer, Mr. Madhava Rao, B.A., L.T., Deputy Inspector of schools and sisters of the local convent school. Demonstration of physical activities was conducted by Mr. Bhavani Mudaliar. Mr. M. R. Ranga-

swami Iyengar, M.A., L.T., delivered an interesting lecture on 'Playground and Character formation'.

With a vote of thanks proposed by Mr. V. Jambunatha Iyer, Headmaster of the school, the meeting terminated.

BOARD HIGH SCHOOL, SHOLAVANDAN

On 7-10-36 Mr. S. N. Santhanagopalakrishna Mudaliar, Avl., presided. Mr. A. Israel, M.A., L.T., explained the objects of the Week. Mr. V. Rangachari, B.A.L.T., delivered a lecture on 'The Visiting Teacher and his place in Education'. Mr. N. S. Chellam Iyer, Postmaster, spoke on "Home—a great influence in Character Training". Mr. M. Subramania Mudaliar spoke on 'Parental Co-operation'.

On 8-10-36 Dr. E. S. Reddy, M.B.B.S., B.Sc., District Health Officer, Madura, presided. Demonstration of Physical Activities and Scout display was also conducted. Dr. S. Gopalaswami, L.M. & S., delivered a lecture on 'Common ailments of school children'. Dr. P. C. Sitharama Iyer, L.M.P., spoke on 'Some aspects of Physical Education'. Mr. K. S. Mahadeva Iyer read a paper on 'Scouting as a factor on character formation'.

On 9-10-36 Mr. P. Mahadevan, M.A., Principal, Madura College, presided. Mr. K. G. Thiruvengadatha Iyengar, B.A., L.T., spoke on "The value of school discipline in character formation." Mr. V. Rangachari, B.A., L.T., addressed the gathering on "School and Society". Mr. A. Israel, M.A., L.T., proposed a hearty vote of thanks and the function ended.

RAJAH'S HIGH SCHOOL, RAMNAD

On 2-11-36 Mr. K. G. Menon, Esq., I.C.S., Sub-Collector, Ramnad, inaugurated the Education Week. Mr. T. S. Viraraghavachari, Headmaster, explained the objects of the Week. Mr. John Ponratnam, of Schwartz High School, Ramnad, delivered a lecture on 'Home and Character Training'.

On 3-11-36 B. V. Varadachari, Esq., M.B.B.S., District Medical Officer, presided over the celebrations. Mr. L. R. Sundarasa Iyer, M.A., L.T., Government Training School, Ramnad, delivered a lecture on "Character Training through Moral and Religious Instruction."

On 4-11-36 the celebrations were held under the presidency of Mr. V. P. Sundaram Iyer, Excise Inspector. Mr. R. Viraraghava Iyengar, M.A., B.L., spoke on "What we expect of our schools."

On 5-11-36 under the presidency of Mr. M. S. Krishnaswami Iyer, Esq., B.A.L.T. Mr. R. Viraraghava Iyengar, M.A., B.L., delivered a lecture on "The role of the Teacher in Society."

On 6-11-36 Mr. P. Sankaran Nambiar, B.A., B.L., District Munsiff, Ramnad, presided. A programme of variety entertainments was gone through. Mr. T. S. Viraraghavachari, M.A., L.T., delivered a lecture on "Character training through extra-curricular activities." Mr. K. Kailasam Iyer addressed the gathering in Tamil on the objects of the Week. After the concluding remarks by the President the meeting terminated.

ENGLISH ELEMENTARY SCHOOL, KANADUKATHAN

The Education Week was celebrated in the above school on 10-10-36, under the presidency of Mr. Y. B. L. Sethurama Iyer, B.A., of A.C. High School, Pallathur. Vidwan K. Manickam Pillai of Pallathur addressed the gathering in Tamil, on "Schools and Character Training". Mr. Y. Swaminatha Iyer spoke on 'Female Education.' Mr. S. Ramaswami Iyer, Headmaster of the school, proposed a hearty vote of thanks and the function came to a close.

TINNEVELLY

TEACHERS' CLUB, TUTICORIN

Under the auspices of the above club, Mr. Nallaperumal Pillai, Avl., Mittadar and Banker, inaugurated the Education Week on 5-10-36 in S. A. V. School. Mr. R. Sastha Iyer, B.A., L.T., spoke on the "Aims and Objects of Education Week".

On 6-10-36 the meeting was held in the S.A.V. High School under the presidency of Mr. A. C. Paul Nadar, Avl., B.A., B.L., Vakil, Tuticorin. Mr. J. G. Sundaram delivered a lecture on "Education and Character." Mr. S. K. Narayana Iyengar, delivered another lecture on "The Merits of Valluvar's Thirukkural".

On 7-10-36 the meeting was held in C. M. School, presided over by Dr. K. S. Iyengar, L.M.S., Civil Surgeon, Tuticorin. Lectures on "Vitamins with regard to Diet and Disease" and "Prevention of Infectious Diseases" were delivered by Dr. R. Padmanabha Iyer, L.M.P., and Dr. P. M. Rajarathna Mudaliar, L.M.P., Health Officer, Tuticorin, respectively.

On 8-10-36 the meeting was held in St. Francis Xavier's High School, presided over by Rev. Father Gnanapragasam, S.J., when Mr. R. Narasimha Iyer, M.A.B.L., delivered an interesting lecture on "Teachers in Public Life".

On 9-10-36 the meeting was held in Caldwell High School, presided over by Rev. S. C. Neill, M.A., Principal, Theological Seminary, Nazereth, when Mr. T. S. Ramakrishna Iyer and Mr. A. Ramamurthi Rao, B.A., B.L., spoke on "Education and Teaching methods."

On 10-10-36 the meeting was held in the Karapattai Nadar's Higher Elementary School, when Mr. K.K.A. Periasami Nadar, Merchant and Municipal Councillor, presided. Mr. Rathakrishna Iyer spoke on "Elementary Education," and Mr. N. Venkatakrishnan, B.A., Correspondent of "The Hindu" spoke on "Some aspects of Education."

BOARD HIGH SCHOOL, KOILPATTI

In connection with Education Week the "Childrens' Day" was celebrated on 7-10-36 under the auspices of the Teachers' Association of the above school. Sports for boys and girls was conducted. Mr. K. Gulam Mahomed, M.A., Revenue Divisional Officer, presided. Mr. Sivakolundu Mudaliar explained the objects of the Week. Mr. K. R. Ramakrishna Iyer, B.A.B.L., Vakil, delivered a lecture on "Child Education". Mr. Krishnaswami Iyengar, B.A.L.T., Senior Deputy Inspector of Schools gave some practical advice to children. Mr. T. R. Ramachandra Iyer, Local Hospital Doctor awarded prizes to the winners in elocution competition.

The "Parents' Day" was celebrated on 8-10-36 under the presidency of Mr. David, Assistant Engineer. Mr. Sankaralinga Rddiar, B.A.B.L., Vakil, District Board Member and President, Panchayat Board delivered a lecture on "What the Parent expects of the Teacher". Mr. K. A. Peramanayagam Pillai, B.A.L.T., delivered a lecture on "What the teacher expects of the Parent."

THIRTHAPATHI HIGH SCHOOL, AMBASAMUDRAM

Under the auspices of the Teachers' Association of the above school, the Education Week was inaugurated by Mr. A. St. F. Barboza, B.A., B.L., District Munsiff, on 6-10-36. After welcome by Mr. E. H. Parameswara Iyer, M.A., L.T., Headmaster, Mr. K. S. Sonachalam, M.A., of Hindu College, Tinnevely delivered a lecture on "Schools and Character Training".

On 7-10-36, Messrs. G. Subramania Iyer, B.A., L.T., and T. G. Radhakrishna Iyer of Kallidaikurichi, delivered lectures on "The Problem Child and Home"

and "Junior Red Cross Societies" respectively under the presidency of Mr. L. T. Radhakrishna Iyer, B.A.L.T., Senior Deputy Inspector of Schools, Ambasamudram Range.

On 8-10-36 Mr. T. K. Chidambaranatha Mudaliar, B.A.B.L., Vannarpet, presided. Mr. Arunachala Gounder of Hindu College spoke on "*Kalla Ilamai*" and Mr. A. Srinivasaraghavan, M.A., Tinnevely spoke on the aims of the Education Week. Mr. A. Kanthiamathinatha Pillai, B.A.L.T., Secretary of the Association, proposed a vote of thanks and the meeting terminated.

THE MALABAR DISTRICT TEACHERS' GUILD

Under the auspices of the above Guild the Education Week was celebrated from 5th to 11th October. Lectures, sports, Scout displays and essay and elocution competitions were arranged in various schools, in the district.

BOARD HIGH SCHOOL, KOTTAYI

On 7-10-36 in connection with Education Week a meeting was held in the above school under the presidency of Mr. K. S. Gopalakrishna Iyer, B.A.L.T., Headmaster of the school. Mr. K. R. Sankaranarayana Iyer, M.A.L.T., delivered a lecture on "Freedom in relation to Character Training." The lecture was followed by inter-class matches and sports.

On 8-10-36, Mr. P. Gopalakrishnan Nair delivered a lecture on 'Ideals in relation to Character Training' under the presidency of Mr. A. V. Subramania Iyer, B.A., L.T.

On 9-10-'36 Scout display and elocution competitions in Malayalam was held and prizes were awarded.

MUNICIPAL HIGH SCHOOL, PALGHAT

The Education Week was celebrated by the above school on 8-10-36 under the presidency of Mr. C. S. Sesha Iyer, B.A.L.T., Headmaster of the School. Mr. P. V. Subramania Iyer, M.A.L.T., Lecturer Govt. College, Palghat, delivered a lecture on "Education and Character."

B. E. M. HIGH SCHOOL, PALGHAT

On 9-10-36, Dr. A. R. Menon, delivered a lecture in the B.E.M. High School, Palghat, under the presidency of Mr. K. P. Varid, Esq., B.A.L.T., Headmaster of the School.

BOARD HIGH SCHOOL, KODUVAYOOR

On 9-10-36, a meeting was held under the presidency of Mr. N. R. Parasurama Iyer, Headmaster, of the School. Lectures on "Education and Character" were delivered by several members of the staff.

ALL-INDIA EDUCATIONAL CONFERENCE, GWALIOR

SYMPOSIA ON EDUCATIONAL REORGANISATION IN INDIA

I

It has been decided to hold a symposium on Education Reorganisation in India at the general session of the 12th All-India Educational Conference at Gwalior on Monday, the 28th December, 1936, at 2 p.m. under the presidentship of Pandit Iqbal Narain Gurtu, M.A., LL.B., Vice-Chancellor, University of Allahabad. The symposium will consist of observations of experts on the following topics: (1) Duration of the various stages of education; (2) Reorganisation of aims at the various stages of Education; (3) Reorganisation of Curricula at the various stages of education; (4) Reorganisation of Public Examinations at the various stages of education; (5) Reorientation of the methods of teaching at the various stages of education; (6) Reorganisation of Inspection and Direction of Education; (7) Planning of Education for a definite period; (8) Reorganisation of the Finances of Education. One speech would be allowed in the Conference on each of these topics and would indicate in brief the general lines on which reorganisation could be shaped fruitfully. But the report of the symposium will not only consist of speeches delivered at the general session but also a number of brief monographs on the topics mentioned above which would be accepted for publication and taken as read.

The distinguished educationists and educational experts of the country at every stage of education are hereby invited to send brief papers on the topics detailed above to the undersigned for inclusion in the symposium.

II

It has been decided to hold a symposium on the Reorganisation of Women's Education in India at the General Session of the 12th All-India Educational Conference at Gwalior on Tuesday, the 29th December, 1936 at 2 p.m. The symposium will consist of observations of experts on the following topics: (1) Reorganisation of primary education for girls and women; (2) Reorganisation of secondary education for girls and women; (3) Reorganisation of University education for women. Two speeches would be allowed in the Conference on each of these topics and would indicate in brief the general lines on which reorganisation could be shaped fruitfully. But the report of the symposium will not only consist of the speeches delivered at the general session but also a number of brief monograph on the topics mentioned above which would be accepted for publication and taken as read.

