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The South Indian Teacher

11
Vol-~~11~~ 6 Sep-1938. no-9



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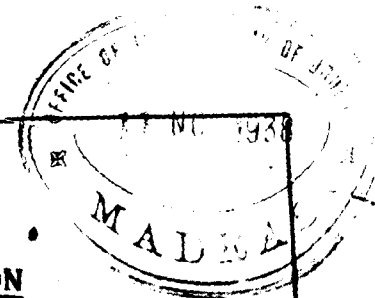
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The Bombay Teachers' Journal (March, 1937).

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THE SOUTH INDIAN TEACHER

Vol. XI.

September, 1938

No. 9.

SOCIAL SKILL

BY

PROF. M. S. SRINIVASA SARMA, M.A.,
National College, Trichinopoly

WHAT EDUCATION SHOULD DEVELOP ?

Preparation for life is said to be the function of education ; but it is not sufficiently realised that life is through and through social. Life from start to finish is a co-operative enterprise. The capacity for adaptation to others means insight into the motives and desires that are common to men, and the ability to organise our social activities in work and play so as to provide for each individual an outlet for his energies. The crying need of the times is therefore a well-planned educational scheme to give a concrete shape to all social values, and train the young children to become living embodiments of these values. That is to say, the educator's aim is to train up a social individuality in each of the pupils.

" A CHANGE OF HEART " ITS IMPLICATION.

Social reformers and leaders of social planning appeal for a "change of heart" as a needed condition for the success of their plans. What does this mean ? It clearly indicates that the people in their present state of mind are not fitted to work out any social plan. Just as religion insists on "conversion" or a "new birth" as a primary requisite for redemption, so the social planners demand a "new mind," a "new spirit" as a preliminary for social salvation. But then to get a change of heart or mind is not a simple and easy matter. In the first place it requires two things, viz. (1) to get rid of the old mentality and (2) get a new one in its place. Now the difficulty of effecting a change of mind or heart is very great, and greater in proportion as the mind is already formed and settled with definite feelings, thoughts and volitions. H. G. Wells in his

interesting volume "what are we to do with our lives?" asks us "to put our minds in order." The difficulty in fulfilling this prescribed condition is that our minds are not in a passive, neutral, inert or amorphous condition ready to be changed to any form. We are creatures of routine and are in the grip of habits, social and personal, conscious and unconscious. Everyone knows how hard it is to break a physical habit; and we can easily imagine what an amount of difficulty there will be in breaking long-established habits of thought and mind.

WHERE IS THE DRILL-BOOK ?

In the second place, to bring about the needed change of heart as the basis of social betterment, good advice, argument, exhortation and propaganda are no good. As against powerful habits deeply entrenched in the structure of our nervous system, appeal to reason is absolutely futile. As William James, the great American Psychologist points out, "appealing to reason in a sort of forlorn hope situation is like a sand-bank in the midst of a hungry sea ready to wash it out of existence."

The task of the social planner is exactly similar to that of the drill-sergeant confronted with a group of raw recruits addicted to all sorts of disorderly habits of body and mind. Does he rely on the efficacy of exhortation and eloquence? No! His Method is drill, strenuous, prolonged and repeated drill. It is methodical, organised and regulated drill that transforms a squad of slouching sprawling hooligans and wastrels into the smart, upstanding, accurately marching men of the army. Similarly the prophets of social planning who insist on a change of heart or spirit or mind must have their drill book, methodology of discipline, and be ready to put us under a system of rigorous human discipline.

WHAT "A CHANGE OF HEART" MEANS ?

Here a question as to what exactly is meant by a change of heart may be raised. In essence it is an appeal to substitute public goods for private advantage as the governing principle of our life. This change amounts to a complete transformation of personality. The public good is possible only by the concerted and co-ordinated action of all the members of the public. It is wrong to think that the public good is the outcome of the sum—total of benevolent acts of a few philanthropic men. It could be realised only by the integrated action of every member of the public. That is to say, it is, in the terminology of modern sociology, social orchestration. The members of the public must be disciplined and their lives co-ordinated under a common plan.

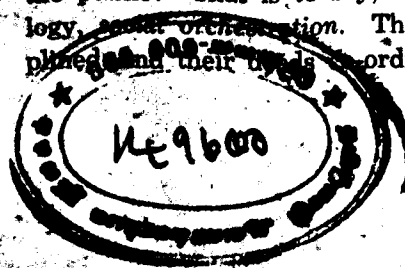
Thus we come to the conclusion that "change of heart" means social skill, and that social skill means the mastery in the art of working together, that is to say, the interweaving of our interests with those of our fellowmen, and the acquisition of corresponding habits. This demands the habit of self-subordination, selfcontrol and selfdiscipline on the part of every individual. There can certainly be no question of reforming society so long as the individuals who compose it remain unreformed; and a change of the individual must be a change of habit, not of opinion alone. Social planning therefore is social orchestration and involves rigorous social discipline.

CHARACTER MEANS SOCIAL EFFICIENCY

All good things must be cultivated. They do not grow like weeds. Infancy and adolescence are the formative plastic periods of life, and in them therefore should the foundations of character and personality be laid. Personality implies a capacity for fellowship, a feeling together, and character is social efficiency. To know the meaning of life is to be interested in the welfare of humanity, and to develop social interest and adjustability. True life cannot be selfcentred. Friendship, fellowship, and social solidarity are the choicest fruits of culture and civilisation; and they come only by discipline. To be human is to be humane. But how can we be humane? By cleansing the mind of all its personal, separative tendencies, and by clothing it in the royal robe of humanism. The highest degree of isolation is represented by insanity. All failures in life—such as criminals, suicides, neurotics and perverses—are due to the lack of fellowfeeling and social interest. The world can be changed only by changing the direction of individual desires; and the road to social salvation is through the killing of the selfish impulses. Political formulas and exhortatory messages are not adequate to the task of re-making the world. My own conviction is that the world is craving for an ethical revival even more than an economic revival and this is a task which schools and colleges should undertake. To break our old and inveterate habit of seeking our own private gain, and to cultivate the co-operative spirit, the sanity of mind and the sweetness of temper—are the ideals which every school must think worthy inculcating in its pupils.

THE ROLE OF SCHOOLS

Thus if a social system of any kind is to be established, education must lose no time in furnishing it with the social discipline appropriate to its working. The secret of moral education is to produce results by means of good habits. Moral and social habits are similar to physical,



and hygienic habits in formation and function. A give and take attitude, and the chance to freely work and play together constitute the chief factors in securing wholesome social reactions. The school offers the best laboratory for early training in social adjustment, altruism and moral action. Opportunities for pooled thinking and shared activities must be offered in abundance to the children to facilitate the cultivation of team spirit. It is always exhilarating to participate in good team work where each individual's action fits into the action of the team as a whole. Group activity gives a chance for the personalities of the individuals to show themselves in interesting ways. Group activity which integrates the acts of the individuals towards a common goal is not only the most productive type of human endeavour, but also the most satisfying to the individual. This is exactly the training which is demanded by the appeal for a change of heart. Rightly therefore does Prof. Moore declare in his "Principia Ethica" that "The assertion—I am morally bound to perform this action—is identical with the assertion—This action will produce the greatest amount of good in the universe."

We must think of education as an improved technique of acquiring new habits and developing a personality that is flexible to meet a changing world; and the school is the social organ which society has set up to assist in this process. The school curricula are the instruments to develop social skill. Education goes on not only in the class-room but also in athletics, hostels, debating societies, newspaper-reading and many other activities. This is what is signified by creating an "atmosphere" in every school of sociability, mutual understanding and broadmindedness. The creation of the proper atmosphere and the realisation of social ideals depend ultimately on the teachers themselves. High ethical quality is far more needed in the educator than any amount of intellectual cleverness. It is much more important that education should build up a strong and good character in the pupils than impart lots of information, and develop mere intellectual talent.

LIGHT FROM PLATO

Plato's doctrine is that the happiness of the community is incompatible with individual selfishness. He teaches that the meaning and purpose of the individual life is only attained when it gives itself up freely to be possessed by that which is greater than self. It is only in this way that self-interest can be identified with the interest of the social whole. If this is the end of life it must also be the purpose of education. The habits and attitudes formed during school years will go far to decide the choice of matured intelligence and will. Among the habits that Plato thinks it most important to foster in the child are admiration and rever-

ence for the good and the beautiful, selfcontrol, and respect for authority and for elders, modesty, courage, truthfulness, gentle and graceful manners, diligence and perseverance in study. Such a combination of qualities will create a disposition to recognise the true end of life as something greater than the self and its claims. "Man," says Plato, "when he gets right discipline is the most godlike of all creatures, but in the absence of it the wildest off-spring of it." Discipline is the organisation of character in order to make an adequate and effective adjustment to the social environment. It consists in developing a thoroughly socialised personality. It is the well-spring of right deeds. Persons are products of growth. We are what we have become; and our becoming is a long, intricate and toilsome process, the result of the discipline obtaining in infancy adolescence. Every school therefore must try to realise what Plato demands. With laboratories, workshops, playgrounds, gardens, hostels, museums, gardens, and swimming pools, the school is a sort of a microcosm, a replica of the larger external world. A pupil cannot participate day after day in the life and activities of a miniature community of this kind without in considerable measure imbibing a social spirit acquiring social interests and getting a training for social and practical life in the world.

