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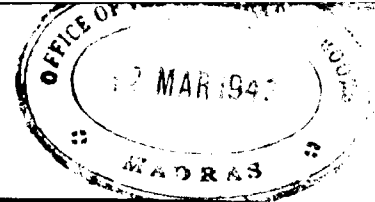
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THE
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No. 2

PROPOSAL TO MEN OF GOOD WILL FOR EDUCATIONAL
RECONSTRUCTION AFTER THE WAR*

DR. W. HEARD KILPATRICK,

Teachers' College, Columbia University, New York, U.S.A.

Reconstruction after this war will fail unless it is also re-education. By education we understand here, not schooling alone, but the influence on man of all that helps him to live decently, productively and happily with his fellows. To achieve this aim, men must create a free and better world which will provide*for all, without distinction, opportunity for useful work, happy family life, fruitful leisure and devotion.

Reconstruction in post-war education must reach into every form of our economic, political, and social life. What is done in the post-war phase will matter more than in normal times and will be more deeply

*This document is the work of a group of teachers, acting in a personal capacity, who desire to avoid a repetition of the mistakes that followed the last war. This group worked at the Cranbrook School, July 4th-5th, and during the New Education Fellowship meeting in Ann Arbor, July 6th-12th, 1941, and submitted to the 2,000 members attending. They invite the co-operation of men of good will everywhere in improving the statement and in carrying it into effect. Their names are given in the reprint which will be obtainable from the New Education Fellowship, 162, Westbourne Grove, W. 11.

They assume that Hitler and Hitlerism will be defeated and that the world will then be left in a state of economic, political, social, and cultural disorder, with some countries near chaos. They further assume that Hitlerism cannot be permanently defeated on the field of battle alone, but only in the hearts and minds of men and especially of youth.

felt. Without careful planning and preparation of the educational element in this reconstruction, Europe will again collapse.

Reconstruction through education depends upon increasing the co-operation of all in a common civilization. A vindictive policy defeats itself. Only by reconstruction through education will youth be reassured against a new betrayal and their full energies enlisted in this cause.

While the group responsible for this proposal centred its discussion primarily on the post-war situation in Europe, it recognized throughout that the phenomenon called Hitlerism is an extreme form of a world-wide disease. Its recommendations reach to the very causes of which Hitlerism is a symptom and are therefore world-wide in their application. It urges that similar intensive studies be made of situations in all continents and countries.

To guide and sustain those in all countries who share these aims, we solemnly affirm:

1. The first duty of society is to guarantee to every man, woman and child equal opportunity for education without regard to race, birth sex, income, or creed.
2. This equality of opportunity must include the fullest nurture of every special ability, talent, or skill.
3. Every man is an end in himself and may not be used merely as a means. And this is the dignity of man.
4. No education can be complete unless everyone through the years after the school has opportunity to form himself through satisfying work.
5. Every man can come to his full being only by serving society. And this is the ground of society's claim upon him.
6. No society stands still. A healthy society moves towards freedom and responsibility for all. A diseased society moves towards the tyranny of the few. And herein lies the cause of the present war.
7. No existing society is a perfect democracy. Democracy is the standard by which societies and their governments are judged and the idea and goal towards which they strive.
8. The well-being of every society springs from a brotherhood of nations. As are the duties of man to man, so are the duties of societies to one another. And this is the only basis for a durable peace.
9. To respect man's dignity while recognizing his duty to society is to advance towards the democracy of citizens and of states; to perfect, maintain, and defend this is the end of education.

10. To embody these principles into a society of the future, men must be inspired by forces which spring from a deeper dimension of life. This has often been overlooked or forgotten in recent generations and this is the cause of the crisis of our civilization.

11. To develop, men need action; to act, men need faith; to keep faith, men need reason; to direct all three, men of a vision of excellence; and all this is empty unless it is pervaded by love; and love is action and outgoing.

12. Reconstruction through education includes a myriad of small and seemingly unimportant acts. But these will not be rightly done and will therefore fail unless every doer, however modest his work may be, draws his strength from the whole.

Action at War's End:

1. The following tasks will be immediate and paramount:

- (a) The immediate feeding and care of all children of all nations.
- (b) Both individual medical care to repair the ravages of war and public health measures to prevent the outbreak and spread of epidemic diseases.
- (c) The reconstruction of schools, housing, and public services.

Whatever is done towards these ends must be so done that both those who help and those who are helped go through and grow through a fundamental educational experience.

2. In every local community, even in the defeated nations, there will be a nucleus of suitable people ready to undertake local leadership in aggressive and co-operative planning and in action for reconstruction. It is essential that all who go in to help shall co-operate fully with these local people of good will and experience and recruit locally as many workers as possible, particularly from the ranks of youth.

3. Plan, organize, and finance the employment of all available human resources, especially of the 16—25 age group, on all the manifold tasks of reconstruction. The Chinese co-operatives, the British Youth Councils and Youth Movements, the N.Y.A., C.C.C., W.P.A., P.W.A., and others all furnish useful patterns for this effort.

4. Develop a comprehensive plan for education for children, youth, and adults, adapted to the conditions of the different cultural areas and making the fullest use of the experience and wisdom of the great educators.

Application of Educational Institutions :

Speaking of education in the more specific sense, we as educators know that essential improvements are needed in many school systems. But we are not tempted to offer blueprints. Blueprints may work elsewhere, but education is creative and is the expression of personalities, not the product of formulas and prescriptions.

Nevertheless, some principles can be stated. They are in no way new ones. In all countries there are and have been educators who have provided models of true education which make the following demands:

(a) Break down the walls that stand between school and community. Schools should be one of the main sources of new power for the community. It is to the schools that young and old should look for advice and encouragement in their search for greater knowledge and more sympathetic co-operation.

(b) Uproot the idea that book knowledge in itself can be a guide in living, that credits and degrees are the main aim of education, and that secondary schools should be a short-cut to selfish social advancement or the preservation of class privileges.

(c) Make the schools, institutions where the ideal of equality becomes a reality. Combine learning and doing to the utmost. Develop everywhere 'hand and brain.' Send out from the schools new generations of young citizens eager to co-operate and to serve, eager to apply the art of serious learning in their daily life and work, and devoted to the master art of self-instruction and self-perfection.

(d) Encourage and support everywhere and in every form the willingness of youth to serve. Make it easy for youth to practise the art of co-operation, self-responsibility, self-reliance and service, through youth movements. Encourage this in school and continue it in the years that follow. Enrol youths as partners in reconstruction work, they will be the more able and willing to build with us, and after us, a new world.

(e) Recognize the fact that youth everywhere faces a grave crisis. Educators and education should share responsibility in the care of youth up to the age of maturity.

Unemployment among youth must be eliminated by a common effort of all, not by government action alone. In this youth must be inspired to the largest possible measure of self-help.

(f) Protect teachers everywhere in their efforts to do better work. Encourage the best amongst youth to enter the profession. In times of

crisis increase and not decrease educational funds, especially in poorer areas. In all reconstruction schemes give priority to youth-serving institutions.

(g) Work for the regeneration of faith. Not only are towns in ruins, millions of souls are devastated. Millions of youth in Europe have accepted false religions. When the false gods fall, let not the altars be empty. Democracy must restore faith, not by words alone, but by deeds. Educational reconstruction furnishes the vision and provides the opportunity.

Steps towards Realization:

To promote the plans for educational reconstruction, a strong action group is called for, which can be expanded as the task develops. The nucleus for this action group exists in the United States Committee on Educational Reconstruction. Some of the functions of this action group will be as follows:

1. To mobilize organizations, institutions, and individuals in the United States and elsewhere in preparation for post-war reconstruction through education and furnish them with the necessary material.

2. To approach the United States governmental authorities and urge them to include educational reconstruction in their post-war plans and budgets; and to do the same with any representatives of other governments in this country.

3. To secure the widest possible discussion of the problems of post-war reconstruction.

4. To arrange for the establishment of centres for the education of workers in such a programme.

5. To promote the study of the international situation in relation to education, both in educational institutions and in the programme of many of the organizations mentioned in (1) above.

6. To take steps toward the formation of a commission of men and women in democratic countries who enjoy the confidence of educators and people of similar interests. This commission shall offer its co-operations to the Allied Governments and all other agencies entrusted with the task of re-establishment of peace. It must see that educational reconstruction becomes an integral part of post-war international policy. The commission will also act as a liaison agency between governmental authorities, educational institutions and the public, with a view to securing the fullest possible measure of co-ordination of effort and support of this programme.

A BRIEF STUDY OF VEPERY

A LOCAL STUDY

By

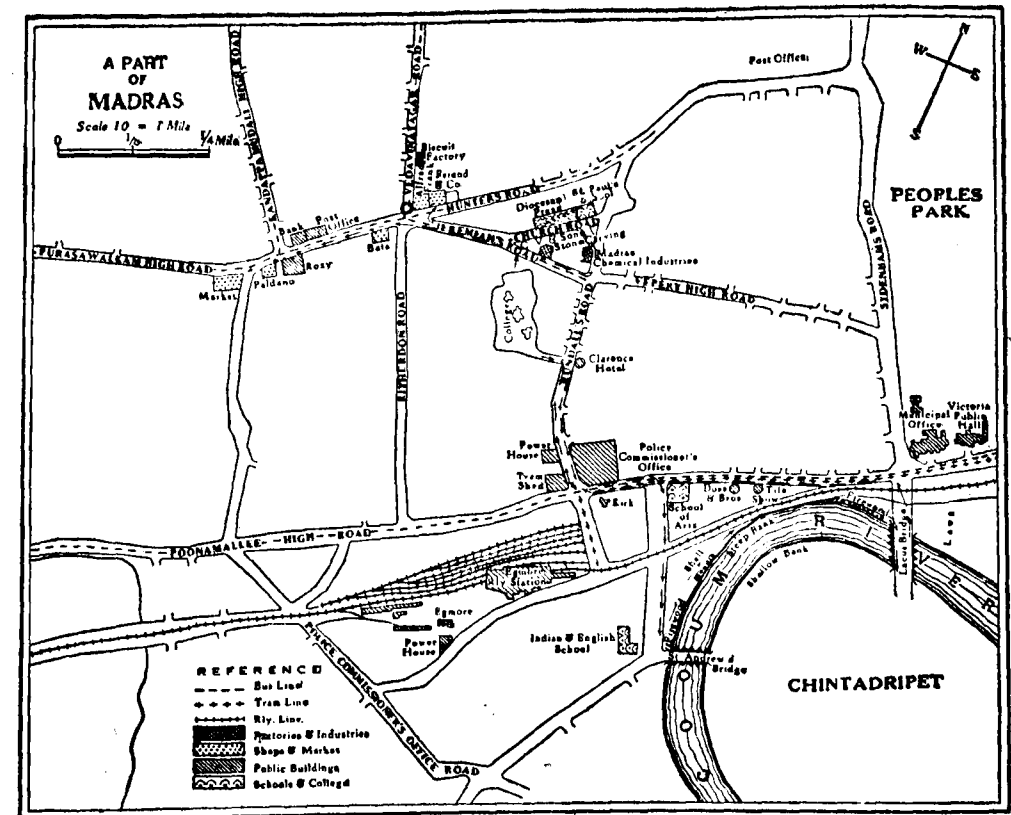
HELEN T. SCUDDER,

St. Christopher's Training College, Vepery.