The women educationists and educational experts of the country are hereby invited to send brief papers on the topics detailed above to the undersigned for inclusion in the symposium.

D. P. KHATTRY,
Hony. Secretary,

EDITORIAL

THE VILLAGE IDIOT

No less a person than Lord Meston of Agra introduced himself as a "village idiot" when he delivered an address on the occasion of the Fourth Congress of the Universities of the Empire in 1931. The proceedings of this Congress will be of special interest at the present moment when the problem of educational reconstruction is being seriously discussed. A perusal of the debates and addresses reveals to us the bewildering nature of the problem and it is something that it has been approached from different standpoints. Neither the side of the parent nor the side of the University has been ignored and it is evident that public men and professors have been equally anxious to find a way out of the difficulty. Among the subjects that were discussed at the Congress may be mentioned: (1) the University Graduate in commerce and industry, (2) conditions of admission to Universities and their effects, (3) facilities for overseas students in British Universities, and (4) the provision of schemes of study leading to general Honours Degree. The addresses which gentlemen of the standing of Lord Meston, Sir Thomas Holland and Lord Linlithgow (now His Excellency the Viceroy) were pleased to deliver, can be of no ordinary interest and they should go a great way towards bringing about a proper understanding of the problem.

The Lord Provost of the city of Edinburgh traced the growth and development of the University of Edinburgh and explained the part played by the Town Council in that connection; and his observations will have a great significance to us when a good deal is said about local bodies in our province. He considers it a pity that business men and professors do not understand each other and he explains the general position as follows: "So far as the Town Council of Edinburgh is concerned, there is no straighter body of men in the world, nor are we such non-entities as the intellectuals imagine . . . But I must also say this, that the professors and others connected with the University seem to me, in my now pretty wide experience of them, to possess plenty of business acumen, and no less and no more than my colleagues on the Town Council no perceptible inferiority complexes." Lord Linlithgow took "University Course and Business" as the theme of his address and had some practical suggestions to offer. He made it clear that he would keep the average boy in view while discussing the problem. He holds the view that University experience should prove an important and in many cases a decisive advantage, especially when a man enters the period of his career in which he is called upon "to exercise independent judg-

ment, reliance upon his own opinions and executive power and leadership." He takes care at the same time to emphasise that it seems to be neither good for the Universities nor helpful to the individual, that men unfitted by nature to derive benefit from attendance at a University should enter its doors. Lord Meston of Agra deals with University education from the point of view of a layman and raises several points for consideration. Is higher education a satisfactory preparation for that struggle for its economic existence to which the Empire is committed? He refers to the prevailing attitude of relying more upon the office-promoted boy who works through every stage in the mill for the future managerial staff. He has his own apprehensions that the Universities may be unreasonably required to meet all the demands made by the public in regard to the practical problems of the day. He further admits that there is a tendency for making a fetish of research. The difficulty which the Universities may feel has been neatly put thus: "But if, as so often happens in a University, he has to turn the daily mill which grinds out intellectual food for masses of ordinary graduates, what leisure or energy is left to him for the higher things."

The discussion on the conditions of admission to Universities and their effects laid bare the serious defects of Secondary education and should be of more than local interest. The feeling that was uppermost in the minds of all those who took part in the discussions was whether it would be possible to find a solution which would not involve the domination of school studies by University requirements or a standardised examination of an external character. The extent to which the present relation affects both the University and the High School is indicated as follows: "It is not only in the Universities but also in the schools, that undesirable effects are produced by the present conditions of admission to the Universities. In many, and, I think, probably in most schools, and particularly in the small schools, the choice of subjects to be studied, and the courses of work in those subjects tend to be determined too little by the real needs of the pupils and too much by University Matriculation regulations. This is due mainly to the fact that a Matriculation Certificate can be gained by means of the First School Certificate examination, provided the subjects taken and the standard reached comply with Matriculation requirements. As is well known, Matriculation is widely recognised as a sort of hall-mark by the outside world. A School Certificate without Matriculation is quite widely looked upon as something like a failure. . . . Thus the special conditions imposed by the Universities on the small University of school pupils who wish to enter a University tend to be imposed on the large majority who will go direct from school into the world." Sir Michael Sadler urged that, in a question of this nature, it would be necessary to bear in mind the function of the

school and of the system of education so long as the parents are not keen on facing the realities and adopting what is possible and suitable for their children. But it is clear that no satisfactory solution can be suggested independently by any one party, say the educational authorities, or the schools, or the employers unless due recognition is paid to the more important and vital points in devising a general scheme and working it out.

REORGANISATION OF SECONDARY EDUCATION

We are glad to learn that the Madras Teachers' Guild has taken up the question of Reorganisation of Secondary Education referred to it by the Provincial Educational Conference. It is fortunate in having before it the memorandum of the Headmasters' Association Sub-Committee. A number of issues has been raised and the opinion of the members is invited. We should like the affiliated associations of the Union to acquaint themselves with the proposals and offer their opinion so that a definite lead may be given at the time of the Conference.

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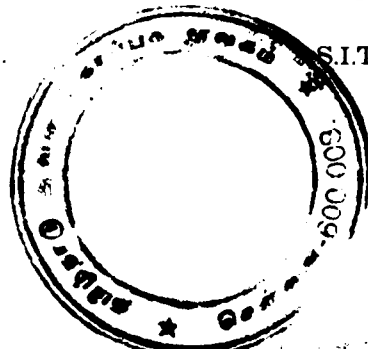
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The South Indian Teacher

(The Official Journal of The South India Teachers' Union)

5-MAR-1937

DECEMBER, 1936

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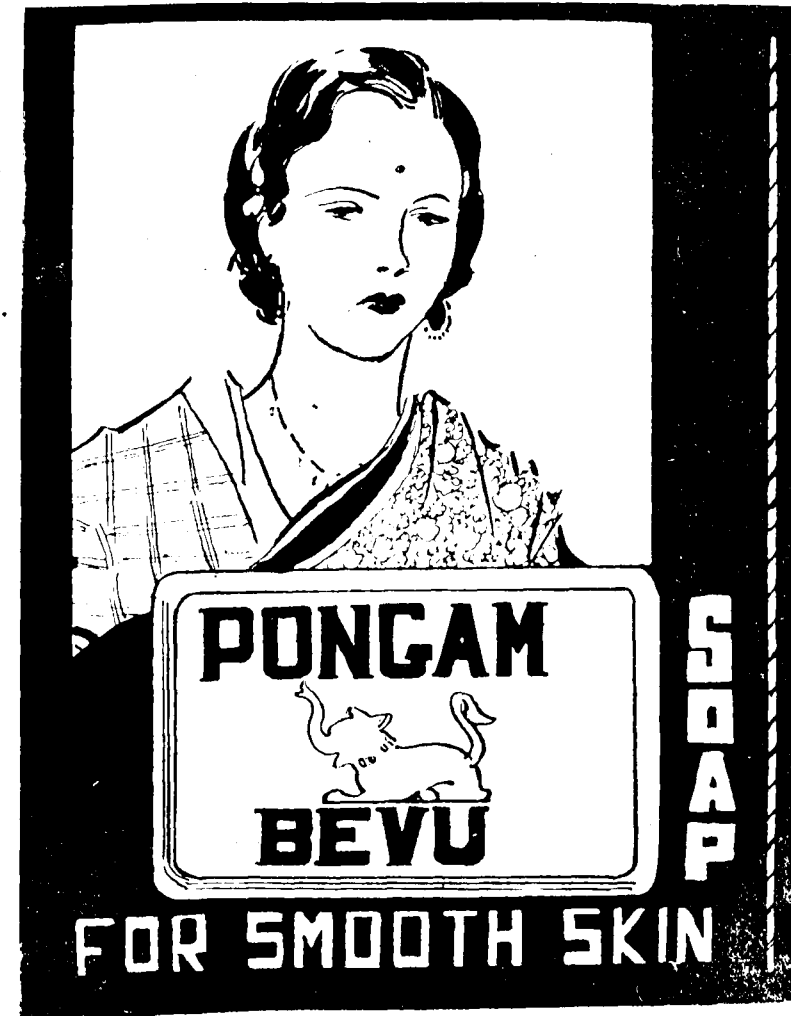
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THE SOUTH INDIAN TEACHER

Vol. IX

December, 1936

No. 12

ELEMENTARY EDUCATION AND THE GOVERNMENT POLICY*

By

PROF. M. S. SABHESAN.

EDUCATION IN THE COUNCIL

His Excellency the Governor of Madras addressed the Madras Legislative Council on the 3rd December and on the eve of its prorogation, stated that the Government policy in regard to Elementary Education would be announced shortly. He made the members understand that the policy would make an important departure and prove effective in eliminating wastage and improving efficiency all round. On the same day the members of the Council were considering a demand for a supplementary grant for about four lakhs and a half under education. The speakers were many and the speeches also were long; but very few showed a grasp of the details of the question which would disturb the Hon'ble Minister for Education. Sir A. P. Patro was able to contribute valuable points to the discussion but unfortunately he was not given the attention he deserved. The Hon'ble Minister for Education deserves to be congratulated for the tactful manner in which he handled the question. Some of his observations should make one hope that Elementary Education may not suffer.

THE POLICY

The press communique formulating the policy of the Government has been issued. It is really an elaborate discussion of the problem of *wastage* in Elementary Education. Facts and figures are quoted to prove that wastage due to stagnation and premature withdrawal of pupils is inherent in the present system of Elementary Education and certain measures are suggested for remedying the defects. It is stated in the

* An article first contributed to the 'Hindu,' Madras.

communicate that the number of uneconomical, ineffective, and, in many cases, superfluous Elementary schools is large. It refers to the fact that there are only 7,000 and odd complete Elementary schools with five standards against 8,000 and odd incomplete Elementary schools with standards 1—3. It is also stated in the communicate that as many as 18,600 Elementary schools are working with only one teacher and that about 12,000 schools have less than 30 pupils on their rolls. The holding capacity or duration of school life is reported to be very low, the strength of the upper standards 4 and 5 being disproportionately small. The communicate takes it for granted that wastage should be attributed to the incomplete nature of Elementary schools and to the existence of a large number of single teacher schools. The Government point out that the question they have to face is one of weeding out the uneconomical and ineffective schools so that it may be possible for them to encourage efficient schools. Several remedial measures which are expected to prevent the waste of public funds are suggested such as (1) the greater provision in the budget under teaching grants, (2) the improvement of the conditions of service of teachers in aided schools, (3) the revision of courses, and (4) 'considerable increase' of the inspecting staff. The policy adumbrated in the communicate is put in a nutshell by His Excellency the Governor in his speech as follows: "Summarised briefly, that policy is to withdraw support to schools which are inefficient, incomplete, and uneconomical and at the same time to give increased support to schools which are up to the required standard. In order to see that the rules which have been framed are properly enforced, the inspecting staff will be considerably strengthened and hand in hand with these measures will go a real endeavour to improve the conditions of service of Elementary teachers, which will immediately reflect in a rise in the pay of higher and secondary grade teachers in aided schools."

NARROW AND ONE-SIDED

The press communicate should be welcomed because this is the first time that a serious attempt is made to deal with the problem of Mass Education. Whether this communicate should be regarded as a general policy regarding Elementary Education will be a matter for controversy. There is only one idea in the communicate, namely wastage, and it is not to be wondered at that the members of the Council and many public men are impressed with the colossal waste of public funds. Let one think for a moment calmly and he will realise that "Wastage" is after all a symptom and should never be lifted to a major issue. The communicate is therefore open to the serious objection that it is narrowly conceived and that it deals exclusively with only one aspect. There is the danger that it is likely to divert the attention of the public from the real problem

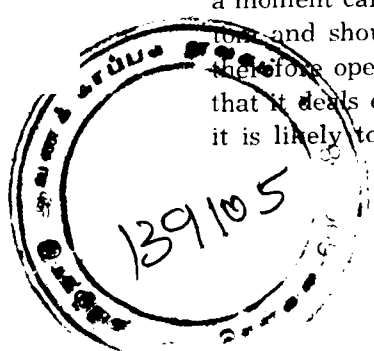
namely the expansion and improvement of Mass Education. There is not even one word mentioned about the expansion of Elementary education throughout the communicate and it is natural that the public should form the impression that the real problem on which the Government should concentrate its attention is that of wastage in Elementary education. Is it necessary to assume that expansion or improvement in quantity as it used to be officially described should not go hand in hand with improvement in quality?