THE EIGHTH SOUTH INDIAN EDUCATION WEEK

THE CENTRAL THEME

The South India Teachers' Union has, in co-operation with leading organisations interested in the spread of education, been organising the South Indian Education Week since 1931. This year too, it has been fortunate in securing the co-operation of the Department of Public Instruction and a large number of influential organisations. A Central Education Week Committee consisting of the representatives of all the participating Associations and the Department has been constituted. It has elected Miss A. B. Van Doren of the Missionary Educational Council as its President for this year. The Central Education Week Committee has chosen as the Central theme for the Eighth Education Week,

Education for the India of To-morrow.

The Committee should, in this connection, invite the attention of the public to the lofty ideals in the 'children's charter' formulated by the White House Conference on Child Health and Protection in 1930:—

"For every child a school which is safe from hazards, sanitary, properly equipped, lighted and ventilated. For younger children nursery schools and kindergartens to supplement home care . . ."

"For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction . . ."

"For every child who is blind, deaf, crippled or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment and so train him that he may become an asset to society rather than a liability . . ."

"For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast . . ."

AIM OF THE WEEK

The aim of the Education Week is to give wide publicity to the needs and achievements of our schools to the public. The public are the patrons of our schools and it is on their appreciation and generosity the efficiency of our schools very largely depends. The need for publicity and propaganda regarding the aim of education and the work of schools is very strongly stressed in various official communications. The Central Committee hopes that local bodies, municipalities and other authorities

PROGRAMME

Central Theme: EDUCATION FOR THE INDIA OF TO-MORROW

Monday	31-10-1938	Schools and our cultural heritage.
Tuesday	1-11-1938	Schools and Knowledge.
Wednesday	2-11-1938	Schools and a Healthy Nation.
Thursday	3-11-1938	Schools and Character.
Friday	4-11-1938	Schools and Society.
Saturday	5-11-1938	Schools and Vocation.
Sunday	6-11-1938	Schools and World Good-will.

will utilise the opportunity afforded by the Education Week to the fullest advantage. They should think more seriously about what our schools are called upon to do at the present moment. With the grant of provincial autonomy and with the formation of responsible Government in our province, the question of the re-organisation of education is bound to engage the earnest and immediate attention of the Government. It is essential that the public should be given an opportunity to understand the different aspects of the educational problem. "A great obstacle to educational advance is presented by the apathy of the parents and no better method of overcoming this can be devised than by inducing them to realise the benefits of education. When that apathy is overcome, the financial difficulty is also overcome in a fair way to removal, for a community which is convinced of the benefits of education may be expected to be willing to tax itself to secure them." (Report of the Royal commission on Agriculture in India).

HOW TO ORGANISE THE EDUCATION WEEK

1. Organise in your centre a Local Education Week Committee consisting of Parents, Managers and Members of School Boards, Members of Local bodies, and prominent citizens in the locality such as Businessmen, Lawyers, Doctors, Officers and Social service workers.
2. Organise an Exhibition of School Work.
3. Keep the School open for visits by parents and the public.
4. Arrange for public meetings and lectures each day of the Week and give an opportunity to laymen to express their views on various aspects of Education.
5. Organise a campaign for removal of illiteracy from your area. Observe the 1st November as 'Banish Illiteracy' Day and start adult Education Centres.

N.B. The Central Education Week Committee has prepared attractive wall posters in English, Tamil and Telugu. It is also issuing an appeal to parents in English, Tamil and Telugu. A set of these can be had for Rs. 3. Orders for the above should be sent early to the Convener, Central Education Week Committee.

The South India Teachers' Union will be issuing special numbers of **The South Indian Teacher** and **Balar Kalvi** containing articles from eminent educationists on topics bearing on the Central Theme of the Education Week. These articles would afford ample materials for lectures. Order your copies of these Journals now.

SCHOOLS AND OUR CULTURAL HERITAGE

First Day : Monday, 31st October 1938.

What is to be the India of to-morrow? Should we ignore our culture and remodel ourselves on western lines? Does the present day outlook or attitude of the Western World warrant the neglect of our culture? These are questions which are asked everywhere. Modern Indian thinkers who have a thorough grasp of the tendencies prevailing in the modern world of to-day plead strongly for a proper understanding of, and attitude to, our ancient culture while considering the regeneration of the Indian nation. The Indian culture presents a rich variety. If this should not prove to be a weakness, it should be the object of our schools to endeavour to bring about a harmonious blending of the component elements. The public school should be a centre where all children may work together on the basis of understanding and sympathy whatever their religion or language may be. Publicly controlled schools have a unique part to play in developing goodwill, tolerance and co-operation among children.

Our leaders have, for the first time in the history of the country, begun to approach the problem of the rise of the Indian nation from the standpoint of education. The Wardha Scheme of compulsory Basic Education is applicable to the entire population of the country and it is to extend to a period of seven years. That such a scheme should be viewed from different angles in different quarters is natural. It is likely that it may require to be modified in some respects to suit local conditions and the framers of the scheme are not unaware of this position. Now that re-organisation or thorough overhauling of education is seriously discussed even in official circles in Delhi and Simla, the Wardha Scheme should be examined not from a sentimental or partisan point of view but from the point of view of the changing conditions of the world of to-day. Those who consider the Wardha Scheme radical or revolutionary cannot forget that the change from the traditional Gurukul system to the present Western system of education was no less revolutionary. How to reorganise the educational system so as to fit pupils for life in the rapidly changing world is the momentous problem. A programme of education in schools is expected to make the pupils able-bodied, well-mannered, cultured, and self-reliant citizens. The question which the parent and public will ask themselves and the school is whether this object is likely to be gained by the present system or by the Wardha Scheme. The Wardha Scheme undoubtedly gives a new orientation to the educational ideals and it pays due regard to the preservation of our past culture without ignoring the needs of the present. The

controversy of Culture versus Vocation will be interminable and any scheme which contemplates the raising of the standard of mass education to the present matriculation minus English should receive the support of all well-wishers of the country. What emphasis should be laid on craft education and how far non-violence can be regarded as the basic principle are matters in which there may be a difference of opinion. Considering that the objective of the Wardha Scheme is the all-round regeneration of the whole population so that the children will grow into able-bodied, well-mannered, cultured and self-reliant individuals, it should be welcomed and honest attempts should be made to gradually transform the outlook of our existing schools. The Wardha Scheme is likely to check the tendency for the too rapid urbanisation of the countryside and to promote good-will and better understanding between class and class. The Government of India wants a thorough overhauling of education and the Wardha Scheme gives a distinct lead so far as basic education is concerned. The framers have made it plain in their report that they are not against higher education at all as alleged in certain circles and none can deny the importance of the basic education at the present moment. How to get the Wardha Spirit into the existing schools is a question which the teaching profession and the public should seriously and earnestly consider.

THINGS TO DO

- Lectures on
- (1) Mass Education.
 - (2) Pre-School Education.
 - (3) The Wardha Scheme of Basic Education.
 - (4) The School as Community Centre.
 - (5) Adult illiteracy and its removal.
 - (6) Components of Indian Culture and how to bring about a harmonious blending.

Exhibit charts and graphs showing the expansion of educational facilities in (1) your area (2) the Province and (3) other countries old and new.

Arrange for an Exhibition of Handwork by pupils to illustrate the possibility of education through a craft.

SCHOOLS AND KNOWLEDGE

Second Day: Tuesday, 1st November 1938.

If the India of To-morrow is to take her proper place among the nations, all the latent talents of her people should be fully developed. The progress of a Nation depends to a great extent on the skill and

knowledge of its people. It behoves us therefore to see Young India given all opportunities for the growth and expression of its talents in full. Every child is a bundle of possibilities and will respond to the influence of the Home, and Society. The child has a right to demand that these influences are of the right kind and that he or she is enabled to acquire the needed skills and knowledge. The School has by long tradition this special task to perform. By its dynamic and active curriculum of studies and its extra curricular activities it could provide him not merely with the tools of learning but with the means of enriching his knowledge and interests. Our schools, as they are at present, are not adequate to the needs of the India of To-morrow. The outlook and programme of our Schools must necessarily be suited to the needs of the future. They have to take into account not merely the young pupils but also the older illiterate members of Society. In the peculiar circumstances in our country, schools will have also to educate the home. In short the School will have to serve as centres of community gatherings, radiating knowledge to all members of the community.

THINGS TO DO

Lectures on 1. The School Curriculum and its Programme of activities.

2. The Extra curricular activities of the School.
3. The School Library and its proper use.
4. The School Reading Room and its opportunities.
5. The School as a centre for Adult Education.
6. The influence of the School on the Community.
7. Hindi, the common language for India.
8. Home Science (for Girls) as a preparation for Home-making.

ORGANISE

- (a) Public Library in your Area.
- (b) Hobby Clubs for the pupils and members of the Community.
- (c) Study groups for illiterate adults.
- (d) Radio Clubs.

Exhibit charts showing the relation between Education and National Wealth and Strength.

NOTE:—Observe this day as 'Banish Illiteracy' Day. Make a collection by selling flags, flowers, etc., and raise funds to start schools for illiterate adults.

SCHOOLS AND A HEALTHY NATION

Third Day : Wednesday, 2nd November 1938.

