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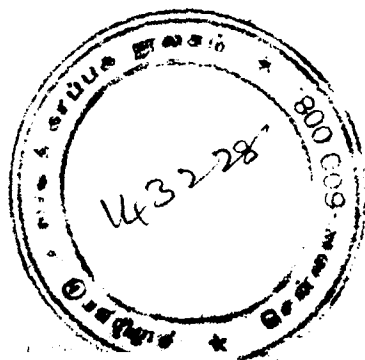
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THE SOUTH INDIAN TEACHER

Vol. XIII

Nov. & Dec. 1940

Nos. 11 & 12

EDUCATION AND THE CHALLENGE OF TO-DAY

By

H. C. PAPWORTH,

Acting Director of Public Instruction, Madras.

In inviting me to inaugurate the Tenth South Indian Education Week, you have conferred a great privilege on one who has been a teacher in South India for twenty-five years. I accepted your kind invitation with great pleasure, and I trust that the message I shall give you will be helpful to you in your deliberations during the week.

At the beginning of this year, as you probably know, it was my privilege to take a leading part in the Centenary celebrations of Presidency College, when we celebrated with joy the one-hundredth birthday of Presidency College and reviewed with gratitude the contribution that the College has been able to make to the educational progress of South India during the past hundred years. It is difficult to believe that a hundred years ago no one in this Presidency had received more than what we should now call a middle school education, and when we remember that, and look around to-day, we are able to realise the peaceful progress in education of the past century. It has been a period of quick and uninterrupted peaceful progress, for which we cannot too humbly express our gratitude.

I see that the general subject for your discussions and deliberations this week is 'Education and the Challenge of to-day'—most appropriate theme. Is not the first and greatest challenge of to-day the danger that this peaceful educational progress of the past hundred years may be interrupted? We have grown somewhat complacent, but we have only to look around us and see that in many other countries the peaceful progress of education has been sadly and violently broken. In England, for

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example, hundreds of schools have been closed, many have been evacuated, and the Universities will soon be empty. There will grow up millions of men and women who will be handicapped through life by this violent interruption of their normal education. We have no right to expect that India is of necessity immune from the danger that her uninterrupted peaceful progress in education, now so long enjoyed, may not suffer a setback. The first challenge of to-day, then, is that which other countries are now facing—the challenge that this peaceful progress may, or at any rate can, be interrupted.

I am not going to dilate upon the danger of an attack upon India by an enemy power, for this danger of interruption of which I am speaking comes not only from without, but also from within, and it is to this challenge from within that I want to invite your serious consideration. It is not only an outside enemy who can challenge your peaceful progress, both politically and educationally, but what is even more dangerous are disruptive forces from within.

Long before the present European War, Spain furnished us with an eloquent example of this. There, for several years, the horrors of civil war raged, and thousands of people were killed, crippled, rendered homeless, and deprived of all hope of happiness and freedom for the rest of their lives. The causes of the Spanish Civil War are to be sought in the past thirty-five years, during which the civil community of Spain had become disorganized, and had become saturated with subversive elements and influences. A great deal of the blame for this was to be traced to the young men and women of the country, and especially to university students, for there had grown up a disorderly and subversive generation. During these years, that is, whilst the present younger generation had been growing up, it had often been necessary to close the University of Madrid and other Universities in Spain for months together because of strikes by undergraduates, and because in various ways, students failed to play the game. The result was that a generation of disorderly citizens had grown up in Spain, and the Spanish government, elected by and consisting of such people, was impotent. The government of Spain, ever changing as it was, always consisted of cliques of self-seeking politicians, ever seeking selfish and party ends, ever wrangling amongst themselves, whilst the good and the needs of their country were the last things they ever thought of. Such governments were travesties of the name. They could not govern. They could not keep order, protect life or property, administer justice. The result was inevitable, for chaos cannot reign for long. The other side, and fortunately there is always an 'other side' when subversive elements get the upper hand, took the law into its own hands and fought to overthrow the impotent gov-

ernment, and restore order to civil life. But this involved civil war—the most horrible form of enmity. And when General Franco who commanded the 'other side' had won—and he was bound to win—he began forcibly to restore order and law, but at the expense of freedom. The new Spain which is arising is not a democracy, but a tyranny. There is no freedom, of the individual, of speech, or of writing; for those who abused their freedom have lost it. It is the inexorable Law: Democracy and Freedom can only flourish where they can rely for their strength upon an orderly people.