WASTAGE, NO UNKNOWN PHENOMENON

One can easily reconcile oneself to the situation if wastage be peculiar to our country or be a sudden unnatural phenomenon that cannot be brought under control. Mr. Frank Smith has pointed out in his book "History of Elementary Education in England" that the most serious difficulties with which the schools had to contend were irregular attendance and the early leaving age. In the Madras Quinquennial Report, 1911-12 — 1916-17, there is a distinct reference to the duration of school life and the following noteworthy observation is made:—"There is some controversy among experts as to the correct method of calculating the duration of school life particularly in a country where compulsory education does not obtain. But there is unanimity in their conclusion that it has a tendency to fall. The latest calculations give in years for the last six years the following figures for the duration of school days in public Elementary schools for boys:—2.41, 2.36, 2.22, 2.19, 2.17 and 2.15. In Europe legislation has been necessary to prevent this premature withdrawal. In India legislation would be equally necessary. Without it we cannot eradicate the evil. We can only supply palliatives." The Commission that conducted a survey of education in the Philippine Islands makes mention of wastage, but instead of adopting a panicky attitude, it suggests the improvement of the quality of teachers and the adoption of the modern methods of testing. Once the public get accustomed to think that expansion is neither necessary nor urgent, it will be an uphill work later on to introduce compulsion. It is clear that thousands of schools will have to be closed if the proposed amendments to the rules under the Madras Elementary Education Act be given effect to. Where will Madras be among the provinces of India in regard to Elementary education?

IMMEDIATE EFFECT OF THE POLICY

The communicate is silent on the question of the provision of facilities for the education of the children who are now receiving instruction in thousands of incomplete or single teacher schools. The closure should be a matter of great concern to parents but it is surprising to see that the communicate does not show any indication of the way in which the



children now attending some school or other can continue to receive instruction. There runs through the whole communique a feverish desire to find money somehow by the manipulation of the existing system and it is not clear why encouragement of the efficient school should be always associated with the elimination of the incomplete or single teacher schools.

INADEQUATE PROVISIONS, THE CHIEF CAUSE

The third objection to the policy outlined in the communique is that the view entertained by the Government regarding the cause of wastage cannot be easily defended. One can show that the wastage is due not so much to the existence of incomplete schools or single teacher schools as to the short sighted policy uniformly adopted by the Government all these years in regard to the financing of Elementary education. Efficiency, it should be remembered, is not possible unless one is prepared to spend the necessary amount at the right moment. It is stated in the communique a sum of 7 lakhs is needed to bridge the gap between the total of the assessed grant and the allotment in the budget if the pro rata cut in the teaching grant should be lifted. None can say that the rate of teaching grant is generous in this Province and what will be the consequence if even this small provision be not available year after year. Even now the communique promises to find only two lakhs out of the four lakhs and a half that will be required to meet the needs of aided schools and it is amusing that the elimination of inefficient schools should come to the rescue of the Government. The Administration Report for 1916-17 refers to the ephemeral, ill-staffed, ill-used and ill-equipped character of the teacher-manager schools and emphasises the need for the improvement of the pay and prospects of teachers. If that advice had been heeded, public funds would not have been wasted and the problem of wastage would not have become so serious. Who is to blame for the seriousness? The teaching profession should feel thankful to the Government for the small relief it proposes to offer to teachers in aided schools, but it should satisfy itself that the relief reaches the teacher.

SMALL SCHOOLS BUT THE REAL CAUSE

That the single teacher schools is not the real cause of wastage is evident from the investigations carried on by an enthusiastic Educational Officer. His study shows that "the large *one-teacher-to-each-class-school* is as inefficient as the 'single-teacher-plural-class' school. The average boy who leaves after a full course of 4th or 5th standard from the former is no more truly literate than the boy who finishes from the latter type." This experience is cited not with the object of holding a brief for single teacher schools. But it has a direct bearing on the great

issue dealt with in the communique where it is assumed that the large number of single teacher schools is responsible for the wastage. If one should turn to administration reports, one will be surprised to find that out of nearly 15,000 teacher-manager schools about 5,000 schools alone are unable to earn grant owing to inefficiency, whereas nearly 5,000 are able to earn extra grant on the grounds of efficiency. But the statistics referred to in the communique and official reports in relation to stagnation give a different impression and certain points are inexplicable. For instance the communique states that over 7,00,000 pupils do not choose to stay beyond the 1st standard, and comment is made on the general tendency for premature withdrawal. But in the next line it is found that as many as 5,00,000 over aged pupils are reading or stagnating in the lower standards.

THE CHAMPION SCHEME AGAIN

It is clear therefore that the wastage 'cannot be attributed to any one factor and that it can be avoided not by closing schools or refusing to aid incomplete schools but by improving the quality of teachers and applying compulsion and adopting such other measures, which will make the schools economical and efficient. Even in the proposed scheme, a good number of incomplete Elementary schools approved by the Educational Officer as feeder schools will exist and one fails to see how the pupils of such schools will of their own accord choose to attend the adjoining complete school. Time alone will show that wastage will not be avoided. The Champion Scheme proposed the abolition of a large number of smaller schools and the encouragement of a small number of large schools. The scheme met with a mixed reception but the communique seeks to secure the abolition of smaller schools through the amendment to the rules while it discreetly leaves aside the allied question of consolidation which is not even mentioned. Is it because that consolidation is more expensive?

CHEESE-PARING POLICY

Another serious objection to the position taken up by the Government in the communique is their disinclination to accept direct responsibility for Elementary education. Whenever the subject of teaching grant is discussed, it seems to be assuming that the teacher-manager or the private committee is in possession of inexhaustible resources which it is unwilling to utilise for education. Does the Government really hold the view that the teacher-manager is running the school for the love of it and that he considers it a great privilege to be given the opportunity to serve the public? Even among committees it is difficult to see many that

are keen on the management of the school out of the compelling sense of public service quite irrespective of the aid. These managers are certainly anxious to do their best and the public should be grateful. But it is a short sighted policy for the Government to expect the major burden to be borne by the manager. Any attempt at reducing or withholding grants will really amount to hampering the education of children and it is a pity that a cheese-paring policy has been adhered to in regard to its relation with the manager. Who will step in if the manager leaves the field ?

INSPECTORATE

The time seems to be inopportune for a considerable strengthening of the inspectorate. It cannot be said that the abuses in the existing system had not been brought to the notice of the Government by the inspecting officers. They are placed in a difficult and delicate situation and very often they are gently made to realise that they should deal tactfully with non-officials in power and position. It is not certain that the divisional inspectors and the proposed additional staff will ever be given an opportunity to study the many problems of Elementary education and to suggest suitable proposals for its improvement. The Central Advisory Board is considering the reorganisation of education and the question could be satisfactorily handled after receiving its report.

SUGGESTIONS

The public may not be slow to appreciate the financial difficulty which should necessarily preclude any rapid rate of progress in Elementary education. But it will not be inclined to take the press communique as anything in the nature of a comprehensive policy. It should very much like to have a clear programme of Elementary education. An estimate of the cost of efficient and good Elementary education which will be accessible to every child of school-going age should be given and the sources from which funds may be secured may have to be mentioned. If Ministers who have been at the helm of affairs for several years be not in a position to give any indication, it will be impossible for the Ministers under the new constitution to take any initiative and there will be great waste. One would have wished the communique to explain the attitude of the Government in regard to compulsion. The public will welcome a proposal for the introduction of compulsion at least in certain districts so that it may be possible to proceed further in the light of the experience gained in them. While adverse criticism has been frequently levelled against District Educational Councils nothing is said about them in the communique. Considering that they have not been able to take any initiative in this thing it is a matter for consideration whether the

idea of statutory school committees suggested in a previous amending bill cannot be revived so that Elementary schools may be freed from the disturbing influences of party politics. There is again that dual control in respect of schools under local bodies and much of the time of the inspecting officers and the Department is taken up with the correspondence relating to the irregularities and deviations from the rule. When the school leaving certificate holders are easily available it should be the endeavour of the Department to attract Secondary trained teachers and thus to replace gradually the lower grade trained teachers. The Director of Public Instruction may have under contemplation proposals for the reorganisation of training schools and it is essential that ample facilities should be afforded for teacher-in-service-training. One would expect the communique to be more communicative.

CONCLUSION

While it is not my view that the problem of wastage should not be considered seriously, I hold that it is absolutely essential for the Government to formulate a general comprehensive policy indicating in broad outline the programme of expansion of sound Elementary education. Every child has a right to a free Elementary education which is in all civilised countries treated as the first charge on public revenues. The policy outlined in the communique is sure to affect the facilities for education in rural areas and the gulf between the rural and urban areas will become still wider. It will be no consolation to the inhabitants in the rural area to be told that what they may be losing may be a gain to other areas where schools will become very efficient. An argument of this kind will meet with stout opposition if it be mentioned in connection with any other sphere of public activity, such as public health and public works. If it be unwise to go headlong with compulsion, it is equally unwise to exaggerate the evil of wastage. Let there be no room for the feeling that this over-emphasis in the wastage is an attempt to evade the expenditure of additional funds on Elementary education. The speech of the Hon'ble Minister holds out some hope and it is hoped that the policy will be revised and made acceptable to the public. The Hon'ble Kumara Raja, Minister for Education, said, "The suggestions made by Sir A. P. Patro who had experience in policies connected with education, would receive the Government's best consideration. Regarding the consolidation and concentration of schools, the Government do not propose to adopt the proposals wholesale. They were only attempting to improve and encourage efficient schools and to some extent discourage inefficient schools, care being taken to induce the less efficient to rise to the required level of efficiency. While adopting that view, the Government did not want to restrict expansion and the opening of additional schools where required."

THE YOUNG CHILD MIND—ITS USE AND ABUSE

By

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A keen mind is the heritage of a large number of the population of the people of India. Time and again we have heard of the feats of the mind of the people in this country where learning of a unique nature was on a very high plane. There is probably very little in routine education today which helps the people of this fair land to develop a keen mind or make efficient use of this ancient heritage. The opposite seems to be the case. Formal education as a rule tends to stunt the legitimate growth of the mind, and the mind is enslaved to curriculum and methods which make it remarkable that as many minds survive as really do. To such abuses the child mind seems most exposed today, and believing that if used right in the beginning, will benefit from this training in later life, I believe it my duty to present to you and the trainers and guardians of these minds, some of the uses and abuses of the child mind.

I can probably best do this by putting before you a few illustrations which have come to my attention as I have travelled through this and other districts, visiting typical Elementary schools both on the beaten lanes of travel, and the schools away on distant paths. I call to mind first the little school tucked away on a little path in a neighbouring district. It was small and the pupils were few, and each was reading faithfully from the book before him. It was a Tamil Reader. We took up the book to see its contents, and doubting the ability of the pupil to read the book intelligently, handed it back to him turning over a page. The pupil could have read the page had he been permitted to continue where he left off, and he could have read any page, even if the book were turned upside down if only you gave him the key word to the page he was to read. But in it all it was evident that there was no power of word or sentence recognition. By memory the pupils had absorbed the whole book. Here the child mind had been enslaved to artificial learning.

Next there comes to mind the school which we visited while the class in number work was going on. For our special benefit the pupils were given the opportunity of displaying their knowledge of the multiplication tables. Every pupil in turn could give the tables from one to sixteen without a mistake, in the meantime, the pupil with arms crossed was beating time on his body with an up and down movement of his arm.

To stop most of the pupils and ask them to recite or produce the answer of some random numbers, or to use the same facts in some practical walk of life, or to ask the pupils not to wave their crossed arms up and down while reciting was to get only a blank look from the pupil and cause the teacher to blush. Here the mind had not been used; it was abused. It was enslaved to a system which is bent on producing results of a useless and very temporary nature.