A nation marches on the feet of its healthy children. No nation can afford to allow its citizens to degenerate physically. The responsibility of schools in regard to the health of the future citizens is indeed great. For, the habits that are formed in schools will last through life. If in schools we neglect to inculcate wholesome and healthful habits the nation may be rendered unfit; it may even drift into crime. Physical education is yet to receive proper consideration in our Province.

"If the programme of education is to be effective.....I want my countrymen to realise that the problem of physical education is a national problem of the first magnitude and they should apply themselves to its solution with all the energy and force of soul they possess."

"Physical Education is Education. It is not merely a physiological reaction. In controlling health it controls everything, it controls our moral quality of initiative and perseverance and our spiritual qualities of loyalty and endurance. The central nervous system is as active in the gymnasium, as in the classroom. The health of the mind depends upon the health of the body. There is no antagonism, even no separation of the problem but rather the most intimate relationships between the culture of the mind and the culture of the body." (Lala Rajput Rai).

"In our Schools we have yet to cover a great deal of ground. Physical training, dietetics and medical inspection of pupils must all become integral features of educational organisation." (Andrews, G. F.).

"Health has much to do with happiness. Good health favours—of course it does not insure—personal efficiency. It aids the attainment of personal ambitions. It permits people to conserve their earnings. It increases the opportunities for cultural advancement. It permits more of us to live longer lives and better still, more cheerful and useful lives."

"Ill health is a millstone about our necks. It discourages ambitions. It brings in its train sorrow and misfortune. It decreases earning capacity. It retards social progress. It shortens life. It is waste." (From the Health Education—2nd Edition. Prepared by Joint Committee on Health Education Problems in Education of the National Education Association and the American Medical Association, June 1930).

"Improved health work in schools would considerably reduce the prevalence of children's diseases. We are as a nation paying high for our efforts, to get well rather than to keep well." (Huge S. Canny).

The death roll of accidents is mounting up. Major causes for these accidents, especially in young children are due to the inability to act

quickly and be on the alert. Improved health in our men and women would certainly make them safer.

The India of To-morrow demands a healthier nation and it is the task of the School to contribute in a large measure to the growth and development of its pupils.

THINGS TO DO

I Arrange for lectures on :

1. What schools do to promote sound health.
2. The School programme of physical activities.
3. How cleanliness is practised in schools.
4. Common ailments in school children, and how schools should help in treating them.
5. School medical inspection—what it has revealed.
6. The problem of the physically deficient child.
7. Backwardness in pupils—as the result of physical ailments.
8. The playground—the Lung of the Community.
9. The balance between the classroom and the playground.
10. The teacher and his role in the playground.
11. Diet and Health.
12. The School hours and the Health of children.

Arrange for the demonstration of physical activities and group games. Invite all the parents to the function. Make the demonstration as grand as possible. Take, if possible, a photograph of the demonstration and send it to the Press.

Exhibit :—

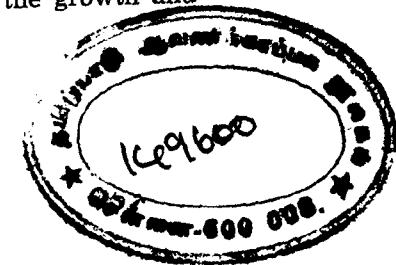
(1) Health charts of your pupils—Charts giving age, weight and height—common diseases of School children, correlation between progress in class and health of school children.

(2) Diet charts showing the importance of correct nutrition to growth and efficiency.

Organise :—

(1) Cleanliness squads for the classroom, the school premises and the school neighbourhood. This will be a good step in developing in the pupil a sense of cleanliness. If the cleanliness of the School is entrusted into the hands of pupils such things as the disfiguring of walls will disappear.

(2) Junior Red Cross Units in your School. This will give an opportunity to the school to extend its wholesome influence to the dis-



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strict it serves. The units can, in co-operation with the leading citizens, do much to improve the health of the community.

- (3) Safety First groups in your school community.

SCHOOLS AND CHARACTER

Fourth Day : Thursday, 3rd November 1938.

A nation is judged by the values and standards it holds. Health, skills and knowledge are all desirable but are likely to be harmful unless based on worthy ideals and sound character. India has been essentially spiritual. Any educational system which ignores the spiritual background is bound to be prejudicial to the interests of the country. The main purpose of education should be to train men and women of right character with high moral ideals and standards. It is the duty of schools and educators to create by example and precept the right atmosphere and help the pupils to have worthy ideals and sound character. "Educating" is a sacred task and schools should realise the sacredness.

THINGS TO DO

Arrange lectures on :—

1. How schools develop the spirit of co-operation.
2. Schools and the spirit of service.
3. Schools and Character training.
4. The School Prayer and its importance and Significance.
5. Religion and Education.
6. Scout group and civic duties.

Organise :—

1. Scout display.
2. Volunteer Corps in your School.
3. A Junior Red Cross Group in your School.

SCHOOLS AND SOCIETY

Fifth Day : Friday, 4th November 1938.

A citizen of good character is the fundamental of good government. A wholesome social and political life depends upon personal purity, truthfulness, loyalty to high ideals and respect for the rights of others. Citizens with such virtues are not produced as a matter of course. They are the outcome of proper training in home and in school. The home, school and society have each to play its respective part in regard to the

education of the whole man. Broadly stated education must be the co-operative concern of the home, school and society. The type of the future Indian citizen will very largely depend on how these three co-operate in the building up of the nation.

What can schools do to promote social efficiency? They have to train their pupils in meeting their civic responsibilities. It rests with them to organise the school programme on such lines as to develop in pupils a high sense of responsibility. The ability to understand a situation and bear the responsibility is of no ordinary kind. Schools can easily afford opportunities for the development and expression among pupils of initiative, organisation, team spirit and behaviour. One cannot but commend the interesting experiment of the North Madras Scout Association in regulating traffic in certain congested areas in George Town.

THINGS TO DO

Arrange for lectures on :—

1. Self-Government in Schools.
2. Student Leadership in School societies and organisations.
3. Training for worthy citizenship.
4. Civic Laws and Duties.

Organise :—

1. A Students' Council to enforce School Laws of discipline.
2. A students' meeting and a debate on the civic needs of the locality.
3. Lectures by students on (a) duties of a citizen and (b) what they would do to improve their area.
4. Cleanliness squads.
5. Student Volunteers to acquaint people with health laws.
6. Traffic Squads to acquaint the public with (a) the need for Safety first and (b) Rules of the road.
7. A Home or School Council or Parents' Association to establish a closer contact between the Home and the School.

SCHOOLS AND VOCATION

Sixth Day : Saturday, 5th November 1938.

The unemployment problem has been causing considerable anxiety to the authorities and the public. The cry for educational reorganisation is not a little due to the prevailing unemployment. Many of our educated young men are unemployed and are also regarded by employers as unemployable. It is a truism that reorganisation of education will

not create jobs. It will, however, minimise in the long run the existing maladjustment and there is a demand everywhere for changing the present one-tract system in education. The misconception about vocational education has not entirely disappeared and some hold strongly the view that it is vulgar to associate utility with education. The literary type has been holding the field in our country all these years and no one seems to be satisfied with it either from the cultural or economic point of view. It is time that the necessity for vocational training is appreciated by the public and that the colossal wastage is prevented. That vocational education should be regarded as an integral part of the school programme for young people and that it should not as a rule be separated from general education are views expressed freely now in America. The general feeling seems to be against a separation of vocational education from general education since the essential unity of human life and its activities suggests the desirability of developing vocational education along with all other aspects of education. "The unity of the educational programme should not be destroyed by the domination of a programme adapted to only one of the needs of those enrolled in the schools." What healthy influence vocational education can exercise in a general way is clear from the following observations in the book 'The structure and Administration of Education in American Democracy' received from the Educational Press Association of America. "For many students vocational studies offer the keys of enthusiasm and zeal to open the doors to educational experiences that might otherwise not have interested them. Vocational education is for some pupils an instrument for reaching the social objectives of the other more conventional school subjects. The tools of inquiry, preparation for home and citizenship, the application of science and mathematics, practical economics, all these and many other fields, when approached from the view point of the prospective vocation, often take on richer meanings to students who specialise in particular vocational offerings." The advisory Committee on Education (U.S.A.) has recommended in its report submitted in February 1938 that a well-planned programme of education should include suitable preparation for vocations and that well-organised and competently staffed educational and vocational guidance and services for all children should be provided.

THINGS TO DO

Arrange for lectures on :—

1. Craft-centered Education.
2. Correlation of studies in the Wardha Scheme.
3. Magnitude of the unemployment problem.
4. The activity School.
5. Schools and Vocational Guidance.

SCHOOLS AND WORLD GOODWILL

Seventh Day : Sunday, 6th November 1938.

The World Good-will Day was founded by the World Federation of Education Association in 1923. Many localities in America and in many other countries have celebrated the day in the spirit of international friendliness and co-operation. Forty-four countries have observed, more or less generally, the significance of the movement which has impressed itself upon, not only the schools, but upon the general public.

The general purpose of its observance is to bring to the consciousness the finer emotions of neighbourliness and friendship among the nations. The world, in its present day breakdown, understands how costly war is. Definite steps must be taken to relieve the present high international tension which exists and to bring the nations out into a clearer conception of justice applied to nations as it is now applied to individual contentions within countries.