Many teachers feel that the study of the school locality is a task of such magnitude that they hesitate to embark on it. The complete and scientific geographical survey of a region is a difficult, perhaps almost an impossible undertaking for High School pupils in South India. The climate, the lack of large-scale maps, the lack of trained teachers and in the cases of girls, the conventions, all impose obstacles to such elaborate regional surveys as those done by English schools. But there is so much geography in any locality that certain aspects of it can easily and very profitably be studied. From year to year different groups might carry on such a study.

The study of a region means the first hand examination of a locality under the headings of *place* (or physical features, and natural vegetation) *folk* (or where people live, and how many of them there are) and *work*. It must be carried on with the help of maps. Each pupil should study the map as a preliminary to a study of the locality. He should then proceed both to verify what he has learned from the map and to add to the map further details which he discovers from his first-hand study. Thus the first step in preparing for a study of the locality is the preparation of a number of copies of outline maps of the place. The amount of detail to be put on the outline maps depends on what aspect of the locality is to be studied. Next the class should be divided into groups and the trips or the walks planned. The aim of the study should be clearly formulated by teacher and pupils together.

The Secondary Training Students of St. Christopher's Training College each year make a brief study of some part of their surroundings. The result of their study, which is still incomplete, are given below. The maps used were taken from the 10" to 1 mile map of Madras City. The students worked out the questions and directions in class before setting out. Each trip took from two to three hours either on a Saturday morning or after class hours in the evenings. The students used their maps to locate places as they walked and also jotted down rough notes. The reports and the final drawing of the maps were done as homework after the class discussion of each trip.



In these trips note the route, direction, the width of the roads; the materials of which they are made, the drains, the kinds of buildings (shops, residences, public buildings, etc.); the vehicles and so far as possible the goods carried.

FIRST TRIP: THE COOUM

QUESTIONS.

1. Notice the names of the roads and try to explain them. What buildings do we pass?
2. Notice the overbridge and Egmore Station.
3. The Cooum: Notice the rate of flow, the winding course, the meander, the difference between the two banks, the nature of the water, how the banks have been controlled

man, the bridges. Notice the traffic on the river, the goods carried, the landing places, the boats and how they are propelled, where they have come from, how the boatmen live on them.

4. We shall walk along the river to Law's bridge, cross the railway to Poonamallee Road and return to the College.

ANSWERS.

We started from St. Christopher's College at about 3-30 p.m. First we came to Rundall's Road. We walked along Rundall's Road walking in a southerly direction. Two important buildings which we saw are the power house and the tram shed. Then we came to Poonamallee High Road which is running from the east to west. We walked facing the east. The Kirk was to our right side and the Police Commissioner's building was to our left side. Then we came to the new road which was very recently built, named Gandhi Irwin Road. This is running from south to north. We walked from north to south along the Gandhi Irwin Road. While we were on the new road, that is the over-bridge, we were able to see the Egmore Station to our right and the Cooum River and Chintadripet to our left side. We came down from the bridge and walked along the banks of the Cooum River. We came to the firewood place. The men were unloading the wood from a boat. We asked them from where the wood came. They said that the wood came from Nellore and some other places. We asked them how they sailed the boats and how long they took to reach their places. They said that they poled the boat. They also use the sails if the wind is favourable to them. It seems it takes 4 to 6 days to reach their places.

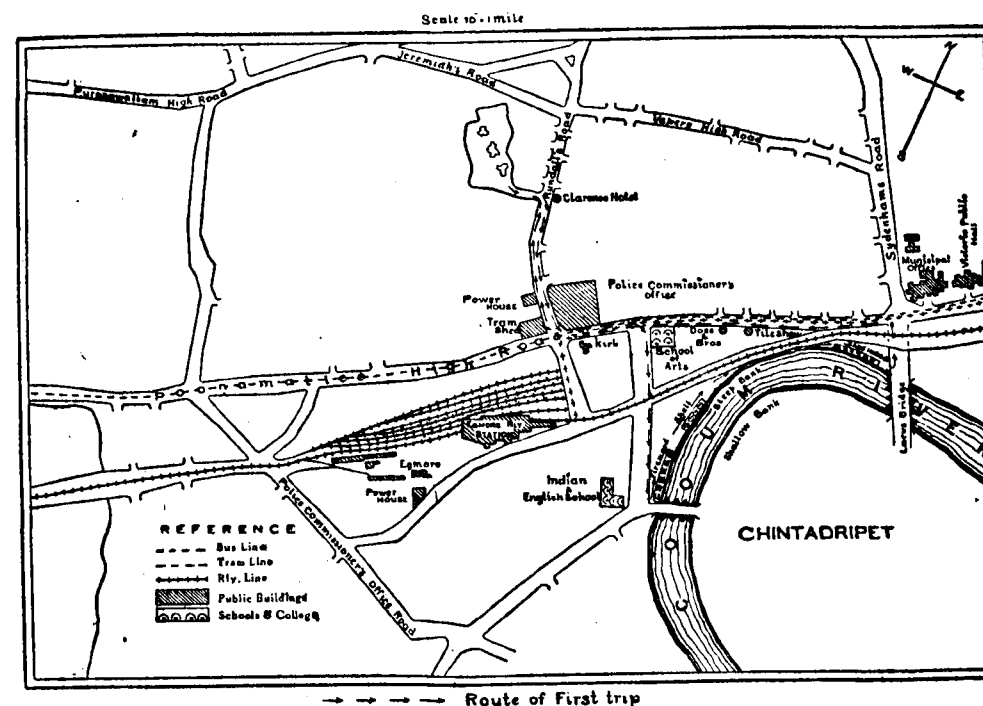
There were also heaps of shells by the banks of the river for making chunnam. We walked by the banks of the river and saw the steep and sloping sides of the river. We were not able to see the flow, or the rate of the water. Probably the rate of the river may be 0 miles per hour. The outer side where the river meanders the bank is cut deep and the soil is deposited on the inner bank of the river. The steep bank is built up with stones to prevent further erosion. The boats are the traffic in the river and they are propelled by poling and sails. The landing places are on the steep side where the water is deepest. Then again we came to many fire-wood shops. Then we came to another bridge. We crossed the over-bridge which is constructed over the railway lines. From the over-bridge we were able to see the municipal office and the Victoria Public Hall. Then we walked along the Poonamallee High Road from east to west. In Poonamallee High Road we saw toilet shops,

tile and oil factories. We came to Rundall's Road and walked from south to north and reached our College.

Traffic seen on the Poonamallee High Road.

Goods carried.—Hides, beedis, plantains, fish, hay, hens, tar, coal, gunny bags, zinc sheets, soda, oranges, eggs, betel leaves, limes, oil, cement, tiles, jaggery, parrots.

Vehicles seen.—Cars, bus, electric trains, trams, cycles, (boats), carts drawn by men and bullocks, lorries, jutkas.



SECOND TRIP: THE SHOPPING CENTRE: PURASAWALKAM HIGH ROAD: TANA STREET

General Inquiry

How much of what we need can we buy in Vepery?

QUESTIONS.

1. Write down the names of the shops and buildings as we go along. Notice the Post Office, the Bank, the small shops.

2. In one shop make a list of:—

Foreign goods and where they come from, Indian goods and where they come from, the advertisements.

If the proprietor is not busy ask him:—

Where he buys his goods (try to get the name of the wholesale dealer), How they are sent to him, How prices are affected by the war, How long his shop has been there.

The following shops have very kindly agreed to your coming:

(North of Street) Friend & Co., Alfred, Frank, Nathan, Ebrahim, (South) Krishnan, Bata, Paldano.

Special questions for Bata. Where were the shoes made?

Where are they made now? How is Bata's stock different from Frank's?

3. In the market go to one stall and note the following:—

The Vegetables you see, and the other goods.

Ask the Stallholder:—

Where the vegetables are grown

How they are sent to this market

How the prices vary with the season

What happens to the goods which are not sold.

4. Walk slowly along Tana Street. Note the various little shops, and what is sold in them. Put them on your map. Note the side walk vendors. Investigate the Tana Street Market as above.

ANSWERS.

1. The Shops which we visited

Friend & Co.—Friend & Co., is 5 years old. It is a shop where medicines are sold. It gets its things, that is the medicines, from the wholesale dealers in George town namely, from Appa & Co., and Dadha & Co.

Friend & Co., gets its goods from England, Germany, France and other parts of the world. They do not get the goods straight from those places but from the wholesale dealer who gets them from those places by

ships. Whenever the company needs any medicine they send coolies who bring them from the wholesale dealers.

Friend & Co., is a retail shop. It is the shop where all kinds of medicines and tonics are sold.

Frank.—Frank is one year old. The goods:—Shoes, belts, bags, purse, slippers. These are made on the premises.

Bata.—Shoes, rubber toys, shoe cleaning materials, stockings. The goods are manufactured in Calcutta and Czecho-Slovakia. Bata & Co., is a world wide Company. Since Czecho-Slovakia has been annexed by Germany, Calcutta manufactures the goods.

In the shops we saw:—

Indian goods made in:—Chittoor, Calicut, Calcutta, Bangalore, Madras, Ahmedabad, Bombay, Hyderabad (Biscuits).

Foreign goods from:—Germany, Switzerland, England, U.S.A., Paris, Palestine, Canada, Birmingham, Japan.

Jam and Dairy products from Australia, Torches from Russia, Glassware from China, Milk and milk products from Sweden, Combs from Italy.

Wholesale dealers who supply Vepery shops:—Parry & Co., Sweets (near harbour); Dasai Gownder (Bunder Street); Somu Mudaliar, Abdulla & Co., Chromepet-leather; Dadha and Appa & Co., Medicines (China Bazaar).

Conclusion.—Most of the wholesale shops are mostly located in George Town, perhaps, because it was the first place of settlement by the Europeans for trade.

Means of local transport.—Coolies, coolies with hand-carts, lorries.