There is also the pupil, who on an examination, reproduced word for word the material of his text book and note book so faithfully the material he had learned that it was necessary to compare the text with the answer paper and be assured from some minor change in words and spelling mistakes that the answer had not been copied.

Are not all of us aware of the time-table in vogue for little children, where at half hour intervals the subjects are changed and the little mind is expected to carry on this type of mental gymnastics? I know of no better way to fatigue the child mind or to train it to flit from one thing to another without completing some definite project than to introduce this sliced up and uncorrelated time-table.

To say the least these are but a few cases of child mind abuse of which some of us may be guilty and of which many may be acquainted. Rather than multiply cases it would be better to suggest lines of remedy and proper use. Here too caution is essential. It would be impossible in the time at our command to suggest more than a few ideas along which to work. And working along these lines, it becomes necessary for the prudent teacher to branch out in as many directions as his ability permits.

May I say first of all that I believe the child mind ought to be trained out in the open as much as possible. The large open spaces, the shade of the ever present Tamarind and Margosa tree, the innumerable topes around us are the great open air school of nature. With the exception of the occasional rainy season, instruction can be carried on out in the open, in the shade of trees the greater part of the year. Instead we imprison the child mind and in a crowded, often dark and dingy, ill-ventilated room, and later on wonder why the child develops no beautiful thoughts or fails to develop a useful imagination. Put the same pupil among the trees and the flowers, among the insects and birds, with the butterflies and colourful little insects; use these all for your apparatus and you will have started to train the mind in the most conducive surroundings and along the most beneficial path that you can select.

Has it ever occurred to you that just this situation which I have tried to describe to you is the central idea of the Kindergarten which is

only another word in German for the English word Children's-garden ? Along with the Kindergarten then Froebel introduced the idea of play and hand-work. And happy is the person who can look back to the earliest days of his life recalling the time he spent in such a Kindergarten run true to the idea of Froebel. I look back now with appreciation of the benign maternal guidance which made my early stay in such a school possible. There was the cosy little class room with its little chairs and tables, its beautiful colours and pictures everywhere, its inviting materials to keep little hands of mischief busy, the large oak tree on the edge of a garden filled with flowers of all descriptions in which the honey bee, the chirping birds, and all other objects of animal and plant life surrounding us telling us things direct to the mind which no teacher could teach. Is such a situation impossible to set up in India ? I think not. In fact it is being tried in certain centres where money is not so scarce. But I do believe that the resourceful teacher will be able to approximate the situation so nearly in rural areas that the child mind will have an opportunity to function properly in beautiful and interesting surroundings without much of the attendant and prohibitive cost usually associated therewith.

May I also in this connection ask you to try to help the child mind to improve by improving the class room when it is necessary for the pupil to be in it. This at times can be done so easily with but very little effort. Some attractive colour wash instead of the usual whitewash, a few potted plants, flowers, ferns and crotons make a dreary room cheery ; a tasteful arrangement of coloured paper and good pictures will turn the school room from a prison-like room to a little child's paradise. His very surroundings will help his mind to grow naturally and easily. And in this direction, I mention one more class room help last in case it seems strange to you, and that is to have one or two pets around the school room such as birds, rabbits and the like. What a happy and delightful place for the little child to be in.

At this point it becomes necessary to suggest a new approach to the child mind. Much of everything that you want to have the mind absorb will have to be presented because it is interesting. In other words the mind will assimilate it easily because it wants to know something. With a little experience and experimentation teachers have found that sometimes the most dull things in learning could be made interesting, and craved for by children when the proper approach was found. So, if we want to develop the child mind we will have to study the child more, put ourselves in the child's place, find out the child's wants and desires and then go ahead to use the child mind in the way in which it will res-

pond best and teach it the things through the conditions which interest it most.

I have mentioned before the sliced up and uncorrelated time-table and the mental gymnastics which we expect the little mind to achieve. The pupils ought not to know in the lower classes at least that such a thing as a time-table exists. A teacher must work out in his own mind certain things that he would like to achieve and then select certain projects which when carried out will gain the desired end. Such a project may run through a whole day, no less than that ; or through a whole week. For example you might spend a whole week on birds. Every subject which is at present found in the curriculum could be worked in under that subject in addition to the fact that children usually are interested in birds, and would learn to appreciate them more after the study thereof. Number work, hygiene, drawing, hand-work, language, etc., are but a few of the things that would come in for consideration. The only thing that would be necessary is for the teacher to have a clear idea in his own mind how to train the mind and get the child to assimilate in an interesting way the things necessary, and constituting a natural mental development. In addition to the topic of birds already mentioned, I would like to suggest that such other topics as animals, trees, flowers, people, food, cleanliness, and the like could be taken from week to week. Try to think for a moment the advantage of this. The mind learns to concentrate on one thing. It learns to exhaust the possibilities of the subject or topic. It learns to scrutinize the subject more carefully thus teaching observation. It learns to appreciate more some ordinary object or problem or subject in every day life. And in addition it is able to absorb and assimilate almost without effort all the formal knowledge which is necessary for life. I can but recommend for your experiment some such procedure for a period of time in order to test out the possibilities thereof. But do not try this type of mind training, and intelligent use of the mind unless you are willing to work hard and faithfully.

Lest there be any misunderstanding in connection with the kind of pupil I am speaking of, I must state here that such use of the mind and mind training is possible from the pre-school classes up to the time when pupils begin to learn for knowledge sake.

Though at times a strong mind may be found in a weak body, there is little doubt I think about the fact that a healthy body facilitates the development of a strong mind. In order to promote such a favourable situation for the mind, a few things must be considered. There is a movement on foot to supply milk, even in India now, free of charge to under-nourished children. This movement will grow slowly where so

many are under-nourished, and so few are either in a position or willing to help. I commend to any man who wishes to become a philanthropist in the true sense of the word, to consider this thought and provide a trust fund the profit of which will help to build the body of needy children in order that the mind may achieve the height which was meant for it. Such distribution can be done intelligently through the school as has been proven in many countries which so far have proven the worth of it through years of experience. Until such a day exists it will be necessary for training schools to teach and teachers' associations to impart knowledge on the cheap but beneficial types of food which poor people may buy. Even a word to the rich will be in order in this direction, but it is a well known fact in India that the most expensive foods are not the most beneficial, and that many of the cheapest foods, build the strongest and healthiest bodies. Teachers and doctors can co-operate to a great degree along these lines in order to build a body fit to house a normally developing mind.

There is also the feature of play. In the younger classes you are well aware of the fact that education through play is an essential feature if the mind is to be used properly. Where possible I should like to see more time given to free play. It is interesting to see how little minds work, and learn therefrom how to help the little mind improve when we give children the opportunity of playing a long time by themselves. I still remember a school I visited on the other side of the ocean, where children from 3½ to 5 years of age were admitted. For 20 minutes to half an hour the children were turned out into the yard where different types of apparatus, selected because of the safety feature for small children, and there in the yard alone they played. Teachers remained inside the building and observed through the windows, unnoticed what the children did. And when quarrels rose to great heights, teachers had to go out and stop them. To make children again fit for the inside room often took lots of time. But think of the benefit. Here the little child mind was adjusting itself to a real situation in society, and when it went wrong, the teacher studied ways and means for each pupil how to train the mind through natural class room situations towards desirable ends. There was no forcing or unnatural bending of the mental processes. Here was a sane and salutary use of the mind towards its ultimate end, a sound mind.

It has also been found that the child mind, though it seems to work on tirelessly, does in fact get tired, and receives much less rest than it ought to. In general I think it is true that young school children get too little sleep, what with the late meal at night, the early coffee, and the

daily round of activity with no rest in the mid-day. In our own school, where we have a very modest Kindergarten, the little tots are put to sleep on mats every day right after the noon interval, for a period of 30 to 45 minutes. The difficulty with which these children are aroused is indicative in but a small way of the amount of rest they really need. It is still too early to give any definite results of such rest. Possibly they can never be measured. But I do believe that the children should sleep because they are willing to sleep. And this period of rest will then give the mind the opportunity to rest from active training and to assimilate what it has received up to that time.

I have now finished except for the opportunity to say that this far from exhausts the scope of such a topic. Certain general principles have been put forth with some practical illustrations to point in the right direction. I can but plead for the child that its mind be not abused. And where properly used, may that method be still further improved. Let us ever come back to that oft-used educational command, whatever you do, do it for the welfare of the child.

LIBRARIES AND SOCIAL SERVICE*

By

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When the representative of the Thondar Sangam invited me to participate in to-day's function, we had a little trouble in finding a suitable subject. I can talk only on one subject. You know what that subject is. But your interest is not in "libraries". Your representative rightly stated that the Thondar Sangam would like to hear only about "social service." After some discussion we arrived at an obvious compromise and you have, as a result, "Libraries and social service" as the subject of my discourse to-night.

A MODERN PHENOMENON

My task became, however, much more difficult when I began to collect my thoughts on the subject. While I am reasonably sure of the connotation of the term "libraries" it is by no means so with the term "social service." Like everybody else, I had been vaguely aware of what social service denoted. That vague comprehension was quite sufficient so long as I did not have to face that term at close quarters. But once I had to talk about it to an audience of social workers, I had a good deal of trouble in getting a correct idea of that term. When I analysed my vague comprehension I found that the term "charity" came uppermost in my mind as an equivalent for social service. But then on a closer examination I found that social service cannot be equated with charity. Charity there has been from time immemorial. But social service is a modern phenomenon. Charity is in most cases severely ego-centric. In most cases a person dispenses charity to earn merit—*Punya*. In the past it had been mixed up with certain religious attitudes. Charity is often performed to earn a happier life after death. There are thousands of inscriptions not only in India but elsewhere which document the endowment of charity. Invariably, at any rate in most cases, such documents explicitly express the motive of the donor as something like what I have indicated. In some cases, even if it is not ego-centric, charity aims only

at giving temporary relief to isolated individuals. I say temporary relief because charity does not worry itself about what is ultimately beneficial to the helped. It is more concerned with the moment. That is why we find that most of the charities of the olden days take the form of providing food gratuitously for those who are hungry. How many charities have figured in the form of chatrams? The aim of charity is not to deal with society or with any group or a community but with individuals, even there, not with the future of the individual but with the present moment of the individual. That is why we find that "Charity" is defined as liberality for the poor and almsgiving. Hence, it is not proper to equate "Social service" with "Charity." At best we can only derive a partial view of social service if we equate it with what I shall call socialised charity.

DIFFICULT TO DEFINE

The concept of "Social service" is so modern that it is by no means easy to get a satisfactory definition of the term. Indeed the term "Social service" had not come into use till after the Great War. For in 1912 our brethren of the New World had an institution called the American Association of Social Workers. They had a Committee of Terms appointed to define exactly the terms involved in social work. Their first concern was with the term "Social service" itself. After many attempts, it was found that the only course open was to define the term by enumeration, i.e., by preparing a detailed list of social work activities actually current at the time. The list was a formidably long one so that this definition by enumeration did not satisfy a primary canon of definition, viz., that it should be short and potential. There is another significant fact. The volume of the Big Oxford Dictionary containing the word "social" was published in 1919. When I opened that book to get some light, to my great dismay, the "Social work" did not figure in that dictionary. You will grant that the editors of the Big Oxford Dictionary had been at pains to list every word and phrase once current or actually current in the English language. If they had not listed the term "Social service", I think we may reasonably conclude that the term "Social service" and the concept behind it had not received accepted currency. The struggle to give a definite shape to the term "Social service" or "Social work" continued much longer; for, in 1928, when the First International Conference of Social workers met at Paris, it spent a good deal of its time in arriving at a correct definition of the term "Social service." That International Conference also was driven to the same expediency of defining the term by enumeration. But the enumeration of the International Conference was a great advance over the long-winded enumeration of the American Association. For, the Interna-

* An address delivered at the Fourth Anniversary of the Ramakrishna Thondar Sangam, Mylapore, Madras.

tional Conference achieved much brevity by reducing the list of social service activities to four major activities.¹

THE FOUR FIELDS

The four major activities which they isolated are as follows:—

- (1) Cure and prevention of physical disorder or injury or disease and supply of amenities to those who have physical handicaps;
- (2) Treatment and relief of the criminals and supply of amenities to the criminals under treatment;
- (3) Relief and prevention of poverty and supply of amenities to those who have economic handicaps; and
- (4) Abolition of conditions which hinder the progress in our economic life and aids to personality adjustment.