What we need is to teach the rising generations how to get along together. They must be taught the principles of world citizenship. This does not mean that we are not to love our own country, not to teach our children patriotism. In fact, the better we love our own firesides, our own institutions, our own country, the better foundation we have for neighbourliness and respect for other peoples. **TRUE PATRIOTISM, THEREFORE, MUST RECOGNISE LOVE OF COUNTRY.** Love of humanity finds no conflict with love of country.

We are making for a widespread observance of the day and expect all who love their country and who at the same time believe in that form of neighbourliness which means a respect for the rights of others to do their part and this can only come from an attitude of mind formed in youth reaching fruition in mature life.

(The above is a brief extract from an editorial in "Connecticut Teacher.")

The World Federation of Educational Associations has announced its purpose to inspire every school in every community in the nation to observe World Good-Will Day. It is requesting its member organisations in the various countries of the world to promote the good-neighbour policy among nations. In response to its appeal supported by our Government, the Central Education Week Committee has decided to set apart one day of the Education Week for the observance of the "World Good-Will Day." The importance of this day and the ideals of friendliness and neighbourliness it seeks to inspire in young minds can be easily

understood if we realise that 'Citizenship is a race between Education and Catastrophe.' In this race education has to win and hence it is the task of schools to foster this World Good-will spirit in students.

THINGS TO DO

Arrange for lectures on :—

1. The good neighbour policy among nations.
2. What people from other countries have contributed to the development of our country.
3. What we get from other countries and what we give to others.
4. Good-will in our province.
5. The importance of Geography in promoting international good-will and understanding.
6. Study of history and fostering of the good-will spirit.
7. Junior Red Cross movement and international understanding.
8. The Scout Movement.
9. The life stories of eminent men who have contributed to world peace.
10. How Schools help youth to understand (i) the World and the Nations, (ii) the World and Science and Invention.

Organise :—

- (1) A pageant of students representing different nations and pledging good-will.
- (2) Singing of patriotic songs.
- (3) Junior Red Cross Groups in your schools.

Plant a Good-Will Tree. Let all the pupils participate in the functions. Pupils may be made to speak on the importance of World Friendliness—peace and horrors of war.

THE CENTRAL EDUCATION WEEK COMMITTEE

The 8th South Indian Education Week is sponsored by :—

1. The South India Teachers' Union,
2. The Headmaster's Association,
3. The New Education Fellowship,
4. The Madras Geographical Association,
5. The Provincial Physical Education Association,
6. The Madras Library Association,
7. The Christian Representative Council,
8. The Missionary Educational Council of South India,
9. The Catholic Educational Council, Madras Presidency,
10. The Boy Scouts Association of South India,
11. The Junior Red Cross Society,
12. The Servants of India Society,
13. The Women's Indian Association,
14. Young Men's Christian Association, Madras.
15. The Dakshina Bharat Hindi Pracharak,
16. The Madras Teachers' Guild.
17. The Department of Education, Govt. of Madras.

MEMBERS OF THE CENTRAL EDUCATION WEEK COMMITTEE

Miss. A. B. Van Doren, *President.*

- | | |
|----------------------------------|--------------------------------------|
| 2. Miss. M. Simon | 15. Sri K. Sanjiva Kamath |
| 3. Mrs. H. S. Charles | 16. Sri R. Suryanarayana |
| 4. Mrs. Lakshmi Bai Panikkar | 17. Sri M. Satyanarayana |
| 5. Mrs. T. Nallamuthu Ramamurthy | 18. Sri S. Venkatesa Iyengar |
| 6. Mr. O. V. Alexander | 19. Sri T. P. Srinivasavaradhan |
| 7. Mr. F. X. John | 20. Janab Syed Mahmood Sahib Bahadur |
| 8. Mr. G. L. Lobo | 21. Sri V. Bhuvaramurthy |
| 9. Sri N. R. Krishnamma | 22. Sri S. Natarajan |
| 10. Sri N. Subramanya Iyer | 23. Sri V. Srinivasan |
| 11. Sri C. Satyanadhan | 24. Sri S. K. Yegnanarayana Iyer |
| 12. Sri G. V. Narayanaswami Iyer | 25. Sri M. S. Sabhesan |
| 13. Sri Kuruvilla Jacob | (Convener). |
| 14. Sri G. Srinivasachari | |

THE SCHOOL LIBRARY

Reading is an essential part of life. We are told that knowledge is power, but how is knowledge to be attained without reading? The tools of knowledge—the 3 R's—can and should be taught in an interesting and attractive way in our Elementary Schools. An advocate of the old system stated that he did not believe in the new course of study because it savoured too much of the pleasant atmosphere of life. He thought the old system, which he termed as the "Damn it learn it system", should still be the model of our school system. Mr. Mustard has stated that if a system of hardship and unpleasant tasks are the ideal of any parent, it could be carried on in the home, but let us make our schools as *pleasant, attractive and interesting* as possible.

With the freedom of adults and the development of our democratic organizations and governments the child must be considered. The interesting and attractive things will be perpetuated, while the irksome and unpleasant will be cast to one side as soon as the opportunity presents itself. Perhaps the greatest advancement in the new course of study is the stress placed on English through the reading of good, well selected and attractive books. The general trend of education is toward the practical. Drilling on verbs, adjectives and adverbs, to be forgotten when the examination is passed, is not the most effective way of teaching students to read and express their thoughts in writing or speech. A good library of well chosen and attractive books appeals to the natural instincts of children. The actual formation of sentences, the position of words, the ability to comprehend and to enjoy what is read will be taught much more effectively by reading and writing than by phrasing, dividing and mutilating good English sentences.

Good reading has much to do with success in life and should be encouraged by parents and teachers. Every school should be well equipped with a good library. Pupils should be encouraged to take books home. Many hours of spare time would be well spent, not only for study, but for information and for pastime activities. In many instances when books are taken home by junior pupils, parents would become interested and read to the children.

A survey of an old Sunday School library catalogue dated 1890, revealed a very interesting fact showing the value of reading. One hundred and twenty-five books were listed and a regular check was made of all books read together with the reader's name. Those who

used the library most are to-day the leaders in their community or have attained distinction in other walks of life. If records were available of other libraries similar results no doubt would be evident.

Every school library should have some record system. Such a record would encourage reading among the pupils, indicate the type of book best suited for school purposes and demonstrate the value of reading. A small manilla envelope could be made by the pupils with an index card enclosed, on which the pupil could record his name and the date when the book was used. At the end of each year a summary could be made of the reading habits of the pupils and the most popular books. . . .

In the smaller schools of the province it would hardly be expected that all of these books could be purchased, but it would be possible for all schools to have the use of all the books through a system of co-operation similar to that outlined by Miss Crosby. If a group of ten schools would purchase 25 books each year for four years the ten schools would be in possession of 1,000 books. Through a systematic exchange among the ten schools, each school would have the use of a new series of books each year or half year, which in time would make available the thousand books to the ten schools.—*From an Editorial in the Canadian Teacher, July to August, 1928.*

LONELY

LURA GRAY

"Experience has taught me that those children who pass through the kindergarten before entering the grades are very much better fitted to do their work, have a socialized training which is invaluable to them, and stand high among their classes in the later grades."—Wallace E. Mason, President, The Normal School, Keene, New Hampshire.

Young Mrs. Ellwell was sipping tea with her friend, Mrs. Brown, on the Browns' wide, cool veranda, and enjoying a quiet chat.

"I've been so worried over Mary lately," confided the pretty young mother, a note of distress in her voice. "She just won't eat. The doctor says there's nothing the matter with her. The baby books all advise us to let the child get really hungry. I have tried to do that, but when meal after meal is scarcely touched—"

"How old is Mary?" asked Mrs. Brown, sitting back in her comfortable wicker chair.

"Two and a half. Mary has her meals on the porch at her own little table. Her daddy and I eat later in the dinning room. Even the little she does eat she doesn't seem to enjoy. Mealtime is no joy for either of us. She is growing thin. I am distracted. Did you ever have that trouble with any of your four?"

"I'm trying to remember. It's ten years since my first was an only child. I certainly haven't that problem to-day. Let's peep in at the children now." Mrs. Brown set down her cup and arose.

Both women tiptoed to the curtained glass door leading into the dining room. There sat Mary at the table with the four. Such a happy, jolly lot of youngsters! The two-and-a-half-year-old was prattling and joining in with the rest.

"Why, Mary has drunk up all her milk—is asking for more!" gasped Mrs. Ellwell. "She's never done that before! There, she's taken the last piece of bread and butter and is eating it as if she were starved! I am ashamed of her manners."

*Issued by the National Kindergarten Association, 8 West 40th Street, New York City.

"Ha, ha," laughed Mrs. Brown quietly. "Don't worry. Nancy is bringing more bread. Certainly Mary seems quite happy over her meal now."

For a while the mothers watched the children eating the plainest of food with relish and enjoyment.

"I wonder if Mary is lonely at home," mused the young mother when they had gone back to the porch.

"Perhaps she is," remarked Mrs. Brown. "I suppose wee ones like company at mealtime as much as grown people do."