A more recent example of the collapse of a country from the challenge from within is France. The real cause of the capitulation of France was not the incompetence of her soldiers, for the army of France was one of the few fine institutions left in the country. France collapsed because of the incompetence of her politicians and the disunity of her people. France is another example of collapse because, like Spain, its democracy had gone mad.

I often used to think on my fairly frequent visits to France in recent years that France was heading for a civil war for exactly the same reasons as Spain. The so-called leaders of France were not true leaders at all; they were just politicians in the worst sense of the term. They, exactly the same as in Spain, were divided into so many sects and factions, all jealous of each other, and all fighting for their own narrow and selfish party ends, that for many years a stable government in France has been unknown. The result was that subversive elements of all kinds have had free play, there was no unity of effort or purpose, on which alone democracy in government and freedom for the individual can exist; and so, divided, they fell. There came at once the inevitable result—tyranny and slavery, imposed this time from without by the dictates of a conqueror, as in Spain they were imposed from within. As I have said, it is the inexorable Law. When the forces of order meet in mortal combat the forces of Disorder, the former must in the end prevail, but the victory, necessary though it is, brings suffering and serfdom. Again, and always, democracy, freedom, and peaceful progress can only flourish where they can rely for their strength upon an orderly people.

I need not quote more examples of this—they are there for anyone to see in many nations to-day. But they have their warning for us—this peaceful progress, in education as much as in anything else, can as easily, perhaps more easily, be interrupted from within as from without. This is the greatest challenge of to-day.

We English people have placed all our faith and confidence in democracy, in fact, I think we have idolised it a little too much. We now see

that it is not infallible—it does not always produce the best men to govern, and Spain and France are eloquent examples of its collapse, simply because it became thoroughly rotten.

Your first duty as teachers is to create a generation of orderly citizens; for if you allow the forces of disorder to prevail, it will inevitably lead to the disruption of the community, and all your elaborate structure, political, educational, and social, will fall to pieces. I know that the majority of teachers realise this; that before book-learning and before reforms in any educational system, your first duty is to create an orderly generation of citizens. You have the first innings with the young boy and the young girl, and with you rests the first responsibility of eradicating those dangerous elements and subversive propensities in our public order. India can be no exception to the inexorable law that, when subversive elements get the upper hand and the inevitable clash comes between the forces of order and the forces of disorder, the former must win, whether the clash be forced upon us from without or from within. But the battle is a sore one, and wherever it has been fought, it has killed democracy, stopped progress and destroyed freedom.

This is the greatest and most universal challenge of to-day, and it must be in the forefront of every serious man's deliberations. In inaugurating your discussions this week and wishing them great usefulness, may I ask that this great challenge of the world may be in the forefront of them all? Look at your subjects:—The Challenge of the child; the Challenge of the Home; of Society; of Citizenship; of a purposeful life. All along the line the greater challenge must first be faced, and by the teachers of youth above all others, as to whether we can build up and keep going such an ordered and orderly society in which the Home, Society, Citizenship and a purposeful life for all can exist and prosper in happiness and peace.

EDUCATION AND THE CHALLENGE OF TO-DAY

By

M. S. SABHESAN, M.A.,

President, The South India Teachers' Union.

The theme, "Education and the Challenge of to-day," which you have chosen for this year's Education Week is itself a challenge. It seems to me that there are two aspects to be considered, namely a contemporary or 'to-day aspect' and a reorganisation or 'to-morrow' aspect. In the present crisis of the world-war marked by frightfulness no elaborate arguments are needed to support the view that Great Britain is undoubtedly the first line defence of civilisation and that she should receive the willing and prompt support of us all in her attempt to face the crisis with determination and courage.

To-day, I propose to deal with the second aspect which has a direct bearing upon the moral and material progress of our Province. The theme of Education and the Challenge of To-day admits of two interpretations. The problem is the same whether it is education challenging or being challenged. Whatever it may be, it is usually taken for granted that the school standing for education is on its trial and must justify its existence. You would like me to explain to you the why of this challenge.