For brevity, we may refer to these four fields of social service as

- (1) Physical handicap;
- (2) Mental handicap;
- (3) Economic handicap; and
- (4) Personality adjustment.

This effort of the First International Conference went a long way to clear the ground. The term "Social service" began to take a definite shape and came to be understood in a definite manner in actual use. As a result of it, when the supplement to the Big Oxford Dictionary was published in 1933 it included the term "Social service" in the list of words and phrases defined in it. However, the definition given was still nebulous and still vague and had not been separated with sufficient distinctness from the old conception of charity, although there was enough in the definition to indicate that social service is not to be equated with charity. We get a satisfactory definition only in the latest edition of Webster's Dictionary published in 1934. There we are told that social service pertains to a class or classes below or likely to fall below to the community standard of well-being. There is also an illustrative list of such class or classes—the poor, the alien, the neglected, the illiterate, the mal-adjusted, the subnormal, the criminal and the infirm. "Social service" then is organised attempt to bring up classes or communities to an accepted standard of wellbeing. While the work is to be done through individuals only, the main objective is the group or the class. While the work incidentally gives immediate relief to the individuals involved, the main objective is to do something lasting and enduring for the future of the group served.

1. *Encyclopaedia of the Social Sciences*, V. 14, p. 165.

WHAT ARE LIBRARIES ?

Now that we have formed a more or less definite picture of the concept "Social service" it may appear to you that the coupling of the word "libraries" with the term "Social service" is most inappropriate. Naturally you will ask, if social service means dealing with the physically handicapped, with the mentally handicapped, with the economically handicapped, and with the personality adjustments, what can libraries have to do with social service? Your question would be perfectly legitimate if we take the term "libraries" to mean what it used to mean in the olden days. It all depends upon what we mean by libraries. In the olden days, a library meant something very different from what we mean by it today. If the statement that is usually current with regard to the etymological meaning of the old Chinese word for library were true, a library meant, in far off days, even "A place for hiding books". According to Dr. Johnson, the first English lexicographer, a library was either a large collection of books or a building where the collection was kept and a librarian was one who had "the care of a library". This eighteenth century conception of libraries underwent a remarkable change in the nineteenth century. For, according to the Big Oxford Dictionary, of which volume L was published in 1899, a library had become an institution charged not only with the care of books, but also with "the duty of making them accessible to those who require the use of them". It will have to be conceded that the eighteenth century definition would give no chance whatever for the term "libraries" to be coupled with the phrase "Social service". Even the nineteenth century definition would at best enable one to declare that libraries are not altogether anti-social institutions.

But we must take the most recent definition of libraries to find anything helpful. This recent definition is not yet found in the dictionaries. It is a definition that is in the making, amidst the library profession. It is a definition that is being acted up to by all progressive libraries. Perhaps, in another generation, the new idea contained in the new definition would make itself so full that it would be given admission in the pages of the new dictionaries. According to this new definition, a third duty is cast upon libraries, viz., that of converting every citizen in its neighbourhood into a regular reader of books and that of making the book service exact, prompt, and pleasurable to everybody. If this universal range of libraries is recognised, there will be no difficulty whatever to realise that the libraries have enormous opportunity for social service. In a scene entitled "A round table (of the abnormal)" in the *Five laws of library science*, a fairly full picture of the social service aspect of

libraries is given.² Let us examine how libraries have begun to figure in social service in regard to the four major categories of which social service has been shown to consist.

LIBRARIES AND THE PHYSICALLY HANDICAPPED

In examining the part that the libraries could play in giving relief to those who have physical handicaps, I shall confine myself to two classes of people, viz. the blind and the sick.

LIBRARY SERVICE TO THE BLIND

I take the blind first, as, in popular mind, books may appear to have the least chance in giving relief to those who have lost their sight. As early as 1827, Braille invented a system of raised script to enable the blind to read with the tips of their fingers. Most of the countries have now established a National Library for the Blind consisting of Braille books. England and America had it in 1882 and Germany in 1894. The annual issue of books to the blind exceeds 50,000 volumes in England.

India is not behind other countries in the number of its blind. According to the 1931 census, they are not less than 6,00,000. An "All-India Blind Relief Association" was started in Bombay in 1919. Not a little solace can be given to the blind by this Association, if it could establish and maintain a National Library for the Blind. The National Library for the Blind can go even further. It can produce the necessary text-books to enable those, who have been unfortunately stricken by blindness in their boyhood, to pursue their education like any other boy or girl. In western countries, it is not uncommon to find blind boys and girls appearing for the regular University examinations and passing with honours, thanks to the service rendered by their respective National Libraries for the Blind.

HOSPITAL LIBRARY SERVICE

Another form of physical handicap is the temporary one of sickness. During the last ten years or so, the idea of hospital library service is being systematically developed in almost all countries. The Madras Library Association established its hospital library service in 1933 and about twenty-seven hospitals³ are being regularly served with books and magazines by a corps of volunteer workers. In other countries, this work has been more systematised and a much greater volume of work is

2. Ranganathan (S. R.): *The Five Laws of Library Science*, 1931. (Madras Library Association Publication Series, 2.) Pp. 129 to 146.

3. Madras Library Association. *Eighth Annual Report*. p. 33.

being turned out. For example, no less than 2,000 hospitals are being served with books in England. The Royal Victoria Hospital at Montriell has appointed a full-timed librarian for hospital library service. He is helped by 34 volunteers. Books are distributed to 650 beds twice a week. Adult books as well as juvenile books are distributed. Books in fifteen languages are served. One year's circulation amounted to 12,000 volumes.⁴

The medical profession is recognising even medical value in books. The term "bibliotherapy" has come into use. Case record cards are being analysed by doctors, psychologists and librarians to find out the field and the scope for bibliotherapy. Melancholia, insomnia and insanity appear to be most amenable to treatment by books.

PRISON LIBRARY SERVICE

Let us pass on to the second category of handicaps, namely mental handicap. I take the case of prisoners first. Modern psychology tells us that those who are brought into prison for criminal offences are at bottom mentally handicapped. The modern wave of social outlook is humanising treatment in prison. The present tendency is to reclaim the criminals rather than to keep them eternally in chains. The library profession is naturally taking advantage of this change in outlook and is developing the necessary technique to render book service to the unfortunate abnormals shut in prison. Books have not only the value of amenities to prisoners but also have enormous potentialities as instruments of rescue work. Both inspirational books and informative books are in great demand in prisons.

LIBRARY SERVICE TO ILLITERATES

Illiteracy is a form of mental handicap which is widely prevalent in India. As many as 92 per cent of our people are illiterates. The scope for social service in this field is unlimited in India today. One might wonder what part libraries can play in serving the illiterate mass. No doubt, a library with an outlook of the 12th or the 19th century cannot have anything to do with illiterates. But the 20th century library, which wants to bring within its field *every* citizen of its neighbourhood, has developed technique for rendering service even to illiterates. It has developed a system of reading books to the illiterates. It produces scrap books and picture books to enable the illiterates to absorb ideas through pictures. Side by side with these methods, a modern library seeks to harness the craving for knowledge induced in the illiterates and to teach them to read and write. It is claimed that

4. *Bulletin of the American Library Association*. V. 28. p. 607.

in Russia, where illiteracy was as high as 70 per cent. ten years ago, libraries have gone a long way in liquidating illiteracy and bringing it to as low a level as 10 per cent in a period of ten years.

LIBRARY SERVICE TO THE UNEMPLOYED

Then I pass on to the third category, *viz.*, those suffering from an economic handicap, and I propose to take the case of the unemployed. Unemployment and forced leisure appear to be one of the persistent social ills of the present day. This ill became rather pronounced during the last seven or eight years, when the world depression was in its most intense phase. The recent census of 1931 gives 50,000 as the number of the educated unemployed in our country. Of this 50,000, ten thousand are graduates and of this ten thousand, one thousand five hundred are honours graduates. The Census Commissioner rightly remarks that this is an awful under-estimate of the real state of things. In other countries where more reliable data are available, the number of unemployed reaches millions. A large percentage of the unemployed are dispirited and rather helpless in face of the calamity which has befallen them. Reading may divert and give them hours of freedom from brooding and save them from mental or moral deterioration. Others more self-reliant and resourceful may add to their knowledge through books and periodicals and turn the information so obtained to practical account. One of the gravest responsibilities of an organised community is to pull the unemployed through such inevitable periods of enforced idleness and want, with the least permanent damage to their personality. The British Community, for example, has successfully put the library to useful service in this matter. The British Library Association and the British Institute for Adult Education have worked hand in hand during the last seven years in inducing public libraries to apply their mind to this form of social service. They had built up a national book dump of about 40,000 volumes by soliciting gifts. In one year they distributed about 100,000 volumes to 300 unemployment centres. One Wimbledon man stated that the public library had "been the means of holding on to sanity during months of despair."⁵ At Smethwick, books on almost every trade were requested by those seeking new fields of livelihood. Nearly 10,000 unemployed were regularly served by the public library at Bermondsey. It is reported that many of these were people who obtained posts in entirely different spheres as a result of studies pursued with the assistance of library books. Nearer home, I know the case of a graduate at Madras. He was getting a pittance of Rs. 10 in a cloth merchant's shop. Even that was denied to him at the first onset

5. The Library Association Record. 4th Series, v.2.p.471.

of the world depression. He used to visit the library ill-clad, moody, and almost verging on insanity. He tumbled upon a cyclopaedia of Agriculture and Horticulture. From there he was led on and on to other books on the same subject. Years later, I found that young man entering the library one day with a bright and cheerful look and with a clean dress. He said that he had settled down as a vegetable gardener and that he was quite happy in every way.

SERVICE TO ADULTS

Perhaps, the most far reaching social service that a library is capable of lies in the sphere of personality adjustment. Mention has already been made of the possibility of service to the illiterates. The rural library service experiments at Mannargudi and Andipatti disclose the great potentialities that the library service possesses to lift the illiterate ignorant masses of our rural areas from the lethargy and despondency to which they are accustomed. These two experimental centres have disclosed the great eagerness and urge possessed by our village folk for knowledge and for acquisition of knowledge through books and periodicals. The library has also got a great opportunity to make better men of the literate and the educated. Diffusion of correct information is not only an urgent task but also a complicated social task today when knowledge makes such tremendous strides from year to year.

SERVICE TO ADOLESCENTS

In countries which have an established network of library system, attention is being largely paid nowadays to the adolescent section of the community. It is found from experience that a large percentage of those who leave school lapse into illiteracy in a period of ten years. The national loss that is involved in this lapse into illiteracy is colossal. The period when this lapse occurs is the most difficult period in the life of an individual. Hence, the library profession has begun to pay increasing attention to adolescents. Various devices are employed to keep up their interest in books. Boys of the school leaving classes are taken in groups to the local public library, and everything possible is done to establish pleasurable contact between them and the library. Some countries are also experimenting with a special type of libraries called "Intermediate libraries" where not only the collection of books is specially attuned to the needs of the adolescents, but also the methods of publicity and the methods of approach to the readers are carefully devised and practised.

SERVICE TO CHILDREN

By a systematic process of elimination, the library profession has begun to realise that if the library is to be an effective tool in the personality

adjustment of the individuals in the community it serves, it must begin its foundation even earlier than the adolescent stage and hence we witness today in almost every country the peaceful penetration of the library spirit into the schools of all grades and kinds. The library profession seeks to secure that greater attention is paid to the school library and the library hour has come into vogue. It is even maintained that a good deal of re-orientation is necessary in class room methods so that a proper and more central place is given to library activities in the school curriculum and school life.