"Now I come to think of it," Mary's mother went on, "I simply can't endure to eat alone, and will wait hours for Fred to come home to dinner. He scolds me for it. After this I'm going to have Mary at the table with us. Her father is always wanting to see more of her. They get on splendidly, too. When I can't do that I'll try to have meals with her myself. And often I'll invite other little ones in."

"I never thought of loneliness as being a cause of indifference toward a meal, but perhaps it is," nodded the older mother thoughtfully.

AMERICAN EDUCATION WEEK

"EDUCATION FOR TOMORROW'S AMERICA"— AMERICAN EDUCATION WEEK THEME

"Education for Tomorrow's America" is the theme for American Education Week which will be observed November 6-12. Every school in America will want to present today's education to the citizens in its locality in order to demonstrate how it is designed for tomorrow's America.

The daily topics suggested by the National Education Association are :—

Sunday, Nov. 6	.. Achieving the Golden Rule
Monday, Nov. 7	.. Developing Strong Bodies and Able Minds
Tuesday, Nov. 8	.. Mastering Skills and Knowledge
Wednesday, Nov. 9	.. Attaining Values and Standards
Thursday, Nov. 10	.. Accepting New Civic Responsibilities
Friday, Nov. 11	.. Holding Fast to Our Ideals of Freedom
Saturday, Nov. 12	.. Gaining Security for All

Although the observance of this Week is sponsored nationally by the National Education Association in co-operation with the United States Office of Education and the American Legion, its success in each community depends upon the people who are entrusted with education there. Teachers, superintendents, teacher organizations, boards of education, and children in the schools are the ones who can effectively interpret to the lay public what is going on in the schools.

"Let the products of the school speak for themselves", remarked a teacher this summer in discussing the interpretation of schools to the public. A good product is the first requisite in any public relations program but it may go unseen and unappreciated if no organized attempt at interpretation is made.

You, as an educator, can make a vital contribution to the cause of education if you will begin now to plan your part in American Education Week. Each one shouldering his own responsibilities means that 893,347 teacher ideas and loyalties will be applied to this program.

TEACHER TENURE AND THE D. P. I.'S STAND

The Secretary, S. I. T. U. Vigilance Committee, writes :—

Your readers might remember the termination of the services of one Mr. S. Sundaresa Iyer, B.A., L.T., a Hindu teacher employed in the Roman Catholic Boarding and Training School, Trichinopoly. He was appointed in the R. C. B. T. School in 1929 and he was first assistant. On 24-2-1938, notice of termination of service was served on him. On 1-3-1938 the teacher interviewed the Bishop of Trichinopoly about his termination, which was followed by an interview by me and a confirmation of the substance of the interview to the Hindu correspondent of Trichinopoly, by the Bishop. On 7-3-1938, the teacher approached the D.E.O. and the D.P.I. and the Minister of Education, after having in vain appealed to the Bishop of Trichinopoly for intervention and redress. On 2-4-1938, the teacher was suspended by the Correspondent and the teacher under advice of the Vigilance Committee sent a registered notice to the Correspondent. On enquiry by the D.E.O. the teacher on 27-4-1938 was ready to prove the facts in his petitions in any departmental enquiry. On 17-8-1938 the Director in his R.C. No. 328 D/38 has passed the following orders : (herein enclosed) on the petitions of Mr. S. Sundaresan. The decision of the Director is of vital importance to the teaching profession, especially in aided and Mission agencies. The order of the D.P.I. recognises the right of the teacher to appeal to the Department for redress in case of disputed terminations, and of the jurisdiction of the Department to decide such disputes in its own right. The Vigilance Committee is thankful to the Department for the stand it has taken in this matter. It is almost the very first forward step of the Department since the contract system was introduced.

**PROCEEDINGS OF THE DIRECTOR OF PUBLIC
INSTRUCTION, MADRAS**

R.C. No. 328 D/38 dated 17-8-38.

Read:—Endorsement of the Divisional Inspector of Schools, Madras South Division, R.C. No. M. Tri./38 dated 8-8-38.

Sub:—Agreements—Teachers—Sri. S. Sundaresan, R.C. Training and Boarding Institutions, Trichinopoly—orders passed.

The Correspondent may be informed that the Director considers the reason given for the termination of the services of Sri. S. Sundaresan to be inadequate. In spite of the arguments of the Correspondent in the second paragraph of his letter D/44 dated 9-7-38, it appears to be clear that this Hindu teacher was removed from service in preference to his juniors because the latter were wanted to teach religious instruction. As religious instruction does not form part of the prescribed courses of study, the reason given by the Correspondent is not a valid one. In the Director's opinion, therefore, Sri. S. Sundaresan should not have been removed from service.

(2) It further appears that Sri. S. Sundaresan has been suspended or dismissed from service during the period of his three months' notice. The reasons alleged are that he made false and damaging statements against the management of the school to the Director of Public Instruction. The teacher has a right to address the Director of Public Instruction and the Correspondent has no right to penalise the teacher for his report to the head of the Educational Department. The complaints are addressed to the Director, and it is for the Director to decide whether they are false and damaging. The Director therefore considers it high-handed and unjust on the part of the management to have suspended the teacher, and directs that his salary for the remaining period of his notice be paid to him and that the management reports when this has been done.

(Sd.) B. SOMASUNDARA RAO,

For Director of Public Instruction.

(True copy)

Forwarded.

By order.

(Sd.) P. TYAGARAJAN,

Superintendent.

FROM OUR ASSOCIATIONS

TRICHINOPOLY DISTRICT TEACHERS' GUILD

48th ANNUAL CONFERENCE

(From our Correspondent)

* The 48th Annual Conference of the Guild was held at Katuputur in the Zamindar's High School on the invitation of the Z. H. S. Teachers' Association with Sri M. Thiruvengadam Pillai, Headmaster Board High School Musiri, in the chair.

After prayer, Sri N. K. Sundaram Iyer, President of Z. H. S. Teachers' Association and Headmaster of the Zamindar's High School, Katuputur, welcomed the delegates.

The president in his opening speech traced the outstanding events of the year.

The 48th Annual Report and Financial Report presented by the Urban Secretary, Sri V. D. Venkatasubramania Iyer, were adopted.

The Guild then passed the amendments to the rules prepared by the Guild Executive.

The following members were elected office-bearers:—

President: Sri V. Saranatha Iyengar.

Vice-Presidents: Sri M. Thiruvengadam Pillai, (Board Schools).
Sri T. J. Mulley. (Municipal Schools).
Sri N. K. Sundaram Iyer. (Aided Schools).
Rev. A. R. Antoniswami, S.J. (Mission Schools).

Secretaries: Sri S. T. Ramanuja Iyengar—General Secretary, Ex-Officio.
Sri S. Sivaramakrishna Iyer—Urban Secretary.
Sri K. N. Sambasiva Sastri—Rural Secretary.
Sri T. K. Subramania Pillai—Elementary Education Secretary.
Mrs. Grace Dorairaj—Women's Section Secretary.

■ Guild Representative: Sri S. T. Ramanuja Iyengar.

The following resolutions were then passed.

After lunch, Sri M. S. Srinivasa Sarma delivered a lecture on the Wardha Scheme.

The conference terminated with the usual vote of thanks. The Z. H. S. Teachers' Association was at home to the Guild.

RESOLUTIONS PASSED AT THE CONFERENCE

a. Resolved that the associations be requested to double the donations of members to the Building Fund in view of the deficit and loan incurred and pay up the same during the current year.

b. Resolved to agree to the S.I.T.U. continuing to put up Union candidates in the ensuing election to University bodies.

c. Resolved as usual to celebrate the Education Week from October 31st.

d. Resolved to move the Government to permit the utilisation of the G.P.F. for teachers in non-pensionable service for payment of insurance premium as in the case of the P.F. under local bodies.

e. In view of the importance of visual instruction, Resolved to request School authorities to agree to arrange for regular shows of educational films.

f. Resolved to support Government's move to take over the control of District Board Elementary Schools due guidance being provided for the Departmental Officers in charge of them by the appointment of a non-official advisory body of educationists.

g. Resolved to record the Guild's appreciation of the Director's stand in respect of the R.C.B.T. terminations of 1938.

h. Resolved by a memorandum to bring to the notice of the Government the hardship and discontent caused in the rank and file of District Board Schoolmasters on account of the application of G.O. 4619 L-M. dated 20-10-1934 (Statistics of those affected—L.Ts. 15, Sec. Grade 30, P. 4, Dr. Dy. 6—55.91), and to point out to Government the need for treating local Board servants in service on the same lines as contemplated in G.O. No. 311 (Public) Service dated 13-4-34.

i. Resolved to request Government to amend G.O. 5096 L and M dated 7-12-33 which has adversely affected teachers in the employ of Trichinopoly Municipality both in the matter of provincial allowances and in the fixation of the pay of secondary grade teachers.

j. Resolved that the proceedings at Guild meetings and in M.C. meetings be in Tamil in future.

k. Resolved that the amendments to rules passed by the Guild M.C. on 30-7-38 do come into force from 17-9-38.

l. Resolved that, pending the framing of by-laws re the Trust Board for the Guild House, the following be in charge of the Guild House for the current year:—

Messrs. V. Saranatha Iyengar
 „ S. T. Ramanuja Iyengar
 „ K. N. Sambasiva Sastri.

and that they be empowered in their own right to do all that is necessary for the upkeep and growth of the Guild House.

m. Resolved to investigate the continuing complaint of the District Board Elementary Schoolmasters that they are subject to frequent transfers and delayed payments of Salaries in spite of recent Government action in the matter and to represent their case to the proper authorities.

n. Resolved to request Government to provide more Schools to absorb the unemployed trained teachers who are being proceeded against for recovery of stipends.

o. While recognising the difficulties of the Government in initiating far-reaching educational reforms resolved to request Government to stabilise the service conditions of teachers in all non-Government institutions by legislative action.