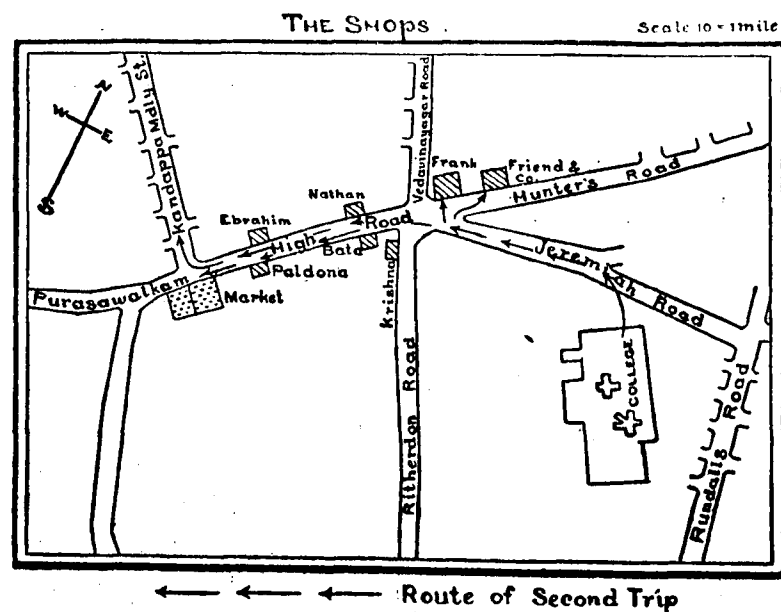
Prices.—The prices of foreign goods have been affected by the war. American goods 25%, 30%, Other foreign goods from 25% to 100%.

Ages of the Industries.—Frank 1 year, Bata 2½ years, Krishna 3 years, Ebrahim 5 years, Friend 5 years, Nathan 15 years.

Discovery.—The eastern part of Vepery is changing as the shops are moving towards the east, i.e., they are spreading to the residential quarters.

2. Markets

The goods we saw.—Fruits, plantains, limes, and cocoanuts, Indian vegetables: brinjals, pumpkin, ladies fingers, greens, chillis, English vegetables: cabbage, carrot, etc., spices, ginger, betel leaves, nuts, eggs, meat and fish.



They come from:—

1. Vellore (betel leaves) by train, Wholesale Kothval chavad; Broadway—by hand.
2. Bangalore (English vegetables) by train—daily *not* from Moor Market.
3. Palghat (tobacco) by train, areca nuts.
4. Poonamallee (betel) bus, carts.

On Tana Street we saw the following shops:—

Food (Hotels), Bakery, Clothes, Tailors, Ghee making, Toys, Bangles, etc., Money Lenders, Flour mill, Jewellery.

On the Pavement.—Flowers, eggs, sweets, betels, bangles.

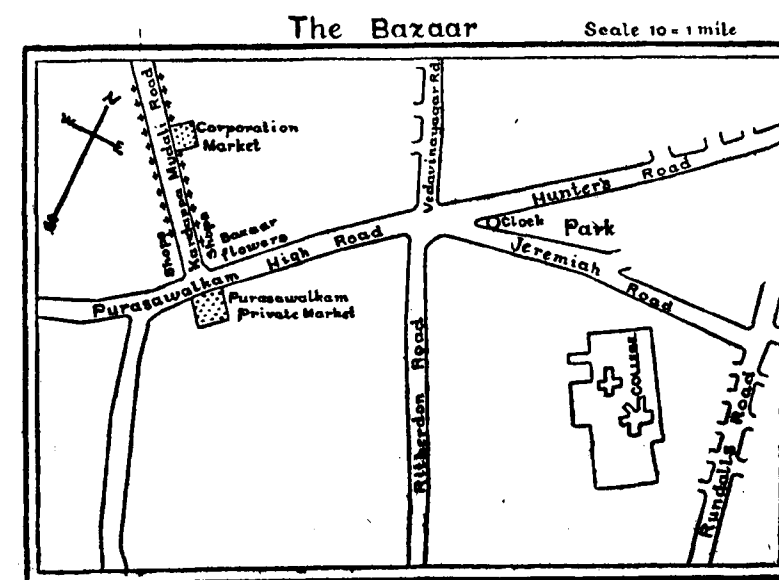
Conclusion.—Between Tana Street and Vepery High Road we found that we can practically get everything that we want.

THIRD TRIP: SOME OF THE INDUSTRIES OF VEPERY

QUESTIONS.

1. Mark the following on your maps:—

Patel's biscuit factory, the oil mill in Periamet, C. V. & Sons, (Stone carvers), Madras Chemical Factory, Diocesan Press, Soda Factory on Perambur Barracks Road. (We shall add others as we find them or hear about them).



2. Find out the following points about the two we shall visit on this trip.

The size of the factory (number of workers, number of machines, etc).

The power used.

The raw materials and where they come from.

The tools or machines and where they come from.

The finished product and the description of the process.

Where the product is sent and how it is sold.

ANSWERS:

Trip to the Stone Carving and Chemical Industrial Factories

C. V. & Sons.—We left our college and went to Bentinck School and came to Jeremiah Road. We walked along the road facing the east. We came to the stone carving factory, which is on the north side of the road.

We went in and asked from where the stones came. They said that some come from Pallavaram and some from other places, i.e., Italy.

We saw the different processes by which the stones are carved. First they chip off the stones. Then they smooth them by rubbing them with steel filings and water with a heavy iron weight. They then polish it with some water and a certain white clay.

It seems before they carve a statue they make the statue out of white plaster of Paris and then only cut the statue or carve it in a stone.

For writing letter or verses on the stone they put steel nails or steel pieces on the stone on which the letters are carved and then polish it. It costs a lot to make a simple statue out of the stone. It is a great loss if even a finger of the statue breaks.

Madras Chemical Works.—We left the stone carving factory and walked along Jeremiah Road facing the east. At the end of the road we saw the Vepery Police Station. We turned to our left or to the north and came to the Chemical Industries.

We went inside the factory. We saw many herbs packed in sacks and kept in a room. We were told that those herbs came from different parts of the world, namely, from China, Japan, Germany, London and Russia.

They boil the herbs in big boilers. They also distil the water in which a little amount of Potassium Permanganate is added. They preserve the distilled water. They also sell water to different firms and hospitals.

This industrial factory sells its medicines to different merchants wholesale. They are not retail sellers. They sell their medicines to Appa, Friend, Pereira and some other Companies.

After visiting this factory we walked along the Church Road from the east to west. The Diocesan Press and St. Pauls School were on the right or north of this road. Then we came to the Park and we turned to our left and came to Bentinck School and then to our college.

FACTORIES

C. V. & Sons.

Workers.—12 workers.

Machines, tools.—Hammers, chisel, polishing (steel filings, steel block), some skilled and some unskilled workers.

Raw materials. Stones.—Granite from Choolavaram and Pallavaram.

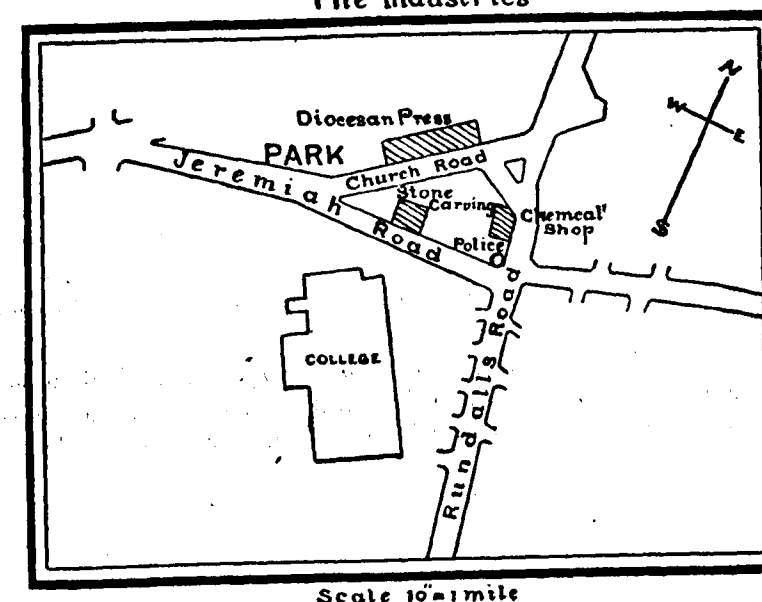
Marble.—Italy.

Imported from:—Italy, Pallavaram, Choolavaram.

Products.—Grave stones.

Sent to.—? ? ? ? ?

Started in 1937.

The Industries**Madras Chemical Works..**

Workers.—About 80 workers.

Machines or tools.—Boilers worked by steam, kettles generated by electricity. Less skilled people than in C. V. & Sons.

Raw materials.—Crude drugs-leaves, barks, reeds, herbs.

Imported from Germany, Japan, London, China, Africa, Russia, and other parts of India.

Products.—Medicines bottled, ointments, distilled water by-product.

Sent to Hospitals, Wholesale Druggists.

Started in 1934.

Discovery.—Manufacturing is recent in Vepery.

A FURTHER STUDY OF THE INDUSTRIES NOTICING THE CONTRASTS BETWEEN THEM

While studying the industries of the locality we should find out these points:—

1. Where is it?
2. Raw materials:—
What are they?
Where do they come from?
How are they transported?
3. Labour:—
How long do they work and how much do they produce?
How many workers are there? Where are their homes?
Are they skilled or unskilled workers?
4. Is it a cottage industry or a factory?
5. Process.—Describe the process and the product and the tools.
6. Market.—Where is it sold? Price? Transport?
7. What power is used, steam, hand or electric?
8. Is the industry seasonal? If so why and why not?

(To be continued)

THE S. I. T. U. PROTECTION FUND

OBITUARY

We regret to have to announce the death of the undermentioned two members. Their nominees will be paid the amounts noted below, on receipt of the claim papers.

Name & Address	Policy Number	Date of Death	Age at Death	Benefit Amount
1. Mr. V. Md. Ibrahim Khan, Bd. High School, Satyamangalam	1816	27-12-41	26	1,020
2. Mr. P. Jayarama Mudaliar, Corporation Boys School, Pudukpet	1938	26-1-42	27	250

520, High Road,
Triplicane,
30-1-'42.

V. SRINIVASAN,
Hony. Secretary

TEACHERS AND EDUCATION*

By

R. M. SAVUR,
Divisional Inspector of Schools.



LADIES AND GENTLEMEN,

I thank the reception committee for their kind invitation to me to open the conference and for having incidentally made it possible for me to see old faces of which at least two, I am sad to say, are missing.

I addressed you 10 years ago at Hosur and have still a vivid recollection of what took place then. I said then that teachers who are experts should not submit to the dictation by laymen. One Madras Daily, at least, roundly rated me for my views and tore to pieces my claims, if any there were, to expertness. I do not know it, in these ten years, I have established better claims to expertness but I know this much that my views have not appreciably changed. I still hold that the laymen should not interfere with teachers in educational matters.

But now I see certainly a vast improvement in the general body of teachers. There is a distinct increase of interest in them in educational matters. Ten years ago, the teachers were an obedient crowd doing anything and everything a layman said and never voicing an opinion of their own. To-day, everybody is talking. This talking is certainly a great improvement and it would really be a good thing if, behind that talking, there is sound, clear thinking. But I doubt if the talking that is done to-day, is based on sound thinking. Opinions are hazarded, which are not based on facts. And much talking is done without verification of even facts.