SERVICE TO PRE-SCHOOL CHILDREN

The library spirit has gone even a step further. It learns from psychology that the pre-school stage is at least as important as the school stage in the personality adjustment of individuals. Hence, the libraries seek to secure the most favourable circumstances for pre-school children by distributing healthy and reliable literature on parent education. Some public libraries even arrange for courses of library talks for parents. These talks are, of course, only means of stimulating the necessary interest. Once the interest is stimulated, the libraries feed the parents with books of the right kind on the methods of bringing up infants.

SERVICE AT THE PRE-NATAL STAGE

The extreme form of service that public libraries seek to do towards the personality adjustment consists in the supply of the right kind of books to the expectant mothers in the locality. The street surveys of potential readers which have become a regular feature of all progressive libraries today, naturally disclose the homes in which there are expectant mothers. A carefully assorted collection of books, built with the aid of the necessary experts, is sought to be distributed in such homes.

These social ventures on the part of the public libraries are quite recent. Hence, it is not possible to say how far they will actually help in a healthy personality adjustment in the community. But, viewed theoretically, there is no doubt, that a public library has a large part to play in this form of social service. In progressive communities, social surveys are undertaken periodically to see the effect of such experiments in social adjustment. The London Survey of 1928⁶ and the Merseyside (Liverpool) Survey of 1930⁷ are examples. A comparison of the 1900 London Survey with that of the 1928 Survey gives some significant figures in the part that libraries and books play in social

adjustment. In 1900, 115 out of a thousand were reading books in London. In 1931 the number had grown to 156. In Merseyside, the number of persons out of a thousand that made use of library service had risen from 32 in 1900 to 140 in 1930. These figures show that the process of helping the community to self-help through books is a slow and arduous process. But, I am sure, it is an effective process. Hence, the library profession should not lose heart at not being able to achieve anything spectacular in a year or two. But we must have a firm faith in the social possibilities of public libraries and carry forward the torch of knowledge with enthusiasm and determination.

Mr. L. Emmett Holt, the great American child specialist and the apostle of child protection, who devoted his life uninterruptedly to bring up children "to an accepted standard of well being" soon discovered the potentialities of the printed word in helping the realisation of his ideal. Several millions of volumes on child care were produced and distributed, mainly through his influence. I am sure that the library and the printed word can be an effective ally in every phase of social work and that the library movement should be developed to proper proportions in our land if we are to succeed in our attempt "to bring up classes or communities to an accepted standard of well being."

6. *The New Survey of London Life and Labour*. 9v. 1930-1935.

7. *The Social Survey of Merseyside*. 3v. 1934.

EDUCATION WEEK

THE SOUTH INDIAN EDUCATION WEEK, GOOTY

The Sixth Education Week was celebrated in the premises of the London Mission High School on the 27th and 28th instants. The function began with a procession of boys and girls belonging to the various schools through the town at 7-30 A.M. on the first day. The students and the staff of the London Mission High School were divided into 4 batches, and as a procession advanced through the streets, two of these batches, engaged themselves in planting some trees along the road in the town while the other two batches were busy visiting the unclean parts of the town and spraying kerosene oil over the stagnant pools here and there under the instructions of Mr. Smith, the Principal. At 4 P.M. a students' meeting was convened in L.M.H. School under the presidency of one of the students wherein the Pupils discussed at length about the various ways in which Education can contribute to the building up of a sound character.

At 3 P.M. on the 28th instant, a Conference of all the local teachers was held under the presidency of Mr. P. R. Krishnaswami Iyyengar, M.A., Lecturer, C. D. College, Anantapur. Messrs. F. M. Smith, C. Ranganatha Iyyengar and Y. C. V. Subba Rao spoke on discipline in schools, teachers organisations and Physical Culture respectively. Resolutions requesting the S.S.L.C. Board not to change the existing centres of Examinations for S.S.L.C. in view of the consequent expenditure and inconvenient that the students would be put to, appealing to schools to pay greater attention to physical culture by incorporating Yogasanams and the Surya Namaskarams that Music should be introduced in schools and colleges both as general and as optional subjects and lastly that for all Hindu Elementary schools Saturdays be made a half holiday while for all Mahammadan Elementary schools Sundays be made half holidays. With the President's exhortation to the teachers to make their unique individuality felt by the public by saying and doing in a manner worthy of their noble profession and with a vote of thanks to the teachers and to the Chair the meeting terminated. At 4-30 P.M. the Parents' meeting was held under the presidency of Mr. M. Varadarajulu Naidu, Deputy Collector, in the course of which the parents advanced some constructive suggestions to the authorities of the school in the interests of their sons and daughters. At 6 P.M. a public meeting was held under the presidency of Mr. Varadarajulu Naidu. After a short but pleasant orchestral entertainment by the music boys of the L.M. High School under the able guidance of Mr. K.V.S.M. Girmaji Rao, the Music Master, a lecture was delivered by Mr. P. R. Krishnaswami Iyyengar, M.A., Lecturer, C. D. College, on "*Indian Allusions in English Literature*" in a very interesting and thought-provoking manner. With the presidential remarks and with a vote of thanks to all concerned by the Secretary the function terminated.

RESOLUTIONS PASSED IN THE TEACHERS' CONFERENCE

1. That the S.S.L.C. Board be requested not to change the existing arrangements for the conduct of S.S.L.C. Examinations as it would entail a great deal of expenditure and inconvenience to the pupils apart from the disadvantages of a strange centre.
2. That greater attention be paid to the Indian system of physical culture in school and that some of the Indian exercises including yogasanams and Suryanamaskarams be incorporated in the present system.
3. That music be introduced in schools and colleges both as a general and as an optional subject.

4. That for all Hindu Elementary Schools, Saturdays be made half-holidays and for all Mahammadan Elementary schools, Sundays be made half-holidays.

5. That the Secretary be requested to send the resolutions to the concerned authorities and to the Press.

6. That the executive of this year's Education Week do function for another year.

A REPORT OF THE EDUCATION WEEK CELEBRATIONS, (1936)
AT MAYAVARAM

This year's Education Week celebration at Mayavaram, for three days from 11-12-36 to 13-12-36, though shorter in duration than the previous year, showed some marked improvements. The celebration was held in different centres. There was also greater participation of the public and of the teachers of all grades.

The inauguration of the Week was done by Rao Sahib C. S. Srinivasachari, M.A., Professor of History and Politics, Annamalai University, Chidambaram, in felicitous words in the Central Hall of the Municipal High School, Mayavaram, tastefully decorated for the purpose, on Friday the 11th instant, Rao Bahadur K. V. Natesa Aiyar, B.A., B.E., presiding. He then delivered in eloquent language a brilliant discourse on "Some Aspects of our System of Secondary Education." Some of the aspects he dwelt upon were the necessity of greater discipline, self-reliance and character for school boys, so that they might do well, when they go to the free atmosphere of the College, the concentration at school on pure study and instruction, giving up extra-mural activities, so as to supply better materials for colleges, lengthening the school course, if necessary, for the same end, and not diminishing the existing number of High Schools but making other arrangements for Vocational and Technical Education at different stages.

The Second day's function took place in the Government Girls' School of the locality under the presidency of Mr. G. S. Venkatarama Aiyar, B.A., B.L., Retired Subordinate Judge, Mayavaram. After a sweet programme of orchestral music and kolattam by the girls of the school, Mr. C. S. Pampapathi Sastri, B.A., B.L., Advocate of the local bar, delivered his comprehensive address on "Women's Education—what it should be," putting forth a strong plea for female education in all aspects. The President suggested a few ways of adapting female education to Indian conditions and the meeting came to a close.

On the third day, the meeting was held in the Government Training School, (Koranad) Mayavaram, Rao Bahadur C. S. Subramanyam Pantulu, B.A., B.L., presiding. To begin with, there was a physical exercise demonstration accompanied by suitable explanation by Mr. Lakshmana Iyer (Local Sandow) and his disciples. Then Mr. E. V. Gopala Iyer, B.A., L.T., Headmaster, Government Training School, Mayavaram delivered his lecture on "Elementary Education and its present needs." He pointed out the common defects in the present-day Elementary Education from all points of view and stressed the need for the good home training of children, particularly till the age of six, confining education mainly to the three 'R's' in the lower stages, avoiding education by snippets and following the time-honoured Indian principle of successive education, enthusiasm, contentment and self-respect on the part of the teachers and respect of the teacher by the community. The President completely endorsed the views of the lecturer and emphasised only one aspect viz., the duties of the parents in the matter of Education. Inasmuch as Elementary Education is free at the present day, it is the duty of parents, who can

afford to see the improvement of education by making voluntary contributions for purchasing additional books, appliances, etc., necessary for the schools, arranging for a nutritious midday meal for poor children and rendering medical aid for unhealthy boys.

On the whole, the Education Week celebration was a great success this year.

THE CELEBRATION OF EDUCATION WEEK AT ERODE

(A Report of the Proceedings.)

The Sixth South Indian Education Week was celebrated, along with the Health Week, on Wednesday, the 25th November, and the five following days. All the local educational institutions—the Board High School, the Mahajana High School, the Community Training School, the Government Training School for Women and the Municipal and Mission Elementary Schools both Boys' and Girls—participated in the celebrations, under the auspices of the Union of Teachers' Associations, Erode. The elite of the town and a large number of parents attended the function every day.

The Rev. H. A. Popley, B.A.,—the President of the Union of Teachers Associations, who presided over the deliberations of the opening day inaugurated the Education Week, in the London Mission Compound, at 6 A.M. The boys and girls of all the schools were then taken on a procession through the main streets of the town, with music, at the end of which sweets were freely distributed to the children.

The Education and Health Exhibition was opened by Mr. P. S. Chandrasekhara Iyer, M.A., B.L., District Munsif at 6 P.M. in the Town Elementary School. At that time Rev. H. A. Popley spoke on "Education and Life," Dr. Nanukutti Nair spoke on "Health" and Mr. V. Krishnaswami Ayyangar, B.A., L.T., the Senior Deputy Inspector of Schools delivered a lecture on "Education and Character Building".

On Thursday, the 26th November from 8 to 11 A.M. Competitions in Music, Elocution, Drawing and Essays were conducted by Mr. C. K. Marudachalam, B.A., L.T., the Convener of the Exhibition Competitions Committee and prize winners selected. At 4 P.M. there were Scout Rally and Physical Demonstrations in the London Mission Compound. At 6 P.M. the Concert and Variety Entertainment was conducted by the combined effort of the pupils of the various institutions in the locality, in the Nataraja Theatre, when Rao Sahib V. Thotadri Ayyangar, the Deputy Superintendent of Police presided. An interesting programme was gone through.

The third day was the "Parents' Day". The celebrations were held under the presidency of Janab Khan Sahib, K.A. Sheik Dawood Sahib Bahadur, the Chairman of the Erode Municipality, when the following instructive and inspiring lectures were delivered, by the respective persons.

1. "Education and Social Welfare" by Mr. Duraiswamy Pillai, the Junior Deputy Inspector of Schools.
2. "Education and Child's Health" by Miss H. M. Pollard, M.B., B.S.
3. "What parents expect from Schools" by Mr. T. M. Narasimhachariar, B.A., B.L.
4. "Social Hygiene" by Dr. M. Krishnaswami, L.M.P.

On the fourth day, from 3 to 6 P.M. the Sports Finals were conducted in the London Mission Compound by Mr. E. S. Arumugam, the Convener. Health lectures and cinema shows (Educational films) were the other items for the day.

On the final day, the 30th November, Mrs. L. H. A. Popley, M.A., presided, when Mr. Sankara Menon, the District Educational Officer, delivered a thought-provoking lecture on "Compulsory Elementary Education". The Rev. H. A. Popley, then read the letter from Mr. R. M. Statham, the Director of Public Instruction, Madras, regretting his inability to attend the function as previously proposed and expressing his desire to help the Elementary Teachers.

Then the prizes were distributed to the successful Competitors in Music, Elocution, Sports, etc., and certificates of merit were awarded to the Schools for the Education and Hobbies Exhibition.

With a vote of thanks proposed by Mr. Meenakshisundaram Mudaliar B.A., L.T., the General Secretary—to the President, the Chairman, and the Commissioner of the Municipality and the District Educational Officer,—the proceedings terminated.