FROM OUR ASSOCIATIONS

I

Consolidated Income and Expenditure account for 1937-38.

Receipts		Expenditure	
	Rs. A. P.		Rs. A. P.
To Cash on hand ..	6 1 3	By postage ..	23 10 9
Bank withdrawal ..	180 0 0	Lunch ..	11 2 9
Affiliation ..	166 5 0	Conveyance ..	112 5 0
Subscription ..	9 0 0	Printing ..	50 10 0
Edn. Week Donation ..	45 0 0	Union subsn. ..	50 0 0
Building Fund „ ..	1,038 8 0	Municipal and Gov- ernment rent ..	19 8 0
Advance by Secretary in charge (Sri S.T.R.) ..	690 4 6	Typing ..	3 0 0
S.I.T.U.P.F. Loan ..	1,000 0 0	Stationary ..	3 10 0
		Reporting ..	12 0 0
		Bank Remittance ..	5 0 0
		Garlands ..	0 11 0
		Building ..	1,843 9 3
		Return of Sri S.T.R.'s advance ..	690 4 6
		Balance on hand ..	309 11 6
	3,135 2 9		3,135 2 9

II

Bank Account

	Rs. A. P.		Rs. A. P.
Merchants Bank Opening		Withdrawn	180 0 0
Balance ..	179 8 11	Balance ..	4 8 11
Deposit ..	5 0 0		
	184 8 11	Total ..	184 8 11
	Rs. A. P.		
Urban Bank opening			
Balance ..	9 9 5		

Audit and found correct

(Sd.) S. RAGHUPATH,
 Auditor,
 16-9-38.

III

Further expenditure since incurred

	Rs.	A.	P.
Timber and tiles	630	0	0
Carpenters wages	50	0	0
Masons wages	60	0	0
Cement and iron	50	0	0
Sand	10	0	0
Bricks	50	0	0
Contractor	31	0	0
Conveyance	17	0	0
Maistry	40	0	0
Slabs and opening	62	0	0
	1,000	0	0

EXTRACTS FROM THE 48th ANNUAL REPORT

The Guild has completed its 48th year of life and we may well congratulate ourselves that we shall ere long be in a position to celebrate our Golden Jubilee.

The Guild has existed all these years, fed by its own sustained and continuous work, year in, year out, notwithstanding the apathy of some of its constituent members and associations which tend to hibernate. But this is no satisfaction. It has to grow not only in strength but also in its achievements. It is necessary for us as an organisation to reiterate our faith in the fundamentals of organised life-unity, discipline and action at call. This is particularly urgent when we have a popular Government which looks up to clear cut expression of organised opinion, if not for acceptance, at least for guidance. There can be no two opinions that the Guild, as such, is going to have a recognised place in the educational and public life of the District and it is up to us, individually and collectively, to deserve such a place.

Strength

The Guild has now 33 associations with 930 members (vide appendix I), consisting of

College Teachers	.. 1 Association,
Secondary School Teachers	.. 16 "
Elementary School Teachers	.. 16 "

WORK DONE

After the annual meeting at Golden Rock, we held a Conference in September of managements, Headmasters and Secretaries of Teachers' Associations with Sri T. S. Krishnamurti Aiyar, D.E.O., Trichinopoly as Chairman to discuss the Government Communique on Education, of June 1937 and the re-organisation proposals. Various proposals were made and decided upon in that conference and these were submitted to the several authorities concerned.

Since October the main work has been at the Guild site. It was first enclosed with cement pillars, and wire fencing. An appeal was then issued to teachers and the public for funds to raise a structure on the site. The quota fixed was made purposely low to enable every teacher to have his share in the owning

of it but is regrettable that even constituent associations have not done their duty by the Guild in this matter, with the result that the Secretaries have had to be knocking about to remind teachers and associations of what may well be considered as a mandatory obligation.

The meetings held this year discussed important topics like the place of the mother tongue, compulsory Hindi, compulsion in Elementary Education, change of working hours; the Scheme of self-supporting education and the Congress and Education in changing India. The Wardha Scheme was printed and distributed to teachers' associations and teachers. Physical Education, National Scouting were other subjects discussed.

On the professional side, the representative of the Guild on the S.I.T.U. who is also co-opted Secretary in charge of the Guild House and accounts for the year along with the Mofussil Secretary have been touring the various parts of the district with a view to establish much needed contact with those who are with us and those who have so far not been with us. The response has been encouraging. Almost all the centre associations in all the Taluks have resolved to affiliate themselves with the Guild and it is imperative that continuous work of a sustained character should be done with a view to retain much connection.

The main work of the year has been the buildings of the Guild House. Great many associations have responded to the appeal of the Managing Committee. The foundation for the building was laid on 26-2-1938 by Col. T. Desikachariar. A front compound wall, an outhouse and a pucca urinal and latrine were built before 26-2-1938 at a cost of nearly Rs. 700. The main building construction was started at the end of June and work has been going on almost uninterruptedly, in spite of want of funds and other handicaps. The Managing Committee has been obliged to go in for a loan of Rs. 1,000 from the South India Teachers Union Protection Fund, with a view to complete the work.

SOME OUTSTANDING EVENTS

During the year the Guild had the pleasure and privilege of meeting the Premier, the President of the S.I.T.U. the Minister for Public Information and the Parliamentary Secretary to the Minister for Education. A memorandum on the service conditions of Teachers in aided Institutions was presented to the Premier on 19th July. The President of the Union had a hurried tour when he visited and addressed meetings at Samayapuram, Golden Rock and Trichinopoly—both at the National College and the E. R. High School. Sri C. J. Varkey delivered an address on Congress Educational Policy at an extraordinary meeting of the Guild. The representations of the Guild to the Government in the matter of service disabilities in the District Board, Municipality, and in aided institutions have borne fruit. The Director in particular and the Government recognise the right of teachers to ventilate their grievances through organised bodies and to appeal to proper authorities. These are encouraging signs and it is hoped that teachers will not suffer in silence but represent matters truly and confidentially to the Guild executive.

THE CHINGLEPUT DISTRICT TEACHERS' GUILD.

A meeting of the Guild was held on Saturday August 27, 1938, in the hall of St. Columba's High School, Chingleput. Rev. J. H. Maclean, M.A., D.D., the President of the Guild, occupied the chair. There was a good gathering which comprised of delegates from the affiliated associations.

THE SOUTH INDIAN TEACHER

The proceedings began with prayer. Mr. W. Viraraghavachariar B.A., L.T., Headmaster, St. Joseph High School, Chingleput, welcomed the delegates. He referred to some of the burning educational problems of the day such as the Wardah scheme, the Reorganisation of Secondary Education and appealed to the members of the Guild to bestir themselves to activity and give a proper lead to the country at this important hour.

Mr. S. Seshadri, a member of the Rishi Valley school committee delivered a very interesting address on "The New Education."

The delightfully cool climate the salubrious atmosphere, the poetic surroundings are a source of great attraction to the children. The school has a fine equipment with a swimming pool, a workshop, a radio receiving set, a dramatic theatre, etc. Latest educational methods adapted to Indian conditions are employed. Children who are drawn from all parts of India move together as brethren and seeds for a national unity are sown in the impressionable period of their life. Excursion forms an integral part of the school programme and senior pupils visit almost all places of historic and religious interest in India before the end of their school career.

Dr. J. H. Maclean gave a talk on "Reminiscences of the Victorian Age." He traced the growth of Elementary Secondary and Collegiate education in Madras from the Victorian age down to the modern period. He gave an interesting account of how the Pachaiyappa's, Christian and Presidency Colleges developed from small and humble beginnings. He referred to the pioneering work done in the cause of education by selfless Christian missionaries such as John Anderson and Dr. Miller. In Elementary education, there was a long step from the pial school with a single teacher having a brick rod and believing in rote method to the modern school with a garden, a museum and all educational apparatuses and appliances.

The Secretary proposed a hearty vote of thanks to the two lecturers. The meetings broke for half an hour for tea. The Chingleput Association played the host.

The Guild re-assembled to transact business. The letter of the Secretary of the S.I.T.U. communicating the resolution of the working committee that the Guild would be disaffiliated if the arrears amounting to Rs. 45 were not paid before the 1st September was read.

The Secretary explained that the Guild could not function properly because some of the associations failed to discharge even the elementary responsibility of paying the subscriptions regularly. Some of the associations were in arrears for five years and there was practically no money to meet the demand from the union. After some discussions the following resolutions were passed :—

Resolved:—

- (1) All irregularities be condoned and that the Guild be revived with this as the annual meeting.
- (2) That the Secretary be requested to explain to the union the financial position of the Guild and the unfortunate circumstances that led to it and pay the current affiliation fee with a request that the arrears be written off.
- (3) That all associations do pay the affiliation fee for the current year and observe strictly all the rules of the Guild.