(a) *An illustration.*—I shall illustrate this first by taking up a statement made just now by my friend, Sri R. Narayanaswamy—a statement he has made without taking the trouble to verify facts. I have received very many queries from all districts, whether III Form pupils of Secondary Schools could sit for the eighth standard examination. So his statement that there is no demand for the E.S.L.C. Public examination is not based on facts.

*Opening Address delivered by Mr. R. M. Savur, Divisional Inspector of Schools, Coimbatore at the XVI Salem District Educational Conference held at Dharmapuri on 1st November, 1941.

(b) *Another typical illustration.*—Now I take up a statement made in one of the articles published in the S.I.T., the professional organ of the Presidency. The statement is a typical instance of tall-talk, which is not based on clear thinking. The statement is "The present system of education has emasculated millions and even the States and Universities copy merely this harmful system of education." I really can't think of a more hollow statement, more irresponsible statement.

1. *Emasculation due to foreign rule and the foreign system of education.*—For years we have been hearing that this emasculation is due to our subjection to the foreign British rule. A new twist has now been given—now it is the system of education that has emasculated us.

2. *Emasculation, not in the literal sense.*—I do not think that the term emasculation is to be taken literally. For in that case the statement quoted would be worse than any Miss Mayo made, in her book "Mother India".

3. *May be true therefore in the metaphorical sense only.*—So the statement must have been used only in the metaphorical sense. Our present system of education must then have made our youth spiritless invertebrates. This, I think, is an intolerable insult to our youths. How have they deserved this?

4. *Most untrue.*—Let us consider this. War offers the best test for courage and manliness. We have now a bitter war going on. Have the products of our Universities failed in this supreme test? The achievements of our young men in wartime occupations have been wonderful. Look at the "Bevin" boys and imagine for a moment the danger they have braved. Thousands of our educated youths have received commissions in the army. I know many young men each with two degrees who have joined the army. If one degree emasculated youths, two degrees must have made them women. I don't mean that women have no courage. But, then educated youths have joined the army in war time! Is this emasculation? Cynics may say that these joined up because they were starving unemployed youths. This again is not true for I know personally several well-to-do youths who are now fighting against Hitler's tyrants. One of them is a youth with two degrees who is a wealthy man. Thus it is clear that even graduates with two degrees who are wealthy people join the army. Is this emasculation?

Why, the other day a naval officer came to Bangalore for preliminary propaganda work. It was the Dasara season and only one High

school was open. Immediately after his visit to this school, several dozen youths called on him at the Travellers' Bungalow and offered to join. Is this again evidence of emasculation?

4. *The profession to be more careful and thoughtful.*—It is a tragedy that an organ conducted by the teaching profession should have permitted the publication in its columns of such an intolerable insult to our youths. We teachers live on the money of these pupils and this is the return—a gratuitous insult—we give them for the money we receive.

5. *Constructive suggestion needed, not condemnation.*—Thus the statement is a typical instance of the reckless manner of the talk we hear. I do not mean to say that there are no doers at all among teachers. You have in the midst of your guests from Madras, two men who are doers; for instance Mr. Kuruvilla Jacob is a real doer. As a D.E.O. of Madras, I have observed his work time and again and have pleasure in saying that he has been making a faithful use of the present system of education. Let none therefore cry down the system without trying to work it usefully. If, without research or tests, a person says that the system of education is useless, he does no clear thinking. A wise educationist will give some constructive suggestions of a practical nature for mere condemnation is worse than useless. Let us do a little bit of thinking and see whether we cannot find out what is really wrong.

6. *The old theory.*—The present system of education is no doubt based on an old theory which was largely mental in concern and which was related to mental discipline, mental wrestling. Even now this old theory commands a large following but modern psychology does not accept it, as it is mainly concerned with memorisation.

(a) *The new theory.*—The theme of the new theory of education is all-roundness. The pupil is educable in not only the mental but in the physical, moral and social aspects of his being. He must become complete, well-rounded. And if the system does not yield these results who is to blame? The system or teachers, or both.

(b) *A School without extra curricular activities.*—I was camping recently with a young D.E.O. I said "Let us step into the local High school at closing time and we shall see what we shall see." We stepped into the High school at 4-45 p.m. The headmaster was on casual leave, only two days after he had enjoyed a fortnight's holiday for Dasara—and the first assistant in-charge was just locking the office room. All the other assistants had already left and the peons too had finished locking all other doors.

We therefore walked to the play ground—Extensive grounds—but not a soul was there—no teachers, no pupils, not even the Physical Training Instructor. My D.E.O. told me that the play-ground would be humming in a quarter of an hour, as the pupils might have gone home for refreshment. We went on a walk and returned to the play-ground after an hour and what did we find there? Still no teachers, Physical Training instructor well conspicuous by his absence; only a handful of boys kicking a foot-ball about desultorily. Yet Physical Education is a compulsory part of the system. If this is the way we teachers work the system, is the system to blame?

7. *The three elements of all-roundness.*—We must therefore try to secure an all-round development of the pupils. What are the elements that go to make this all-roundness? These fall, broadly speaking, under three heads, viz., (i) Knowledge, (ii) Ideals and (iii) Habits.

(i) *Knowledge* of course, is basic to all learning, all living. It has long been synonymous with education and the man with the greatest amount of knowledge was considered the most educated man. But this conception is wrong, for a man may have a large stock of information and yet be a fool. And mere knowledge is no guarantee for action, much less, character.

I am reminded here of an American experiment regarding knowledge of crimes and its relation to crimes. A list of crimes was prepared and this list was placed in the hands of convicts in a large prison. The same list was placed in the hands of teachers, who are highly educated. All were asked to arrange the crimes in the list, in the order of their seriousness or enormity. The wonder was that the order adopted by convicts as well as teachers was the same. The convicts had as much knowledge as the teachers, about the nature of crimes but their crimes were due to some defect in their character of upbringing. Thus mere knowledge will not take us far.

(ii) *Ideals.*—Youths must have ideals for their motivation to attain, the standard of expected or desired development. Courage, initiative and energy are unfortunately, as much necessary for ill-doing as for well-doing. There must be proper direction. It is the difference in the direction of the ideals that makes the difference between Hitler and Churchill. The direction has made all the difference between the two, for, in the one case, it has led to strive for tyranny and slavery, and in the other to fight for freedom and emancipation.

(iii) *Habits.*—Even ideals, including the direction of ideals, will not take us far after all. Opportunities for practising the ideals must be given to pupils. Acting habitually in certain desirable ways gives

the needed practice, which results in habits—good and creative habits—which must become automatic. Like a good swimmer, a good citizen needs systematic training in the acquisition of habits.

Thus it is seen that sometimes the emphasis has been on knowledge and sometimes on ideals. But mere ideals again are no good. Take for instance the wishy-washy moral instruction in our schools. Unless there are habits which make the ideals function, there is no use in merely urging pupils to be good without giving them the opportunities for doing good or being good.

8. *The work at school.*—Therefore the business of the school is to develop habits and ideals. The curriculum can only provide for basic knowledge. Development of ideals and right habits can only come through extra-curricular activities.

Extra-curricular activities.—Does any of you know what extra-curricular activities there are and how you must carry them on? Is there any book in your school library dealing with extra-curricular activities? Do you know any book or even the titles of books on the subject? Why say, then, the system is rotten? No curriculum can provide for the required opportunities for ideals to settle into habits. It is only extra-curricular activities that can give pupils opportunities for practising the ideals and forming habits.

A book on the subject.—There is a book with me on extra-curricular activities. I shall give you its name later. It consists of 19 chapters, 18 chapters of which deal with 18 major extra-curricular activities and one chapter is devoted to miscellaneous activities numbering 30.

9. So if you do a little bit of clear thinking, you realise that there is nothing wrong with the system but everything is wrong with the teachers. Why then, do you try to throw dust in the eyes of parents by putting all the blame on the system? I may remind you here what some great man has said somewhere. It is something like this "You may fool some people all the time. You may even fool all the people for some time. But you cannot fool all the people all the time." We cannot go on eternally fooling the public by telling them that everything is right with the teachers and everything is wrong with the system. Some day they will find you out.

Bear then, this in mind. Do a little bit of clear thinking in the light of my observation; and your conference is, then, I am sure bound to be really useful.

TEACHERS' SERVICE CONDITIONS IN AIDED SECONDARY SCHOOLS

[A Memorandum on Teachers' Service Conditions in Aided Secondary Schools submitted by the South India Teachers' Union to Mr. T. Austin, I.C.S., Adviser to the Governor of Madras.]

As teachers in aided secondary schools had no security of tenure, the contract between teachers and managers (Appendix 28, Madras Educational Rules) was introduced to ensure security of tenure for teachers. In actual practice, it has been found that it does not go far enough to give the necessary protection. The defects found in the actual working of the contract are:—

- (1) Some managements give three months' notice, complying with clause 6 of the Contract, generally at the end of the year, to teachers dispensing with their services without assigning any reason.
- (2) Retrenchments in the staff are made, when there is no justification for such a step.
- (3) Drastic cuts in the salaries of teachers are made.
- (4) There are no scales of pay for teachers of different grades in many institutions.
- (5) Scales of pay are frequently revised only to the disadvantage of teachers.
- (6) Many institutions have no leave rules.
- (7) There is no provision for an Arbitration Board for aggrieved teachers to appeal against managements.

To remove disabilities from which teachers suffer, the Union in its letter dated 15th March 1940 appealed to the Director of Public Instruction to amend the contract on the lines suggested by it. Again on 5th October 1940 a memorandum was submitted to the Director of Public Instruction and it contained among other things the lines on which the contract should be amended. The Union waited in deputation on the Director of Public Instruction on 27th November 1940 and requested him to consider the suggestions made by it. As no reply was received, the Director of Public Instruction was requested in our letter of 7th April 1941 praying for early decision. On 9th August '41 a communication was received from the Director of Public Instruction informing us that the question of amending the form of contract between teachers and managements as also the introduction of minimum scales of pay was still under consideration.

Of late we have been receiving letters from teachers whose services have been dispensed with or on whose salaries a cut has been imposed. Teachers' services are being terminated on extra-academic grounds. Hence we approach the Government once again for an early revision of the Contract. Owing to war, the cost of living has increased and teachers deserve protection particularly at this time.

We are thankful for the reference made by T. Austin, Esq., I.C.S., when inaugurating the Health, Education and Baby Week Celebrations at Erode, that there is under consideration a proposal to fix minimum scales of salaries for teachers in aided schools and to improve their conditions of service as recommended by a number of Teachers' Associations. The points which the Union has urged to be incorporated in the Contract are:—

1. The adoption of minimum scales of salaries for teachers of different grades as a condition of recognition and aid.

In prescribing minimum scales, the Department of Education should make it clear to the managements that the scales prescribed are minimum scales and that no reduction in the existing scales should be made, if they should happen to be better than the proposed scales.