EAST GODAVARI DT. BOARD HIGH SCHOOL, BHADRACHALAM

Under the auspices of the Education Week Committee, Bhadrachalam, the South Indian Education Week was celebrated in the above school from 6th to 11th November, 1936. Lectures were delivered by the learned public and by teachers on most of the subjects suggested by the South India Teachers' Union. Pupils took active part in kolattam, sports, Scout display, fancy dress and educational recitations and dialogues. On the last day prizes were distributed to pupils by Mrs. Dharma Veliath, who, in her concluding remarks, exhorted the public to pay due attention to the higher education of girls. The celebration came to a close with a vote of thanks proposed by Mr. N. Krishna Rao, B.A., L.T., Headmaster.

UNIVERSITY OF MADRAS

Certificate Course in Librarianship, 1937.

The following notification has appeared in the Fort St. George Gazette:—

The Certificate Course for training in Librarianship will be conducted by the University in the months of April, May and June. The Course shall be open to candidates who have passed the Intermediate Examination in Arts and Science of this University or the Examination for Certificates of Proficiency in Oriental Learning. The fee for the course is Rs. 20. At the end of the course, there will be an examination (theoretical and practical) and certificates will be issued to such candidates as are declared to have passed the examination.

The classes will be held at the University Library, Chepauk, Madras. The lecture classes will be conducted ordinarily between 4 p.m. and 6 p.m. and the practical classes which will be in batches, will be conducted between the hours 10 a.m. and 4 p.m.

Persons who wish to apply for admission to the course should send their applications, in the prescribed form to the Registrar, University of Madras, Triplicane P.O., so as to reach him not later than the 31st January 1937. Application forms may be obtained from the Office of the Registrar, University of Madras. The selection will be made in February and selected candidates will be notified by the 1st March, 1937.

FROM OUR ASSOCIATIONS

KURNOOL DISTRICT TEACHERS' GUILD: ANNUAL CONFERENCE

The Annual Conference of the Kurnool Teachers' Guild was held on Saturday, the 28th November, 1936, in the Municipal High School. A large gathering of members representing seven affiliated associations in the locality attended, including about 40 ladies. Mr. J. Venkatasubba Rao, B.A., L.T., District Educational Officer, presided.

Mr. S. Radhakrishna Iyer, B.A., L.T., Guild Secretary, welcomed the delegates, and exhorted them to bring their ripe experience and knowledge to bear on the problems of Primary and Secondary Education which they would presently discuss at the Conference.

In declaring the Conference open, Mr. J. V. Subba Rao, District Educational Officer, emphasised the necessity for teachers to take an active and sustained interest in Guild matters and create the *esprit-de-corps* of the teaching profession in the district. He advised them to give of their best in the class room to discharge their duties conscientiously and evince faith in God and their high vocation.

There were two lectures. Mr. K. N. Pasupathi Aiyar, B.A., L.T., delivered an interesting and instructive lecture on "Some aspects of Modern Indian Education". He pleaded for a proper place for physical education in the school curriculum. A great step forward needed to be taken in the direction of integrating the education of the mind and the education of the body, and bringing the two to the same level of efficiency, dignity and importance. He next dwelt on the importance of religious instruction in schools, as apart from moral instruction, and showed how boys and girls, in their passionate and plastic youth, must be taught the broad fundamentals of religion, so that they might grow into useful citizens of the country. The lecturer proceeded to the topic of co-education and urged the need for a nation-wide system of mixed schools, from the lowest to the highest standard, in order to go ahead with the campaign of wiping out illiteracy and darkness and spreading literacy and light. The last aspect of the subject was the problem of unemployment among the educated classes. After tracing the causes for it and mentioning the various futile remedies suggested by Indian leaders for solving this vexed problem, the lecturer concluded that, until India came into her own, and until an Indian Army, navy, and air-force were created and her economic and commercial life developed, the problem of the educated unemployed could hardly be solved. Incidentally, he made reference to birth-control as a remedy to check over-population and ease the situation of unemployment, and urged for an intensive propaganda in the matter.

There was another lecture, one in Telugu, on "The Teaching of Geography in the Lower classes" by Mr. S. Vaidyanatha Iyer, B.A. (Hons.), L.T. He emphasised the need for giving a proper and lively treatment to local geography in elementary schools. He appealed to teachers to take children on excursions to neighbouring hills and rivers, factories and mills and other places of geographical interest. All teaching must be practical and oral to children in the lower classes without the aid of text-books. Maps and pictures could be used in plenty. He concluded that such teaching would equip children properly for the advanced study of the subject in the higher forms through the medium of text-books.

The President in his concluding remarks, spoke in Telugu, thanking the lecturers for their interesting and highly practical discourses, and endorsed the various points raised therein. The House next adjourned for tea.

Tea over, the business meeting of the Guild was held with Mr. P. Raju, B.A., L.T., in the chair. The Secretary's Annual Report detailing the work done during the year was adopted. The balance sheet revealed a poor state of the Guild's finances as most affiliated associations were in heavy arrears of their fees.

The following new office-bearers were then elected:

President:—Rev. B. M. Johnson, M.A., Principal, Coles Memorial High School, Kurnool.

Vice-Presidents:—1. Mr. R. K. Kuppuswami Iyer, B.A., L.T., Headmaster, Municipal High School, Kurnool.

2. Mr. C. M. Cawthorne, M.A., Headmaster, S. P. G. High School, Nandyal.

General Secretary:—Mr. K. N. Pasupathi Aiyar, B.A., L.T., Municipal High School, Kurnool.

Joint Secretary:—Mr. Syed Khadir, B.A., L.T., Government Muhammadan High School, Kurnool.

Other Members of the Managing Committee

1. Mr. M. P. Rajam Aiyar, B.A., L.T., (Markapur)

2. Mr. K. Ranga Rao, B.A., L.T., (Kurnool)

3. Mr. Md. Ibrahim Sahib, (Kurnool)

4. Mrs. V. David, B.A., L.T., (Kurnool)

5. Mrs. P. S. Raju, B.A., L.T.,

The Conference was then adjourned.

The adjourned Annual Conference of the District Teachers' Guild, Kurnool, for the consideration of draft resolutions was resumed on 8—12—1936 in Cole's Memorial High School, Kurnool, with Rev. B. M. Johnson, Guild President, in the chair. There was a large gathering of men and women teachers from all local Secondary and Elementary schools. A lively discussion for over two hours took place, particularly with regard to Resolution Nos. 4 and 5 printed below. The Conference ended with a vote of thanks proposed by Mr. K. N. Pasupathi Iyer, B.A., L.T., General Secretary of the Guild.

The following are the resolutions passed by the Conference:—

1. (a). The District Teachers' Guild, Kurnool, thanks the Government of Madras for directing the Nandyal Municipality to maintain the Municipal High School, Nandyal, during the year 1936-37.

(b) The Guild is strongly of opinion that the further continuance of the High School is necessary both in the interests of its staff and the school-going children of the town, and requests Government to advise either the Nandyal Municipality or the Kurnool District Board to manage the school in the coming years.

(c) The Guild ventures to express its opinion that the measures suggested by Government in regard to the economical management of the school, having brought down the expenditure to a scale well within the means of any public body, the time has arrived for Government to grant permanent recognition to the Municipal High School, Nandyal, with a Government grant for its management.

2. The Guild humbly requests the managements of all schools in the District to restore the cut in the salaries of teachers with effect from April 1937.

3. The Guild conveys its heartfelt thanks to the Hon. the Raja of Bobbili, Chief Minister to the Government of Madras, for the kind assurance he has given in his reply to the address of the Municipal High School teachers in Bezwada, in regard to the question of increasing the scale of salary to the Secondary grade teachers in schools under Local Boards and Municipal management, and respectfully urges on him to consider the matter sympathetically and pass early orders.

4. The Guild requests the S. S. L. C. Board to remove the restriction in regard to the number of times a candidate may appear for the S. S. L. C. Public Examination.

5. The Guild requests the University of Madras to fix 35% of marks in English as the minimum for a pass in the S. S. L. C. Examination in view of the fact, disclosed by the last examination results, that several thousand candidates secured marks between 35% and 39% only, and in view of the interests of such candidates being wholly ignored by the unduly severe test of 40% minimum.

6. The Guild requests the Director of Public Instruction, Madras, to raise the existing Government Middle School for Girls, Kurnool, into a High School.

7. The Guild requests all the private and public managements of Elementary Schools in the District to sanction the teachers serving in them the scales of pay fixed by Government.

8. The Guild thanks the Director of Public Instruction, Madras, for his kind assurance to have the pro-rata cut on the salaries of Elementary School teachers removed during the coming year.

9. The Guild requests the Government to amend G.O. No. 471 and 1321 on text-books, and empower heads of institutions themselves to prescribe text-books, in the interests of educational efficiency.

10. The Guild appeals to the staff of every High and Middle School in the district to maintain a Teachers' Association, and keep it in a working condition by raising regular subscriptions from its members, and affiliate it to the District Teachers' Guild in the interests of professional solidarity and *esprit de corps*.

11. The Guild humbly requests the District Educational Officer, Kurnool, to circularise the High and Middle Schools in the district on the need for a Teachers' Association in every one of them and affiliating it to the District Teachers' Guild, in the interests of the teaching profession in the district and the educational efficiency of its members.

12. The Guild requests the President, District Board, Kurnool, to insist upon each High and Middle School under the Board's management maintaining a Teachers' Association which would be an instrument for improving the academic and professional equipment of teachers, and increasing the educational efficiency of the schools; and to insist upon each association getting affiliated to the Teachers' Guild, Kurnool.

THE TEACHERS' BOOK-SHELF

• **Longmans Stories from Indian History.** Longmans Indian History, Book I and II by M. K. Sundaravaradachari, B.A., L.T.

The reputed author of these books needs no introduction to the educational world of Madras. He has been serving the cause of Indian History by writing suitable text-books, and inspiring a love for our sacred past in the minds of the young. On this occasion the series of three books have been written with a careful eye on the main purpose of teaching only the essentials in the history of our mother land. There has been a careful arrangement in the presentation of matter in all the books. The language is simple, homely and quite interesting. The publishers have done their best in presenting beautiful photographs and an excellent get up.

L. R. C.

Higher Mathematics for Technical Students by Frederick G. W. Brown, Parts I and II. Messrs. Macmillan & Co., 3sh., and 3sh. 6d.

These two books together are intended to form a two year course in Elementary Mathematics needed by students undergoing certain technical studies in Great Britain. The author has amply succeeded in his aim at weaving the fundamental principles of Elementary Applied Arithmetic, Algebra, Trigonometry and simple deductive-geometry into coherent unity. These branches of Mathematics are not developed in the customary water-tight compartments, in rigid formal sequences appertaining to each; but are made of dovetail in a beautiful manner. Throughout the book, emphasis is laid on usefulness and applicability rather than on theoretical and formal treatment.

The results of a thorough survey of the requirements in the way of useful Mathematics for engineering and related technical pupils are crystallised in these two volumes. A noteworthy feature of the book is the collection of problems involving actual technical data and clearly illustrating the application of the formulae and rules arrived at. Though the books are written to suit a certain class of students in Great Britain, they can confidently be recommended for use by the corresponding type of students here, viz., students in our lower and upper subordinate engineering classes, and technical and Industrial Institutes training pupils for Diploma Course. The printing and get up are good.

Question Time Series. Books 1 to 4. Price 2d. each. 16 pages each. Publishers: Messrs. Macmillan & Co. (1) A Coconut. (2) Treacle. (3) Sponge and Soap. (4) Coal and Gas.

These are four booklets of a series of 8 which the publishers have planned. They are quite suited to individual reading. The subject-matter takes the form of talks in the course of which two children are given in simple language information about the article. Some easy questions are given at the end and these are designed to test the comprehension of the readers.

The books are printed in bold type and contain many coloured illustrations. Everybody knows that the child is always curious and has for ever the questions, 'Why is this and what is that?'. These books are designed to answer that craving

and we are sure it would be widely used as supplementary readers in the lowest class (form I) of our Secondary Schools.

Longmans Tamil Readers. Books II, III and IV. By Mr. M. V. Ramanujachariar. Prices, As. 3, As. 4 and As. 5 respectively. Publishers: Messrs. Longmans, Green & Co.