(4) The following office-bearers were elected :—

President: Sri K. Subramanya Ayyar, B.A., L.T., Headmaster, Hindu High School, Madurantakam.
 Vice-President: Sri G. V. Job, M.A., L.T., Headmaster, St. Columbia's High School, Chingleput.
 Secretary: Sri V. V. Duraisami Ayyar, B.A., L.T., Pachaiyappa's High School, Conjeevaram.

Members of the Executive Committee:—

1. Father Victor, Teachers' Association, Chingleput.
2. Sri V. Gnanadicam, B.A., L.T., Teachers' Association, Conjeevaram.
3. Sri K. S. Rajarama Ayyar, Teachers' Association, Madurantakam.

The two other associations would elect their representatives and communicate the names to the Secretary.

The meeting concluded with the following resolution:—

This house places on record its deep sense of regard and love for the retiring president Dr. J. H. Maclean, M.A., D.D., and expresses its appreciation and grateful thanks for his valuable services to the Guild during his long term of office.

Conjeevaram.

15—9—1938.

V. V. Duraisami Ayyar

Secretary.

THE MADRAS TEACHERS' GUILD ENGLISH SECTION

A meeting of the masters of this city interested in English teaching was held at the Muslim High School, Triplicane at 6-15 p.m. on Thursday the 22nd of September 1938. About 60 masters representing as many as 20 secondary schools in the city were present. The University Librarian Rao Saheb S. R. Ranganathan presided. The proceedings began with a statement of the Section Secretary as to the need of the masters taking steps to make some investigations into the present standards of teaching English in different schools and fixing up some uniform standard of teaching and examining in all the subjects connected with English. It was also suggested that the Guild may explore the possibility of bringing out its own text books in English for different standards.

Then a discussion by the members present was invited. Mr. M. Natesan of Govinda Naicker's Secondary School stressed on the need of prescribing uniform text books for all schools, drawing up detailed syllabus for Grammar, correlating Grammar with English text books and thoroughly finishing the portions prescribed in English for each year.

Then Mr. R. Mahadevan of the Muslim High School suggested that the English Section might take up some one important problem and carry on useful investigations therein for this year. He proposed for example that the improvement of Pupils' handwriting might be taken up for consideration.

Mr. A. N. Schwartz of the St. Paul's High School, Vepery, was of opinion that there is a tendency on the part of teachers to drill too much of the texts into the pupils and expressed a hope that the doing away with English texts might improve the English of Pupils.

Mr. S. Natarajan of the St. Gabriel's High School, while thanking the Section Secretary for the comprehensive scheme of work presented by him, suggested that

the section might do well to take up one or two leading topics at a time and pursue investigation therein. For example, he said, the improvement of handwriting, the fixing up of the vocabulary of pupils and the regularisation of the types of composition to be given may be attended to and some solid work done in these directions.

Next a questionnaire was presented by the Secretary bearing on the methods of teaching and standards of text books. It was suggested that a committee might be appointed to scrutinise and modify the questionnaire in the light of the suggestions made by the members. A committee was accordingly constituted.

Then the Secretary presented a list of problems to be discussed during the year and also a programme of constructive work to be carried on during the year.

Mr. N. S. Ayasamy Iyer of the P. S. High School said that the pupils of the highest as well as the lowest classes of the High School were found to be committing the same kind of mistakes and it would be a good work to scrutinise and classify the errors committed by the pupils of different classes and arrive at certain uniform methods of instruction. It was finally suggested by a few members that the matter of considering and settling the programme of work also may be entrusted to the same committee that had been framed for considering the questionnaire. The suggestion was unanimously adopted.

Lastly the Secretary brought forward a suggestion that study circles might be formed among teachers to investigate the standards of text books and methods of teaching and examining in schools. The Chairman commended the suggestion for the hearty acceptance of the members present. In so doing he said that the University Library would be of every possible help, to the masters. The University Library, he said, could boast of having a very good collection of up-to-date literature including the latest records on the latest methods of education obtaining in Germany and other countries. He recommended the formation of study circles as many as possible, each to consist of three members, one leader and two followers. Each circle can take up for study and research any one particular topic (eg. teaching English by the playway method). The members may each by himself, make out a collection of bibliography, study them and take notes. Periodically all the members may meet and discuss what they have gathered and arrive at certain findings which may be lastly developed into an article so as to serve practical purposes. The Chairman in his capacity as the University Librarian offered to give all facilities in his library buildings for consultation and discussion among the members of the study circles. He offered his hearty co-operation in furnishing all literature relating to teaching so that it might be possible to bring about an abundant collection of teaching materials soon. On the suggestion of the Chairman several members agreed to form study circles, and the following circles were formed on the spot:—

I. Messrs. S. Natarajan, M. Doraiswamy, and V. Arunajatai of the St. Gabriel's High School.

II. Messrs. V. Sethumadhava Rao, Krishnaswamy Iyer and Subramania Iyer of the E. L. M. Fabricious High School.

III. Messrs. K. P. Amritam Iyer, E. V. Rajagopal, M. Bhuvaramurthy Rao of the P. S. High School, Mylapore.

IV. Messrs. A. N. Schwartz; J. S. Gnanaolivu, and N. S. Chellaiah of the St. Paul's High School, Vepery.

THE TEACHERS' BOOK-SHELF

Co-ordinate Solid Geometry. By Robert J. T. Bell, M.A., D.Sc., LL.D., Macmillan & Co., Ltd., London, 1938. Price 7sh. 6d.

Ever since its publication in 1910, R. J. T. Bell's "Elementary Treatise in Co-ordinate Geometry of Three Dimensions," has been a hot favourite with our Mathematics Honours students. It happened to succeed Frost's "Solid Geometry" which was getting scarce; it took up a mean position between the too brief "Solid Geometry" of C. Smith and the too elaborate treatise of G. Salmon.

The book under review is a reprint of the first nine chapters of the above mentioned text books. It is intended to serve the needs of students of our B.Sc. and other similar courses, who are expected to have an acquaintance with the elements of solid analytical geometry—planes and straight lines, and the simpler properties of conicoids. For these students the later chapters of the original book are quite superfluous. The stopping at the ninth chapter appears however a little arbitrary; the inclusion of confocal conicoids would have rounded off the treatment of quadrics better. The author himself recognises that the first eleven chapters form one unit. (Vide: Preface to the original work.)

The appendix containing notes "suggesting some simplified methods, he (the author) has developed since the original book was written" is quite an interesting addition; special mention must be made of the note on "The reduction of the general equation of the second degree." The author has made a number of minor alterations of which the changes of P. 50 were long over due; the opening sentence in the last paragraph on page 49 also deserves to be altered.

The book is sure to command as much popularity as the previous one.

(i) *Essays in Criticism, Second Series* by Mathew Arnold, edited by S. K. Littlewood.

(ii) *American Prose*, selected by Guy Boar.

(iii) *Shorter Poems of John Milton* edited by B.A. Wright.

all in the Scholar's library, published by Messrs. Macmillan & Co., Ltd., St. Martin's Street, London. Price 2sh. 6d. each.

Mathew Arnold's reputation as a critic is not likely to be affected by the changes of fashion in literary criticism and hence the republication of his classic *Essays in Criticism, Second Series* is welcome. But even Arnold, the Prince of critics is liable to err and his notorious essay on Shelley is an illustration. Taking both the series of the *Essays* a new volume could have been produced containing the best in them leaving out the second rate stuff. If the *Essays* on Shelley, Tolstoy and Amiel be omitted and in their place be substituted 'The Function of Criticism at the present time,' 'The Literary Influence of Academics,' and 'Marcus Aurelius' the volume would have been a priceless treasure.

The book of selection of *American Prose* is very interesting. The student of English Literature will have plenty of opportunities to judge for himself how for the editor's remarks are true, namely that "in kind Washington Irving does not differ from Thackeray, Mark Twain from Dickens Motley from Gibbon....." nor is the present writer prepared to accept the editor's characterisation of Ameri-

can Literature as young with a charm of its own as contracted with "our hoary-headed tradition."

English Literature in America is just another branch shooting from the common stem of the old English, Middle English and Elizabethan Literature. Emerson is not "so light of heart and step," nor is he less profound than any on this side of the Atlantic. With this reservation one commends the book heartily to lovers of good literature.

'Shorter Poems' of Milton contain all the old favourites, L'Allegro & Il Penseroso, Comus and Lycidas and some well-known sonnets besides many juvenile performances not so well known. Because the Author is Milton 102 pages of the text have necessitated 104 pages of Annotation.

The usual characteristics of the series, helpful notes and suggestive questions, and learned introductions characterise all the three volumes.

The School Book of English Verse chosen by Guy Boar; published by Messrs. Macmillan & Co., London. Price 5sh.

Popular collections of poems may be made either according to the order in time of the poets or according to the types of poems chosen. The editor of this book has chosen the former. Starting with Chaucer 'the well of pure English undefiled,' the selections come down to our own days and include the poems of many living Poets. They are grouped into 5 chronological periods, Chaucer to Milton (17th century), Dryden to Burns (the 18th century), Wordsworth to Keats (the period of Romantic Revolt), Macaulay to Swinburne (the nineteenth century) and lastly the modern poets.