2. The contract should specify the salaries and the scale of the teacher.
3. Any cut or revision of the scale involving reduction be permitted only with the approval of the Director of Public Instruction.
4. The fundamental rules relating to Vacation Departments be made applicable to aided institutions.
5. The termination of the services of a teacher by a management be for specific reasons such as moral turpitude, inefficiency, physical incapacity, etc., and that such termination be subject to the approval of the Director of Public Instruction.
6. The management need not accept the resignation of a teacher unless he gives three months' notice at the end of the academic year.
7. The right of the management to suspend or dismiss a teacher with the approval of the Director of Public Instruction be recognised and that the teacher be given the right of appeal to a Board of Arbitration.

The Union would feel highly thankful if the Government take early steps to revise the contract as suggested above. Early decision by the Government will prevent retrenchment of the staff and dispensing with the services of teachers either at the end of the academic year or at the beginning of the next academic year.

A deputation consisting of Messrs. T. P. Srinivasavaradan, S. Natarajan and R. Mahadevan waited on T. Austin Esq., I.C.S., Adviser to the Government of Madras, on 15th January 1942, Mr. R. M. Statham, Director of Public Instruction was also present. The suggestions made by the Union in its memorandum to amend the Contract were taken up by the Adviser. The Deputation pressed upon him the necessity for prescribing minimum scales of salaries to be adopted by managements for different grades of teachers, for insisting upon managements to get the approval of the Director before imposing cuts in the salaries of teachers and introducing revision of scales of salaries detrimental to the teachers. The deputation emphasised that the Department of Education should make it clear to the managements that no reduction in the existing scales should be made, if they should happen to be better than the proposed scales, assuring the managements that the calculation for the purpose of grant would be based on the existing salaries. In view of certain managements terminating the services of teachers after giving three months' notice according to the present contract, the Deputation pressed that the termination of services of a teacher should be only on specific grounds such as moral turpitude, physical and mental unfitness, gross insubordination and professional incompetence, only with the approval of the Director of Public Instruction. The Adviser's attention was also drawn to the absence of leave rules in many institutions. Finally the Deputation told the Adviser that in as much as managements received grants from the Public Exchequer, the control of the Department of Education over the discontinuance of teachers must be made tight. The Adviser gave a sympathetic hearing and assured the Deputation that early orders would be passed after getting definite information whether the introduction of the minimum scales would involve any increase on the part of the Government in its expenditure and if so how much. The Deputation after thanking the Adviser and the Director of Public Instruction, withdrew.

GLEANINGS

THE MARKING OF ENGLISH ESSAYS—A THOROUGH-GOING INVESTIGATION

The following is a Review of a report on the marking of English Essays. A Report on the Investigation carried out by a sub-committee of the International Institute Examinations Enquiry Committee—Macmillan & Co., Ltd., 3/6.

What constitutes a "good" English essay? What measures do teachers and examiners use to assess its merits? Accepted conventions determine the accuracy of the spelling and to a large extent the punctuation, grammar and syntax and sentence construction. A composition may be perfect in these respects, but yet have no intellectual, literary or artistic value. Sentences structurally infallible may make mere nonsense; on the other hand, sentences by no means impeccable may make sound sense. Hence the method of assessing written English by "General Impression" has justification behind it. Closer marking for spelling, handwriting, punctuation, grammar, vocabulary and similar categories is a common practice, the scores being sometimes added and sometimes separately recorded. It is well known that examiners in English have widely-varying judgments as to what is a good essay, and that an examiner may, and frequently does, change his estimate on a subsequent remarking. A Sub-Committee of the International Institute Examinations Enquiry Committee, with Sir Philip Hartog as Chairman, has conducted an investigation to ascertain whether the validity and consistency of the marking of English essays could both be improved, and its Report is now published. To this end it introduced into the marking of a new element, 'sense', that is, the measure in which the object of the composition, whether it be to explain, to persuade, to convey an order, to amuse, to inspire, or to fulfil any other purpose, explicitly stated or not, has been attained.

Attainments too Elementary at 13:

A preliminary investigation on the marking of essays of school children from 13 to 16 from central, Senior and Secondary schools was first undertaken. Two kinds of tests were given: 'New Type' objective tests of spelling, vocabulary, punctuation, grammar etc. and tests of composition, i.e., the power of the pupil to express himself in English for a clearly-defined purpose. The essay subjects set were "directed"; that is, the audience and the object were indicated (a letter to a friend; describing a recent school party) as opposed to *undirected* subjects, in which the pupil writes "anything on something for anybody." (Sugar, pockets). For its actual purpose the investigation proved futile; the conclusion being reached that "the attainments in English of most school children from 12½ to 13½ were too elementary to be tested satisfactorily by an essay," as there was no possibility of marking the essays of these children in any satisfactory way. Here is a verdict at which many long-tolling teachers of English will not be surprised.

The second investigation was therefore confined to the work of boys and girls preparing for the School Certificate Examination. 770 pupils took all the tests, comprising six essays, four objective tests and an intelligence test. Each

pupil was required to write an essay on each of the same six subjects, three of which were "directed" and three "undirected", in an endeavour to discover, in addition to the main aim, whether directed essays yield more valid results and more consistent scores than 'undirected'. After a marking of trial scripts the eight examiners decided that each essay should be marked for (1) Sense, (2) Spelling, (3) Punctuation, including Formal Paragraphing, (4) Grammar, (5) Vocabulary, (6) Sentence Structure, and (7) General Impression, and that the mark for General Impression should be allotted after the other categories had been marked. Marking for "Plan" was left as optional; only the first two pages were to be marked for spelling; no agreement could be reached on a definition and hence the estimation of literacy. After five months and without previous notice the examiners were asked to re-examine 20 scripts for each essay subject in order that their self-consistency might be investigated. The results of the marking and of the re-marking are set out in detail in a Statistical Report by Dr. C. Ebbelwhite Smith, and from this analysis the sub-committee was able to gather its conclusions. It was found that the main aim of the investigation had not been achieved. The examiners agreed that the category of "sense" was of great value but they did not show any greater agreement in marking for this than when they marked for General Impression. A majority agreed that a "directed" essay subject produced a better essay than an "undirected" subject and could be marked with greater confidence.

Essay-Writing should be Abandoned:

Many other interesting and valuable results accrued from the investigation, and the recommendations made are of such importance to the teaching of the mother tongue and to examinations in the subject that they should be widely studied. In summary form they are:

(1) The practice of pupils of 13 and upwards writing essays should be abandoned. Instead they should write compositions on subjects about which they may reasonably be expected to have ideas and a sufficient knowledge which they could express for a given audience with a given object in view.

(2) Short plans or summaries should be required for compositions of any considerable length.

(3) Teachers and examiners should judge the composition in the first instance for its "Sense" (as defined above).

(4) Composition of pupils, say, aged 13 to 16, should be marked in these categories in the order indicated:

1. Sense. 2. Spelling. 3. Punctuation, including Formal paragraphing. 4. Grammar and Syntax. 5. Accuracy of Vocabulary (correct or incorrect use of words). 6. Power of expression, to cover felicity in vocabulary and sentence structure. 7. General Impression.

The mark for General Impression should be allotted last and not by adding the marks of the other categories.

(5) Marks for spelling and handwriting should not be added to or subtracted from marks for any other category but should be recorded separately, if regarded as important.

(6) A composition exercise requiring not less than two hours' work should be set once a fortnight after a week or ten days' notice of the subjects.

Other recommendations relate specifically to the School Certificate Examination. One of them suggests that a candidate who has failed in English but passed in other subjects should not be required to be re-examined in such other subjects; and further, that a candidate who has passed in English should not be required to be re-examined in that subject. In the matter of consistency authorities for School Certificate Examinations are urged to take steps (which the Report suggests) to test the self-consistency of the examiners and the general consistency of the marking of different examiners. They should also be asked to make available for inspection specimens of essays with borderline marks for Pass, Credit, etc., so that the real significance of these awards may be tested.

—The School Master.

THE SCHOOL OF THE FUTURE

Dr. Zakir Hussain, M.A., Ph.D., Vice-Chancellor, Jamia Milia Islamia, Delhi, in the course of his Presidential Address to the 20th U.P.S.E. Conference held at Meerut on the 27th December 1941 spoke on *the school of the future*. The following observation made regarding the teacher of the Future will be interesting:

What will be our place, our function, our significance in the school community, in the inculcation of this higher discipline? The teachers' profession has suffered from the same misapprehension of ends and means as education itself. For teaching is also a vocation, a calling. All are not called to the work of the teacher. What is the life-form in which we should seek the teacher? I think the teacher is pre-eminently the social type, he is drawn irresistibly towards his fellow-beings and particularly towards the young who need sympathy and guidance who need someone who will regard all their difficulties and problems, their emotions and their spiritual conflicts, as his own. For the teacher human values are the essential values; the acquisition of virtue is to him a process as real and tangible as to some others the acquisition of property, and the success and happiness of others brings him as much joy as his own, if not more. His relations to his pupils, as teacher and friend, are a means of satisfaction, of fulfilment, which he cannot deny himself. He does most of his work because he loves it, without calculations of benefit, without expectations of reward.

The teacher does not wish to rule over men, for him men are not mere means to an end. He does not wish to dominate, nor does he insist on putting his peculiar stamp on the growing mind of his pupil. He can see ahead and is conscious of the eventualities and conditions shrouded in the distant future, and seeks to guide his pupil in the direction which for him is the only road to his goal. He is inspired by a deep personal, irresistible desire to see human personalities in full bloom around him. While seeking to educate others, the teacher also educates himself and builds up by degrees a personality that is an example and a promise to growing humanity of the fulfilment that awaits all patient endeavour. In order to instruct, he makes sure that he knows something. He loves too truly to admit failure and works too honestly to abandon hope. Like

the mother who will never admit that her child was born into the world in vain, who will not give him up when all others have disowned him, the teacher's eye is always searching for the lost lamb, his heart is always open to receive the prodigal son. Sustained by a threefold reverence—reverence for that which is in him, i.e., reverence for the values he himself embodies, reverence for that which is above, i.e., the reverence for the eternal transcendental values which are his aspiration, reverence for that which is below, i.e., the values which the growing mind can in the course of development realise—sustained by this threefold reverence, with love and patience on his banner, the personality of the teacher is the most valuable and potent gift society can make to its younger generations in its formative years. To be that is a great privilege and a greater responsibility. We should earnestly and in humility ask ourselves if we deserve the privilege and if we are discharging that responsibility. If we can say 'yes' to the question, all will be well with our education.