These form a fine and attractively got up set of Tamil readers, with clear and telling illustrations. New words introduced in the lesson are given at the end and in the course of the lesson, care is taken to have the new words occurring as often as possible. Simple questions also are given at the end of each lesson.

Macmillan's Class Books for Children of Seven. By Kate and E. J. S. Lay. Price, 4d. each. Books 1 to 8. (1) My book of my Home. (2) My book of Pets. (3) My book of the Farm. (4) My book of the country. (5) My book of useful men. (6) My book of the Seaside. (7) My book of the Zoo. (8) My book of Christmas.

Another very interesting series of books for individual study. This series provides plenty of material for reading, writing, drawing, number and simple hand work. They are all of equal grades and though intended for English children of the age of seven may be used with advantage as supplementary readers by pupils doing their 3rd year's course in English. The book contains large and telling illustrations.

It will be good if the publishers should think of Tamil reading books on the same lines as these.

The Peg Family First Readers. A, B, C and D Series. Price, 2d. each book.

This is a progressive series, each set containing three books. Each book contains simple sentences, well spaced and illustrated by a peg figure. Set A relates to the Home environment; B to the child's pets; C to stories of interest to children; D to outdoor activities like work, shopping and visiting the Zoo. The child readers are thus acquainted with an increasing vocabulary in the most interesting manner possible. The words used are what young English children would commonly use. The sentences are short and show some connection with one another.

Nature Study Readers. By Phyllis S. Darling. Publishers: Messrs. Oxford University Press, designed for the 2nd, 3rd and 4th year pupils. Price, As. 4, As. 8 and As. 10 respectively.

These readers are originally written in English. Readers II and III have been translated in Tamil. They are obviously intended for Elementary schools. The translations could have been more simple so that the vocabulary used may be within the reach of the pupils for whom they are intended. The readers are intended to stimulate a love of nature and to develop the power of observation. Reader II contains 12 pages to be used by pupils to mark the weather of each day in the year—a helpful device in enabling pupils very early to maintain a record of observation. But it is rather regrettable that the books do not contain suitable and adequate illustrations. Some of the few illustrations given in Book II do not seem to bear any relation to the reading matter.

Nature Study Readers. (Teachers' Scheme Book). By Phyllis S. Darling. Price, As. 8. Publishers: Oxford University Press.

This is a hand-book prepared for use of teachers and it gives useful suggestions to the teachers as to how to deal with the topics contained in the Nature Study Readers, Books I and II. The teacher will find in these books very helpful suggestions for making Nature Study very interesting to pupils.

Mechanical Properties of Matter. By S. G. Starling, B.Sc., A.R.C.Sc., F. Inst. P. Publishers. Messrs. Macmillan & Co. Price 6sh.

This is a good text book on Mechanics and Hydrostatics. It is chiefly intended for the Higher School certificate or the Intermediate examination of English Universities, but as the author says 'the book is not written for the syllabus of any university and subjects are included for the sake of continuity which may not appear in any syllabus.' The author assumes in his readers a knowledge of Elementary calculus which is used throughout the book. Plenty of graded exercises are given. Many points are illustrated by means of worked examples. We are sure this book will be found very useful by students in the B.A. classes and those taking up engineering.

Smiles & Tears. By K. Vaidyanathan, B.A., Vellore.

Mr. K. Vaidyanathan of Vellore has written many poems on 'Indian Life' and this book is another venture of the author in the field of poetry. He is imbued with a spiritual sense and all his poems breath an air of divinity. The author deserves all encouragement and we hope this collection of poems will receive due encouragement.

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Triplicane,
Dated 30—11—1936.

M. K. RAMAMURTI,
Hony Secretary.
S.I.T.U. Protection Fund.

EDITORIAL

THE 28TH PROVINCIAL EDUCATIONAL CONFERENCE, TANJORE, MAY 1937

Bulletin No. 3

A. Nomination of President. Under Rule 17-C of the S. I. T. U., Teachers' Associations affiliated to the South India Teachers' Union, directly or indirectly through Dt. T. Guilds, are invited to nominate six persons who, in their opinion, are fit to preside over and guide the deliberations of the XXVIII Provincial Educational Conference, Tanjore. The nominations should reach the undersigned before the 15th February, 1937 in the form appended to the Bulletin.

B. Resolutions and papers. Under Rule 20 of the South Indian Teachers' Union, constituent Guilds and Associations desirous of moving resolutions in the Conference are required to do so two months before the Conference in May. Individuals and associations who want to give notice of such resolutions for discussion at the Conference are requested to forward to the Conference Office, their suggestions in the form of resolutions on or before the last day of February 1937.

Ladies and gentlemen engaged in Teaching and interested in Education are cordially invited to send papers to be read and discussed at the Conference, before the 1st of April, to enable the Papers' Committee to give publicity to the same.

C. Particulars about Exhibits. Institutions and individuals desirous of participating in the Educational Exhibition in May 1937 at Tanjore are informed that an Exhibition Directory is to be published as part of the Conference Guide book. The Directory will contain the names of institutions or individuals participating in the Exhibition and the lists of Exhibits with detailed description of the same, for the benefit of delegates and visitors. As the Directory must be ready when the Exhibition opens with the Conference, exhibitors are requested to send particulars of their exhibits before 1st April 1937.

Exhibitors will have to bear the charges of their exhibits to and fro, subject to the concessions which Railway Companies will grant. Such of the institutions, publishers and individuals who wish to participate in the Exhibition are requested to co-operate with the organisers by supplying them the information required at an early date. Exhibitors who want special and separate accommodation for Exhibits will please write for requirements.

N.B.—Heads of institutions are earnestly requested to respond to the Bulletins sent, by supplying promptly the information called for in the interest of effective organisation of this educational demonstration.

K. M. SUNDARAM,

Joint Secretary,
K. H. School, Tanjore.

SLOW-FOOTED :

Sir Jagadish Prasad, member of the Viceroy's Council is reported to have made certain frank observations while addressing the second annual meeting of the Central Board of Education at Delhi. He notes with great regret that educational reform is slow-footed in India and attempts to bring home to the public the present *impasse* in the sphere of education. His observation reflects no great credit on administrators and politicians who, according to their own admission, have been given ample powers under the reformed constitution to effect reforms in education. He spoke as follows:—"We have had numerous commissions and committees of great weight and authority. They have after an exhaustive survey of the whole field made their reports, have laid their finger repeatedly on the weak spots in our system and have suggested remedies. But little heed seems to have been paid to their advice and we seem to have muddled along until we have reached the critical position in which we are today."

This unvarnished outspoken statement may make one hope that some heed will be paid to the numerous recommendations of committees and commissions. If reports could bring about reform, education in India will not be what it is today and it would have ceased to be a permanent or perennial topic for investigation and platform oratory long ago. It is unfortunate that Sir Jagadish Prasad should have chosen to observe that "concrete proposals are the signal for suspicion, alarm and indignation". It is not known whether this is an attempt to prepare the ground for the future. It may be regarded as a clever attempt to create the impression that the authorities were not to blame for the slow-footed nature of educational reform. The fact remains that no serious attempt has been made all these years to go to the root of the problem. Will there be any suspicion or alarm or indignation if, at different stages, the co-operation of the teaching profession and management be sought in regard to the discussion of the problem? Even at the present moment, the Central Advisory Board which is expected to give a lead in regard to educational reconstruction has not made it obligatory on the local governments to elicit public opinion in regard to the contemplated reform. Members of the Board may be eminent persons of whom the country should be proud but the Board should have before it the considered opinion of the public. Further, it is difficult for the public to get rid of the notion that the recommendations of an advisory Board like the Central Education Board will hardly prove a stimulus strong enough to urge the local governments to action.

So far as this presidency is concerned, people were told that a comprehensive resolution would be published by the Government. In certain provinces, special committees were appointed to consider the reorganisation scheme outlined in the circular of the Government of India and to make recommendations so as to enable the concerned local governments

to come to definite conclusions. The long expected resolution is yet to come in our province and we had a press communique on Elementary education. This official communique deals with one special phase or malady, the wastage. How far the position taken up in the communique is in conformity with the spirit of reorganisation adumbrated by the Government of India may be judged from the following statement in the speech of Sir Jagadish Prasad. "As regards Primary education, apart from all other reasons which have been previously emphasised by commissions and committees, it is obvious that democratic institutions in which the bulk of the electorate is illiterate have a danger of their own. They provide a fertile field for the demagogue and they also widen the gulf between the classes and the masses in outlook and feeling. It is therefore important not only to train leaders but also to remove the dead weight of illiteracy from the masses." We leave it to the public to say whether this fundamental point is given the consideration it deserves in the official communique.

SECONDARY EDUCATION : REORGANISATION

One can have no idea as to how our local Government proposes to deal with secondary education. In the absence of the official resolution which was expected to be placed before the public, it is not possible for one to have any idea of the attitude of the Government. The South India Teachers' Union has not been called upon to express an opinion on the question so far as we are aware. The Union has required the Madras Teachers' Guild to study the different aspects and bring up proposals and the public are glad to learn it has moved in the matter. Fortunately for us the Headmasters' Association, (Madras Branch) has also been considering this question and its secretary has forwarded the recommendations of its sub-committee to the Madras Teachers' Guild. Whether any official invitation is extended or not to any association it is the duty of any organisation to study the problem as it is presented to the public and to express its opinion. The country should feel grateful to Sir T. B. Sapru for the interest he has taken in the question of educational reform and his reiteration of the need for reorganisation on many platforms should be sufficient to stimulate the public to welcome reform. What Sir Sapru urges the Government and the public to do has been emphasised again and again by other persons. Every convocation address has been referring to the seriousness of the question in no casual manner. Let us hope that, now at least, action will be taken.

POINTS OF AGREEMENT

If something should emerge out of the present awakening, we should resist the tendency to keep on discussing endlessly the points on which there is unanimity. That reorganisation of secondary education is imperative is admitted by all. That it is absolutely necessary to change the existing traditional literary character of the course in secondary schools is also admitted. That the present system which takes no note of indi-

vidual differences and proceeds without reason to enforce on all pupils alike a curriculum of a doubtful value even to the minority intending to join the university is a great waste is also easily conceded. Hence we are called upon to reorganise secondary education in such a manner that a good number of students of average capacity who have neither the aptitude for, nor the intention of, going to the university should be diverted fairly early in the secondary school stage to courses which will, without ignoring the provision for general culture, definitely prepare them for some walk of life. The Central Board of Education should insist that these principles should form the basis on which reform of secondary education should proceed. Once the ground is cleared, the experts will be able to help us as to whether technical courses can be run along with literary side in the same school or in separate technical schools or in both.

HEADMASTERS' MEMORANDUM (MADRAS BRANCH)

Judging the memorandum of the Madras Headmasters' Association on the above-mentioned principles, we regret to see that due consideration has not been given to the point of view emphasised by Sir Sapru and the circular of the Government of India. Quite recently, in the course of the address delivered at the Punjab University convocation, Sir Sapru, refers to this topic as follows :—"A system of education which takes no note of the varying qualities of different students, which seeks to cast them all in the same mould, which makes no distinction between a boy whose aptitudes at some stage or other of his career mark him out for further literary scientific education at a university and a boy who after receiving some general education will do better by being prepared for some vocation or industry or some other career, can at best produce very mixed results, in my judgment, is not a suitable foundation for university education". It is clear therefore that a definite lead is given and it should be the endeavour of the teaching profession to take a wider view and put its shoulder to the wheel since it is convinced of the need for reorganisation. Whether any scheme formulated from any quarter will stand or fall will depend upon whether it is able to incorporate the essential points of reform. No doubt there are several other questions which will have to be decided and no one can imagine that the problem is solved the moment a scheme is prepared. The Central Board will have to impress upon the government the necessity for providing adequate funds and for making certain changes in the policy of state aid so as to encourage the development of technical side. It will have also to impress upon the government the necessity for the encouragement of industrial concerns which will absorb the trained hands.

THREEFOLD DUTIES

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Fraternally yours,
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