John Lily (in Part I) Sir William Jones (in Part II) Allan Cunningham (in Part III), Edward Lear and W. J. Cory (in Part IV) are names not so well known as their contemporaries, but every editor must have liberty in the matter of choice. We are glad to note that no well-known favourite is omitted. The editor might have given extracts from Goldsmith's well-known poems as has been done in the case of Chaucer over and above the two short poems. If Lily can find a place why not the stout Johnson? A place might have been reserved for William Watson in this gallery.

Macmillan's Coloured Story Books:

1. Who let the Cat out of the Bag. By W. Davies.
2. The Magic Walking Stick. By K. Lay.
3. The Vegetable Pie. By K. Lay.
4. In the Attic.

These are very fine story books nicely illustrated in colour. The stories are told in simple English and the entire series would form a valuable addition to the Class Libraries in our Forms I to II. Children will read them with delight.

World Geography. By E. O. Robinson, M.A. Published by Messrs. Macmillan & Co., Ltd. Price 5 sh.

This is a useful addition to the list of Text Books on World Geography. It is copiously illustrated with good and clearly drawn maps. Section I which deals with general Geography gives a brief, but none the less clear account of physical Geography. Part II deals with the Regional Geography of the World. Copious questions are given at the end of each chapter and at the end too.

Physical Geography for Indian Students. By Cyril S. Fox. Published by Messrs. Macmillan & Co., Ltd. Price 7sh. 6d.

This is a revised and enlarged edition of a 'Class Book of Physical Geography' by Simmons & Stenhouse. Though written with the needs of the first year Arts Examination of the Bombay University, it will be found very useful by all those who have to teach Geography in our Secondary Schools. It may well be considered as an authoritative Text Book on the Physical Geography of India. We commend this as a valuable reference book which could prove of immense help to our Geography teachers.

Elementary Analysis of Physical Geography. By F. G. French. Published by the Oxford University Press. Price 0-12-0.

This is a useful elementary Text Book on the basic principles of Physical Geography. The book can well be used as a text book in the V form course, before beginning the regular geography lessons on a regional basis. It is essential that the topics covered by this book are well grasped if pupils are to follow sensibly the course of lessons on Regional and economic Geography.

A Way to English. Primer, Book I to V. Published by the Oxford University Press. Primer and Book I As. 7 each, Book II As. 8, Book III As. 10. Book IV and V, As. 14 each.

This series will be considered a welcome addition to the existing series of Readers in English. The Readers are not built on any vocabulary system but is planned to acquaint its readers with such simple English as they may practise in daily life. It is a special feature that it aims at giving help in 'systematic training in the sounds of Spoken English.' Wherever a new word is introduced, its pronunciation in phonetic script is given thus helping the pupils not only to pronounce the word correctly but also to avoid the pitfalls of wrong spelling. It is a commendable feature that the introduction of new words and expressions is made progressively, care being taken that each lesson needs only a knowledge of the words and expressions used in the preceding lessons. New words introduced in a lesson are given either at the top or at the end, if the lesson is a piece of Poetry. The arrangement whereby Selections in Verse are arranged along with the Prose Selections and not given separately at the end of the book will be considered a welcome feature.

An Outline History of India By K. Srinivasa Kini and Bhavani Sankar Rao. Published by the Oxford University Press. Price 12 as.

This is prepared in accordance with the latest departmental syllabus for Form IV for our Schools. The treatment is good and the language used will be within the comprehension of our IV Form pupils. The book is nicely got up with good illustrations.

The Tamil edition of the book appears to be a literal translation of the English edition. It is fairly well done.

EDITORIAL

A MOMENTOUS DECISION

Our readers may remember the circumstances under which Mr. Sundaresan, a teacher in a Training School in Trichinopoly appealed to the Director of Public Instruction against what he regarded as an unjust termination of his services by the Correspondent. The teacher placed all the facts of his case before the Department and the Vigilance Committee of the South India Teachers' Union. It was a great surprise to the Committee when the teacher was suspended by the Management during the period of notice. We are never eager to give undue publicity to cases of termination of the services of teachers. However, in the interests of the profession, the Union has to create a public opinion against the tendency on the part of some Managers to allow themselves to be influenced by extraneous considerations in respect of the services of teachers in their schools.

The Director of Public Instruction has, in his proceedings issued in connection with the appeal from Mr. Sundaresan, established one important principle in regard to tenure of service of teachers in aided schools. He has clearly stated that the order of suspension was illegal, that the teacher was sent out on religious grounds, and that the teacher had the right to appeal to the Head of the Department for support. This decision should be welcomed by teachers in aided institutions because it emphasises the view that the Department cannot allow the management to have a free hand in regard to the administration of public institutions run with the help of grant-in-aid from the Government. Teachers as well as managers will do well to understand the implications of this decision. It is for teachers to represent their real grievances through the proper channel to the department and they can rest assured that the department will uphold their position. As for managers, they should realise that they are in charge of a public trust and that they will not be justified in adopting a line of action which is detrimental to the cause of education. We are anxious that good relations should exist between the management and the staff and we have no doubt that the action of the Director of Public Instruction will result in a better understanding of the policy of State-aided Education. We congratulate the Director on the position he has taken and we venture to point out that he should take into consideration the question of the security of the service of teachers. The fact is there that a teacher of experience has been sent out and nothing can be done to reinstate him. The head of the Department should see whether the contract now in force should be allowed to be a convenient means of terminating the services

EDITORIAL

of teachers on extra-academic grounds. If a number of teachers sent out year after year, the cause of education is bound to suffer schools will never be in a position to build up a wholesome tradition. We appeal to him to see whether it is not desirable and necessary to introduce a clause in the contract that services of teachers can be terminated only after obtaining the approval of the Departmental officers. No management that is interested in the education of the pupils in the school can consider this provision as undue interference. It will enable teachers to throw themselves heart and soul into the work of the School and to discharge their duties in a satisfactory manner.

REORGANISATION OF EDUCATION

It is curious that the Universities of South India are just now called upon to express their opinion on the Government proposals for the reorganisation of education. This subject has been engaging the attention of the South India Teachers' Union and the public for over twelve months and the Hon'ble Minister for Education and the Parliamentary Secretary for Education have been explaining to the public the nature of the proposals of the Government. The presidential address which Mr. Sabhesan delivered at the Provincial Educational Conference held at Mangalore last May placed the view of the South India Teachers' Union in a clear manner. That the proposals of the Government have not been well conceived and that they are not calculated to remedy the serious defects in the present system are the main points in the address. Our readers may remember that the Union is opposed to the idea of arbitrarily restricting the number of pupils in secondary schools through an examination at the end of IV Form. The Union regards a diversion of pupils to courses in technical schools a natural and desirable step and urges that the Government should have a clear programme of organisation of vocational courses. The three Universities of South India have expressed their unwillingness to make any change in their Intermediate course as suggested by the Government. They are not averse to the idea of holding an entrance examination of their own. We do not know whether the Universities have chosen to express any opinion in regard to other proposals in the Government Communique. The Andhra University is reported to have pointed out that a public examination at the end of the IV form stage is highly undesirable and that the idea of restriction is not commendable. It is a matter for great satisfaction that this point of view which the South India Teachers' Union has thought it necessary to place before the public all these months is substantially supported by the Universities. The public will be glad to know what the Government proposes to do now. Reorganisation is urgently needed and

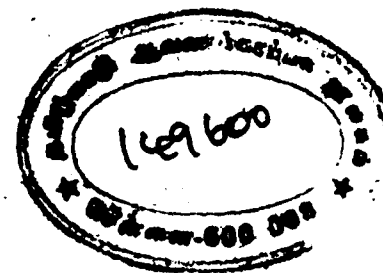
it is not wise to let the matter lie over. It is for the Hon'ble Minister for Education to see whether it will not be wise to appoint a small committee to consider the criticisms and proposals received from different quarters and to suggest a line of action.

THE S. I. T. U. PROTECTION FUND

Our readers will be glad to learn that the Offices of the Union and the Protection Fund will be moving to their own premises, 520, High Road, Triplicane, about the 1st of November. It will be happy to note that the S. I. T. U. Protection Fund has been able to purchase this building where the offices of the Union and its Protection Fund would be located. The new building is situated on the Tram Line and opposite to the Triplicane Post Office. It adjoins the Muslim High School, Triplicane and is more centrally situated than the present offices. Members of the Union while on their visit to Madras are cordially invited to the new Premises.

TRICHY DISTRICT TEACHERS' GUILD

October 22 will be considered an important Day in the history of the Teachers' Organisation in this Province, nay, even in India. The Trichy District Teachers' Guild which began its building programme a year ago has now happily completed its building and we understand it will be formally opened by H. C. Papworth, Esq., M.A., I.E.S., Ag. Director of Public Instruction on Saturday the 22nd October 1938. The building is the result of strenuous organisation and strong determination by the teachers of Trichinopoly to have a building for their Guild. We believe that what has been possible for the Trichinopoly Guild should be possible for other Guilds. We congratulate the Trichinopoly Guild on their glorious achievement and believe that with the opening of the building, new lines of activity would be developed and that the guild would grow in strength and influence.



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PUBLISHED BY S. K. YESHANARAYANA IYER, M.A., FOR THE S. I. T. U., AT
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