ASSIGNMENT OF LESSONS—HOME STUDY

School work is most satisfactory when done under the eye of the teacher. Then it is done in the teacher's way, which should be an approved method. If the teacher sends the pupil home to do work, she should be sure that it is work that can be done unassisted by parent or elder brother. Many are the educational ruins, rising from compelled home work, when another actually dictates the work, while the pupil listlessly looks on, takes the work to school, knowing nothing about it in class, and becomes a poorer student day by day. It is all the outcome of a teaching idea that the pupils are not doing well, unless a lot of books are taken home for nightly tasks. The task becomes a task of the time to the mother or other home member of the family, who not knowing how to teach, does the shorter and easier thing, i.e., solves the problem, or writes out the topic assigned. The mother or home task-doer wonders why Mary gets duller and duller night after night. Why, bless your heart, home substitute teacher, little Johnny would never learn to walk if you always held his feet from the floor. Home folks should not permit the teacher to shift her duties to home shoulders. Teachers should never ask pupils to do any kind of school work at home unless absolutely sure that it can be done by the pupils alone and unaided.

The chief weakness of beginning teachers is the one we are now pointing out. The beginner has not learned how to get things done, and finds it so easy to insist, "Take your Enterprise Home and find out everything you need to know." "Work out these Arithmetic Problems." "Do these exercises in English." Such a teacher needs herself to learn how to guide others in learning.

BE FRIENDLY WITH YOUR PUPILS

The best way of getting information concerning a pupil is getting acquainted with him. To do this, the teacher should unostentatiously make friends with the child and encourage him to talk freely with her. She must win his confidence by becoming his friend. With the aid of a little tact, she will, in a short time, even before he becomes aware of the fact, have a pretty good idea of his personality. Another good method of gaining the necessary information is to enter the sports of the pupil, for a teacher can learn more about the personality of a pupil by half an hour's play with him than by a day's conversation.

—The Canadian Teacher.

THE CENTRAL ADVISORY BOARD OF EDUCATION

The annual meeting of the Central Advisory Board of Education was held in Hyderabad, at the invitation of the Nizam's Government, on January 13 to 15, under the presidentship of Sir Maurice Gwyer, Chief Justice of India, in the absence, due to ill-health, of the Chairman of the Board, Mr. N. R. Sarker, Member of the Viceroy's Executive Council.

The meeting was fully attended. In addition to members nominated by the Government of India, representatives of the Council of State, the Central Legislative Assembly and the Inter-University Board, every province was represented. Nawab Mahdi Yar Jung Bahadur, Member for Education and Finance, H. E. H. the Nizam's Government, also attended the meeting.

The members of the Board were welcomed by the Nawab of Chhatari, President of the Nizam's Executive Council, who conveyed to the Board a message of greeting from His Exalted Highness (which has already appeared in *The Hindu*).

The Board passed a resolution of condolence on the death of Sir Akbar Hydari, who was a member of the Board. A message from the Chairman of the Board was also received.

Scientific Terms

The agenda of the Board contained a number of important items. Among these the Board considered the replies received from Provincial Governments, local administrations, State Governments and universities with regard to the recommendations of the Scientific Terminology Committee, which were approved by the Board at its last meeting. It was decided, in view of the generally favourable nature of these replies, to set up a reference committee as contemplated in the Committee's School-Leaving Certificate and Matriculation Report.

The question whether one examination could and should be made to serve as a School-Leaving Certificate Examination as well as a Matriculation Examination was regarded by the Board as of great importance, in view of the developments now taking place in higher education, particularly with regard to the establishment of technical high schools. As the Board was informed that the Inter-University Board, at its last meeting, has decided to set up a committee to investigate this question, the Board felt it desirable to set up its own committee to co-operate with the Inter-University Board's Committee, subject to that body's concurrence.

The Board adopted the report of the Committee on School Buildings and authorised the preparation of a book on school planning and design based on the recommendations of the Committee and containing as much information as possible with regard to plans, estimates, etc.

The Board was gratified to find that the problem of adopting a uniform Braille code for the use of the blind in India was at last on the way to solution and, in accepting the report of the Braille Committee, they appointed a Committee of Brailists and philologists to draw up the actual code in the light of the general principles laid down on the Committee's report.

With one minor amendment the Committee concurred with the Madras report on the joint committee with regard to the physical well-being of school children. The report will also be considered by the Central Advisory Board of Health at its meeting in Calcutta on January 26 to 28.

After considering a memorandum on the subject of examinations by Dr. Zia-ud-Din Ahmed, the Board were of the opinion that Indian education was also suffering from too many examinations and that the whole position was one which required careful expert consideration. In view of the vastness of the subject, the Board decided, in the first place, to set up a Committee to define the scope of the investigation.

Conditions of service of Teachers

The Committee also felt that "as educational progress in all its stages depends on the efficiency of the teachers, the question of the recruitment, training and conditions of service of teachers is one which requires urgently to be explored." They accordingly set up a Committee to consider this subject so far as it affects teachers in primary, middle and high schools and report at the next meeting.

The Board decided to accede to a request from the Government of Bombay to appoint a small committee to advise them with regard to the progress of the experiment in Basic Education in the Bombay Presidency.

The Board considered a memorandum on the recruitment of educational officers and appointed a Committee to report on the issues raised in the memorandum.

It was decided, subject to the concurrence of the Provincial Government to hold the next session of the Board at Lucknow in January, 1943.

The Board concluded the meeting by expressing its warm thanks to His Exalted Highness and his Government for their hospitality.

OUR MAIL BAG

SIR,

I seek the hospitality of your valued columns for making these suggestions to the authorities.

1. It is high time that the South India Teachers' Union which has, by long service established its right to represent the interests of South Indian Teachers, is given representation on the University bodies like the Senate and the Academic Council. I am sure that the University bodies will help themselves to serve the cause of education better by a close contact with the only provincial organization that can speak with knowledge and authority on problems of secondary and elementary education.

2. Teachers who desire to appear for University examinations after private study are now permitted to do so only after a period of three years' service as teacher. This period may advantageously be reduced from three to two years.

3. I understand that a probationary teachers' certificate holder who puts in, say, a service of three months in a school but gets transferred before that three months' service in that school is verified (the inspecting officer may not happen to visit that school in those three months) loses that service so far as the eighteen months' satisfactory probation is concerned (eighteen months' service is necessary for completing the certificate). If this is so indeed, the rule needs to be immediately changed. The tour programme of the inspecting officer should not have so much to do with a teachers' service record.

R. RAMAKRISHNAN, M.A., L.T.

FROM OUR ASSOCIATIONS

THE MADRAS TEACHERS' GUILD

Under the auspices of the Madras Teachers' Guild a Conference of the Headmasters and the Managers of Secondary Schools in the City of Madras was convened on Saturday the 17th January 1942, at the Kellett High School, Triplicane. Rao Bahadur K. V. Krishnaswami Iyer, Correspondent of the P. S. High School presided. R. M. Statham Esq., M.A., I.E.S., C.I.E., was present by invitation. The Reverend D. Thambuswami extended a welcome to the managers and the Director of Public Instruction. He placed before them the hardship caused to the City Schools on account of the panic prevalent in the City and the consequent exodus of pupils from the City to mofussil places. Rao Bahadur Krishnaswami Iyer explained the various difficulties and placed the following points for consideration by the Conference:

1. A.R.P. Measures for the Safety of the life of school children and A.R.P. measures like the construction of slit trenches etc., for the protection of the people of the locality. 2. The fall in attendance in the schools. 3. The fall of fee-income and the consequent difficulty to the managements to meet the expenditure on staff etc. 4. Disabilities of pupils migrating from the City to mofussil institutions. 5. The problem of Elementary schools. 6. The position of schools in 1942-43. The Director of Public Instruction was kind enough to make a statement assuring those present that there was no immediate danger to Madras necessitating any large scale evacuation. There was a full discussion over all the points raised and the Director assured managers that the cost of the A.R.P. equipment would be made admissible for half grants from government and that in the case of A.R.P. measures for public convenience he would recommend to the Government the payment of a higher rate of grant. Regarding the loss of fee-income, the Director assured the managers of the generous assistance of the government in enabling the managements to balance their budgets. He promised to advance the payment of grants, if necessary, in April 1942 and in special cases he promised to recommend to Government making special grants to schools that would be adversely affected. The loss of fee-income being only temporary, the Director was of opinion that it would be very unfair and immoral for managements to think of either retrenching the staff or imposing a cut in the salaries of teachers. As regards Elementary schools he was of opinion that the problem was not very urgent as the next instalment of grant would be payable on the basis of the strength during the last quarter of the year 1941 and that in the meanwhile he would give careful considerations to their problems. Regarding the disabilities of pupils that have migrated to mofussil centres the Director promised the exemption to them all and issue orders so as to remove those disabilities.

The Conference was of opinion that schools should continue to work even though the attendance had fallen by about 20 per cent in Secondary Schools.

COIMBATORE AND THE NILGRIS TEACHERS' GUILD

A half-yearly meeting of the Guild was held at 12-30 P.M. on 26-12-1941 in the Brahmin Extension Middle School, Coimbatore. There was a distinguished gathering of teachers and parents. The girls of the school provided interesting items of songs and kolattam.

Mr. K. V. Narayanaswami, B.A., B.L., Correspondent of the school and Chairman of the Reception Committee welcomed the delegates in a fine speech. The war showed, he said, that our education has failed. He pleaded for ethical education. Teachers and parents should be allowed to settle the policy and the details of the new education. Society must honour the teachers and keep them above want.

Mr. A. Rama Iyer, M.A., President of the Trichinopoly District Teachers' Guild who presided over the Conference then delivered his Address. He stressed the need for our giving the mother-tongue its due place. He then spoke at length about the life and work of Poet Tagore (on which subject Mr. Rama Iyer is so eminently fitted to talk). He traced the growth of the Viswa Bharath and referred to its basic ideals, its first pupils, its method of work, its atmosphere of perfect freedom, its allied institution of Sriniketan and to the distinctive features of its "curriculum."

Mr. N. Srinivasachary, Lecturer of the Coimbatore Government College spoke on "The Ideal of Education." His talk was very entertaining and highly instructive. He wanted teachers to stand up to their ideals. Our examinations were at best feats of memory and required to be reorganised. Intelligence tests suited to our requirements should be prepared. Tagore's ideals were all based upon the Upanishads. The Reception Committee were then 'At Home' to the delegates.

Mr. Ghulam Dastagir Saheb, District Educational Officer, Coimbatore and the Nilgris kindly attended the second session of the Conference and freely participated in the discussion, giving the benefit of his mature views to the delegates assembled.

Messages received from Messrs. S. Natarajan, E. H. Parameswaran, A. S. Vaidyanatha Iyer and the Trichinopoly Guild were read.

There was a symposium on the Reorganisation of Secondary Education. Messrs. R. Srinivasa Iyengar, R. Ramakrishnan, K. N. Rajam, N. Srinivasacharya, and the District Educational Officer spoke.

The District Educational Officer suggested the submission of a memorandum to Government.

The following resolution was passed: The Guild while applauding the insistence of the Government on Girls' education and appreciating the vital importance of the same is of opinion that the immediate closure of Elementary Schools on the ground that they do not have the required quota of girl pupils on their rolls is a drastic and retrograde measure, and requests the government to raise the minimum percentage on a gradual scale, allowing a longer period for propaganda, even as stagnancy and wastage are sought to be remedied.

The Guild Secretary then made a statement pleading for greater enthusiasm on the part of teachers for Guild work and for generous contributions to the Reserve Fund.

With the Presidents' concluding speech and a vote of thanks and a musical entertainment by Sri Vedavyasa Rao and party the function came to a close.

THE RAMNAD DISTRICT TEACHERS' GUILD

The Third Quarterly Meeting came off on 3-1-'42 in the S. B. K. High School, Aruppukkottai, and was attended by about sixty delegates. After the Executive Committee had met, the opening session commenced at 10-30 A.M. with Sri T. S. Vira Raghava Chari, President, in the Chair. Sri S. Devairakkam, Headmaster, S. B. K. High School, extended a hearty welcome to the delegates. The President, in his address, pointed out the serious purpose behind such Conferences which did not lie in the mere passing of pious resolutions. He exhorted the teachers present to consolidate the strength of the profession.

The following resolutions were then passed unanimously:—

- (i) The Guild regrets to note that the Ramnad District Board has granted dearness allowance to all its servants with the sole exception of the teachers under its employ, and requests the Board to admit the teachers as well to a similar concession.
- (ii) The Guild appeals to such of the Headmasters of schools as have no Boy Scout organization in their schools to start Scout Troops and Cub Packs very early.
- (iii) The Guild resolves to divide the district into three groups, (the North Group consisting of Devakottai, Karaikudi, Pallathur, Sivaganga, Thiruppathur and Nattarasankkottai; the South Group consisting of Aruppukkottai, Rajapalayam, Sattur, Srivilliputhur, Sivakasi and Virudunagar; and the rest forming the Central Group) so that the Associations in each group may either severally or jointly be responsible for holding Guild meetings during the year.

Geography Section

After lunch, the Conference re-assembled at 2-30 P.M. with the President in the chair, when Sri S. Narasimhan initiated a discussion on "The Regional Method in the teaching of Geography" and "The Elementary School Geography syllabus," pointing out how topographical Geography was giving place to Regional Geography the essence of which is the causal nexus, and welcomed the New Syllabus as it was psychological, instead of being logical. Sri V. Kailasam Iyer and Sri S. P. Athisayam Samuel took part in the discussion.

Public Meeting

After a delightful "At Home" given by the Manager, S. B. K. High School, there was a public meeting with the President in the chair, when Professor A. Srinivasa Raghavan of Tirunelveli, delivered a masterly address on "Education for Peace," in the course of which he contended that Education to-day, far from being the only hope of humanity, had become humanity's despair. He examined the statement that the greatest horror of war was that it defrauded the future, and opined that the present day education was education for total war. In the social aspect, the same education for all, enabling the rich to become richer and the poor poorer, produced social bitterness: in the individual aspect, with its system of examination and emulation, it promoted competitiveness and

jealousy; and in the interational aspect, even in democratic countries, education only created hatred, ready to plunge the world into war.

Sri N. Kuppuswamy Iyengar, Secretary, Teacher-training section of the All-India Federation of Educational Associations, pleaded for a co-operative order in education to replace the present competitive order, and condemned the education of to-day as one promoting class consciousness and class hatred, the educated and the uneducated being separated by a huge gulf.

The President, in commending the views of the learned lecturers, opined that they could be translated into action only in free and democratic countries.

Sri M. Rajah Iyer proposed a vote of thanks.

Reorganisation of Secondary Education

The public meeting was followed by a symposium on the Reorganization of Secondary Education with special reference to the Pre-University course of studies. Sri S. Devairakkam in initiating the discussion opined that the vocational course should not be considered inferior to the other, as excellence did not lie in intellectual skill alone. Sri A. Ramanuja Iyengar opined that the new scheme contained nothing new, as it might only increase the number of optional subjects that could be chosen. Sri M. Rajah Iyer pointed out that the aim of the scheme was to make a qualified and competent clerk, carpenter, etc., available when required. Sri S. Narasimhan explained the proposals of the S.I.T.U.

Professor A. Srinivasa Raghavan, in winding up the discussion, pointed out that the new scheme was merely the old system without its old defects, as it would satisfy the need of the country without allowing creative talents to run to waste. He endorsed the suggestion of the Guild that there should be scope for change over from one course to another, which would also grant equality between the two courses. He approved of the course of studies recommended, as it laid the foundation for cultural attainments, and included certain Optional Subjects to supply information, lest pupils going to universities should be handicapped. The mother tongue being the most advantageous medium, he hoped that it would be stuck to.

The delegates were entertained at a dinner at 9 P.M.

The pleasant session concluded with a vote of thanks to the Aruppukkottai Teachers' Association.

SALEM DISTRICT TEACHERS' GUILD

Audit Report for the year 1941

I have the honour to present the Audit Report of the Salem District Teachers' Guild for the year 1941. A Statement of Receipts and Charges is enclosed.

In the beginning of the year, there were fourteen Teachers' Associations attached to Secondary Schools and one individual member. Three Associations which were in arrears, paid the subscription during the year. Only one association did not pay its subscriptions for the year 1941. Five Taluk Board Elementary School Teachers' Union recognised by the Director of Public Instruction, joined the Guild during the year. At the end of the year, there were fourteen associations and five unions and one individual member.

The year opened with a balance of Rs. 106-4-11. The amount collected by way of subscriptions, current and arrears from Associations, Unions and individuals, was Rs. 181-8-0 which includes one Union's subscription for 1942. The Guild's share of the delegate fees collected by the XVI Salem District Educational Conference, Dharmapuri Reception Committee was Rs. 21 and the same was credited to the Guild's funds. Total expenses came to Rs. 173-14-6, leaving a balance of Rs. 134-14-5. All items of expenditure were sanctioned and supported by vouchers. The Guild owns a Teakwood Almirah.

STATEMENT OF RECEIPTS AND CHARGES FOR 1941

RECEIPTS		CHARGES	
Opening Balance	106 4 11	S.I.T.U. Subscription	35 8 0
Subscription—1940	32 0 0	S.I.T.U. Education	
do. 1941		Week	3 0 0
(Associations)	129 8 0	Subscription:	
do. 1941		Balar Kalvi	2 0 0
(Individuals)	2 0 0	Journal of Education	5 0 0
do. 1941		Cost of Publication	1 6 0
(Unions)	15 0 0	Travelling Expenses	49 10 0
do. 1942		Postal Expenses	35 14 0
(Union)	3 0 0	Stationery, Printing, Typing,	
Dharmapuri Conference		etc.	41 8 6
Delegate fees District		Closing Balance	134 14 5
Guild's share	21 0 0		
Total	308 12 11	Total	308 12 11

(Sd.) K. GANGADHARAN NAIR,
Auditor.

K. S. CHENGALROYA
AYYAR,
Secretary.

CHENGAM

The following resolution regarding the reorganisation of Secondary Education was passed at a meeting of the Teachers' Association, Board High School, Chengam, held on 16-12-'41:—

"This Association resolves, after deep deliberation to support in toto the official view of the S.I.T. Union in the matter of the reorganisation of the Secondary Education and requests the Government not to proceed with the contemplated scheme until it is published for careful consideration, discussion and expression of views by the educationists in general and the S.I.T. Union in particular."

Board High School, Chengam,
16-12-'41.

S. SRINIVASAN,
Secretary.

SRI RAMAKRISHNA STUDENTS' MISSION

REVIEW OF THE REPORT FOR THE YEAR ENDED 31st DECEMBER, 1941

The Report for the year 1941 of this famous institution is a record of good work done during a period of severe trial and difficulties.

The Report deals in detail with the activities of the Home proper, its students belonging to the Collegiate, the High School and the Industrial sections who are given boarding and lodging and also of the activities of the residential school, the Industrial School and of the Thyagaroyanagar Schools separately. The Home is mainly intended for the bright young students who are handicapped by their poverty. We are glad to note that half the number of students studying in outside institutions were in receipt of scholarships and concessions towards the School and College fees. The strength of the Home has been steadily increasing and now it stands roundabout 200. We are glad to be told that the general health of the inmates was satisfactory because of their well regulated life, balanced diet, sanitary surroundings, and ample outdoor activities. Being a residential institution much importance is attached to tutorial guidance by teachers who live with the boys. Moral and religious training, garden work, music classes, celebrations of festivals—religious and national—these form some of the main features of the Home Life.

The residential school has been keeping up its reputation as an institution working according to Gurukula plan and Inspecting Officers have spoken highly of the good work done by the school. We are very glad to note that the Manual Training Section has been successful not only in giving a training to the hand and eye of pupils but also went a long way towards keeping the Home furniture in good repair. Similarly the weaving and tailoring sections, the printing and binding sections contributed their own quota towards clothing of the inmates, printing of minor stationery and binding of library books of the school.

The Industrial School has grown considerably during the year owing to the war conditions and the school has taken up the responsible task of training War-technicians. The number of people assigned to this institution was only 23 to start with. Now, it has arisen to over 250 and additional branch has to be opened at Thyagaroyanagar.

The Boys school at Thyagaroyanagar, the main school with its branches and elementary school are conducted very efficiently and they go a long way to make Thyagaroyanagar popular among parents.

The authorities of the Sri Ramakrishna Mission helped considerably by disinterested workers like Rao Bahadur C. Ramanujachariar and Sri S. Vasudeva-chariar have been carrying on the work of these various institutions under severe economic handicaps on account of war and other difficulties. We hope that these institutions will receive the support that they deserve from those persons not only of the city but of the Province as a whole who are endowed with a decent share of the good things of the world. We wish these institutions increasing success.

S. K. Y.

THE TEACHERS' BOOK-SHELF

Errata: *A Concise History of the Indian People—Parts 1 and 2 in Tamil* by Rawlinson: (Oxford University Press).

We regret very much the error that crept in the review of the above books in our issue for January 1942. Time charts are also given in Book 2. They are given at the appropriate places in the text itself instead of being given at the end of the book as in Book 1. This arrangement is certainly more appropriate as they would be very instructive and valuable to the pupil. These time charts are given in pages 79, 127, and 187 of the book.

Madras A.R.P. Journal: Hony. Joint Editors: S. Kannan, Esq., J.P., and Y. A. Sayeed, Esq., I.P.

This is an interesting journal conducted by the Madras A.R.P. The journal contains articles on topics of interest with A.R.P. The January issue before us has many interesting articles like *rescue parties* which explain the organisation and work of this section of A.R.P. Service. Another article deals with the work of *Fire Parties*, to deal with incendiary bombs. "Look out in the 'Black Out'" is the title of another article extracted from the *Safety News*, Bombay, giving important war-time safety hints for all road users. Fire precautions in schools is another interesting reprint from the *Safety News* of Bombay. Under the present emergent situation, the Madras A.R.P. Journal will be found to be of valuable help to schools as it would give them an idea of what they should do in the event of an air raid. The price per copy is only As. 2 and the annual subscription is Rs. 2 only inclusive of postage.

A Guide to Physical Activities. By P. Krishna Moorthy, Physical Education Teacher and Scouter, Board High School, Amalapuram, East Godavari Dt. Price As. 8.

This booklet has been prepared with the aim of infusing right attitudes in students while participating in athletics and of keeping their sportsman-spirit afresh and giving them a correct knowledge of the various items of the sporting field and some practical suggestions in Health Education. The Book is written in easy English and pupils will find practical suggestions for putting into practice the various items given in it. Physical Education has now been made compulsory for all students and it is therefore necessary that greater attention should be paid to the educational aspect of games, while at the same time students should be trained to acquire a certain amount of proficiency in the various games and physical activities. The aim of this book is to give such help to the pupils of our secondary schools. The value of the book would certainly be enhanced if the author could have included illustrations, but the scarcity and the high price of paper have unfortunately stood in the way of giving such illustrations. Still we trust the book will be found useful.

Oxford Pamphlets on World Affairs, No. 59—American Foreign Policy by D. W. Brogan, 32 pages. Price 4d. nett. Oxford University Press.

This is a timely publication by an author who has written many authoritative books on America. The book explains the traditions of American policy on world affairs. The Monroe Doctrine and the complex tendencies which probably explain why America has been slower to enter the war with the axis powers, slower than what the sympathisers of the Allied Cause would have expected. The booklet reviews also the recent legislation in America like the "Cash and Carry" Policy and the Lease and Lend Bill. The entry of Japan into the War against America has increased the interest of the book to the general public.

No. 51—*Norway and the War:* By G. M. Gathorne-Hardy. 32 pages. Price 4d. nett.

One of the countries drawn without its consent into the whirlpool of the present war, and to taste early the onslaught of Nazism is Norway. One fact of supreme economic importance explains the difficult situation in which this country is placed. Germany takes the first place as a source of Norwegian imports and Great Britain stands first as a market for the export of the country. Norway has given the now notorious word "Quisling." What is the origin of this word? Who was Quisling? Answers to these questions will be found in this booklet.

Freedom, India's Message. Truth, A Sathi's Message. An Appeal to Patriots. Who Art Thou. By Ramana Dasa K. S. Seshagiri, B.A., 2/46, T. S. V. Koil Street, Mylapore, Madras. Prices: As. 3, As. 3, As. 4 and As. 2 respectively.

These four booklets contain poems which flow with springlike freshness. They are full of fine and free poetic feeling of the central Hindu religious thought. *Who Art Thou*, and *Truth, A Sathi's Message* bring out clearly the inspiration of Bhagavan Sri Ramana Maharshi whose devoted devotee the author is. There are poems which every Indian should read. *Freedom, India's Message*, and *an appeal to patriots* are sure to make the readers, whoever they may be, greater and truer lovers of God, Country and fellow-beings.

Mr. Seshagiri Iyer has poured out his heart in these beautiful strains.

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EDITORIAL

Security of Tenure in Schools :

This is a problem which has been constantly engaging the attention of teachers' organisations for some years past. That the conditions of service in secondary schools are far from satisfactory is well-known to all. In view of the representations made by teachers, the Government was kind enough to introduce a form of contract between the teachers and the managers of aided secondary schools; and the adoption of such a contract was made a condition of recognition and aid. But the contract did not serve the purpose it was intended to serve. It is well-known to our readers that the contract made it possible for certain managers to terminate the services of teachers by merely giving them three months' notice. The contract therefore places the teachers ever at the mercy of managements. Though the model form of contract given in appendix 28 of the Madras Educational Rules makes mention of a definite scale of salaries there are many schools without any scales of salaries. Instances of the termination of services of teachers under the provisions of the contract have been brought to the notice of the Director of Public Instruction; and the Director while disapproving the action taken by the managements was unable to do anything further to reinstate the teachers in the schools concerned. Educational progress depends to a large extent on the teaching profession being manned by the right kind of teachers enjoying reasonable security of tenure. It is a good thing that the importance of this point should have been discussed at the recent meeting of the Central Advisory Board of Education. The Board which realises the importance of ensuring proper conditions of service for teachers has appointed a sub-committee to go into the question and we trust the recommendations of this sub-committee will help in promoting better conditions of service of teachers in aided schools. Our readers may be aware that as the result of the efforts of the Union the authorities in our province have been persuaded to adopt already a line of action. A deputation of the South India Teachers' Union waited upon Mr. T. Austin, I.C.S., Adviser to the Government of Madras, on Thursday the 15th January 1942, and placed before him certain constructive suggestions. The deputation submitted a memorandum which is published elsewhere. Rightly did the deputation insist upon the introduction of minimum scales of salaries for teachers of different grades being made a condition of recognition and aid. There is a fear that when minimum scales of salaries are laid down, managements that now pay scales of

salaries higher than these minimum scales, may reduce their scales of salaries and thus affect adversely the prospects of the profession. We understand the deputation pressed upon the Adviser that the order should be so worded that where the scales of salaries are higher than the minimum scales to be laid down by the Government, no reduction in the existing scales should be made. The idea of minimum scales is to ensure that teachers working in secondary schools should be provided with at least some basic scale. There are a fair number of institutions in the presidency which do not provide any scale of salaries. Many are the graduate trained teachers whose salaries are lower than those of the *chaprasis* working in the Secretariat or in the Director's office. It is to prevent such ridiculously low salaries being paid to a class of workers whose work is by no means unimportant that the deputation urged upon the Adviser to prescribe minimum scales of salaries.

One other unhappy feature in the conditions of service in aided secondary schools is the frequent termination of services of teachers. Such termination while it adversely affects the teachers, is also bound to react unfavourably on the tone and tradition of the school. Efficient education requires that the staff should be permanent. The deputation therefore suggested that the termination of the services of teachers by the management should be for specific reasons such as an offence involving moral turpitude, inefficiency, physical incapacity etc., and that any termination be subject to the approval of the Director of Public Instruction. It will be understood that the Director will give ample opportunities to the teacher to explain his case before the question of termination is finally decided.

We understand that Mr. T. Austin gave a very sympathetic hearing to the Deputation. The Director is convinced of the necessity for taking a definite step in this connection. We would earnestly urge that early orders be passed on the lines suggested by the Union in its memorandum. The short term of the year is usually the period when such unhappy things occur in our schools. When we press that the termination of the services of a teacher should be only with the approval of the Director, we should not be considered as taking away the right from the management. It is our purpose that by the introduction of such a rule, a wholesome effect will be produced. The management would be careful not to terminate the services of teachers on grounds which are likely to be considered other than academic. The rule will exercise a healthy influence on the teacher who will so regulate his conduct and so discharge his duties that he will give no room for complaint of a professional nature.

Price of Paper and Education :

We welcome the announcement found in the local papers that the Government contemplate fixing the retail price of paper of different grades. It is necessary that early action should be taken in this regard. The price of paper has risen so abnormally that schools are put to considerable difficulties. Though people who believe in reverting to the old methods would say that this is the occasion when schools can go back to the slate and sand method of writing, still modern education requires a fairly wide use of paper. Paper is needed for note-books. Paper is needed for examinations and tests. Oral examinations may have their own value but the subjective influence on the part of the examiner cannot be ignored. A written examination certainly provides a more reliable test. In accordance with the circular issued by the Department of Education, schools are exercising considerable economy in the use of note-books but all the same the price of note-books has increased enormously. A note-book selling for six pies in 1938 now sells at nearly two annas. The new school year begins in June and text-books are needed and if paper is not available there may arise a scarcity of text-books too. In the interests of educational progress, it is therefore very necessary that the Government should go into this matter and take such steps as would make it possible for publishers of books to have a supply of paper at a reasonable price so as to enable them to put into the market copies of the text-books at reasonable prices. Otherwise the cost of education is bound to go very high.

In connection with school-stationery and note-books for pupils, schools are at a serious disadvantage. Their requirements will not be so great as to make them go to a wholesale dealer who is authorised to sell paper within a certain maximum price. They have therefore to go to the retail market where they will have to pay a very high price for their requirements. Some special order should be passed so as to ensure the supply of all stationery materials to schools at a reasonable price.

The Panic in Coastal Areas :

The Rangoon raids and the temporary success of the Japanese in Malaya have caused considerable panic in the City and in coastal areas. The arrival of the wounded from Rangoon in areas like Vizagapatam and Madras have added not a little to the panic prevalent in these areas. Many have taken away their women and children to mofussil areas. This has resulted in a fall in attendance in the schools in these places. In Madras though the colleges are working at normal peace time strength, Secondary schools for boys have recorded about 20 per cent fall in attendance while secondary schools for girls have only 65 per cent of their normal attendance on an average, though some schools show con-

siderable fall in attendance. In the case of Elementary schools the fall in attendance seems to be much higher.

We are glad that at the Conference of managers and headmasters it was felt that there was no ground for any alarm and that there was no necessity for closing schools in the City. It was decided that schools should continue to work normally for the rest of the term. We are told that certain school authorities in these coastal areas are so re-arranging their work for the term as to complete their 180 working days sometime in March chiefly with a view to facilitate the migration of more pupils to mofussil areas. We are not sure whether it is educationally wise to adopt this plan while we are assured by the authorities that there is no fear of any attack in the near future on Madras and the Coromandal coast.

Fall in attendance in the schools in the coastal areas has raised serious problems for consideration by the managements of these institutions. The fall in fee income is a matter which should give them considerable anxiety. We are glad that at the Conference referred to, the Director gave them an assurance that the government would consider this aspect sympathetically and generously. Abnormal conditions require freedom from redtape so that quick relief can be given in time. To merely say that a great loss of fee income would entitle them to a greater amount of grant than what they have been usually getting will be no consolation to the managements of these schools. The grant in aid normally is so drawn that if a management has to spend two thousand rupees over and above its fee income the government would aid it with one thousand rupees. Even under normal conditions managements have to meet half the net cost. With the fall in fee income as a result of the fall in strength, the managements are now faced with the problem of how to find more money towards meeting half the net cost, granting that the government meets the other half. Their budgets have been drawn up and it will be impossible for most of these managements to find the extra money needed for making up the unexpected loss of fee income. It will be a great help to these managements if government would be generous enough to make good this entire loss of fee income on account of these abnormal conditions by making special lump grants as soon as possible. If such generous help is not forthcoming many managements will find it very hard to meet the salaries of teachers. We are sure that neither the Department nor the managements of schools would favour the idea of balancing the school budget by either introducing a cut in the salaries of teachers or by retrenching the staff in order to meet the situation which at the most is only temporary and likely to last only for a few months. It is a good thing that the Director has found it possible to meet the representatives and have an exchange of ideas on these difficult questions.

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