You need not go far to find out the reason for this challenge. This is inevitable with the evolution of the modern education system from the old traditional type. How far away from the traditional system has the modern system moved will be obvious if you just go through the "Children's Charter" formulated by the White House conference in 1930. Education for every child (normal or handicapped or in conflict with Society), education through discovery and development of individual abilities, education for life; education for complete living, education for children below 5 are all deemed to be the essential features of a modern education system. Look at the traditional education and on this modern system and the contrast should be obvious. The cross-over from the traditional single purpose school to the modern multipurpose school which is anxious to take note of the child as an individual, a member of the Home, a member of the Society, a citizen of the world and a breadwinner must have far-reaching consequences. The Objectives of modern education programme are undoubtedly many varied and kaleidoscopic;

and naturally an emphasis on any one aspect, however well-intentioned and legitimate it may be, is bound to provoke criticism or cause dissatisfaction. There is no wonder if in the stirring times we have been living in, education happens to be challenged in more than one quarter.

If you would like to know the terms of the challenge you will do well to go through the convocation addresses and utterances of public men on school speech days. Very probably you may come across statements more or less as follows:

(1) Education of to-day is unsuited to modern conditions and the curriculum is unnecessarily overcrowded. (2) Educational expenditure is mounting up and a good portion of the amount spent is a waste (3) Our young men have no knowledge of the affairs of the world and their physique is far from satisfactory. (4) Educational administration lacks initiative and teachers should learn to scorn delights and live laborious days. (5) The Education which the speakers themselves had in their own days was much better than the present day type. (6) Undue importance is attached to equipment, laboratory and library and the provision of spacious buildings is a luxury. (7) The attention now paid to games and physical education takes away the time from intellectual work.

It is not necessary to examine any of these criticisms and I am prepared to admit that these have been made with the best of motives. These criticisms can all be boiled down to a simple desire which finds expression in well-informed circles. This desire is really a challenge made with a view "to enable *the right pupils* to receive the right education from the right teachers in the right type of school under conditions which will enable the pupils best to profit by their training." This challenge to education is made in general but clear terms and it is apt to be presumed that the school and the teacher are on their trial and that they alone have to set about reorganising education. But the emphasis on the right pupil, the right teacher, the right education etc., leaves no doubt that the challenge is intended for each and every one of the groups associated directly or indirectly with education. It cannot be otherwise since the parent, the society, the government and the teaching profession go on broadcasting that our schools are to train the children to become able-bodied, healthy, cultured, intelligent and self-reliant individuals who can play their part in their time worthily. Education has thrown out the challenge to the different groups and waits for an answer as to how far and how quickly each group is prepared to discharge its duties. Unfortunately the tendency in our province has till now been for each group to find fault with another group. A perusal of reports of

Committees make clear to us this unhealthy excuse-finding tendency which more than anything else has stood as a serious obstacle to the progress of education in our Province.

This double-edged challenge should be understood more as a call to every group to abandon its standoffishness attitude and to co-operate with other groups in a spirit of service. There is some truth in the criticisms made against the education of to-day but several of the criticisms can be easily shown to be due to a misunderstanding or ignorance of the objectives of modern education. People are not able to remember that education which is preparation for life must necessarily be as complex as life itself and can never be reduced to a simple formula. It is therefore necessary that the objectives of education which will certainly vary with the dynamic society should be explained to the people as clearly as possible in general terms. A well-planned publicity programme is essential if there should be agreement on the fundamentals of education. No one can question the need for such publicity in our province at the present moment when, in an enlightened country like the United States, the Department of the Interior finds it necessary to place all facts before the public and carry it with them in the working of the educational programme.

Whose is the responsibility for education has to be squarely faced if the province should reap the benefits of modern education. The state-aided policy of education outlined in the educational despatches is out of date; and most of the aided schools which impart instruction to a very large number of pupils find it impossible to cope with the demands frequently made on their purse. The less said about the salaries of teachers in these schools the better. Elementary education is expected somehow to show an improvement but the department itself admits that many aided schools and teacher-manager schools lead a precarious existence and look forward eagerly to the teaching grant which falls much below the anticipated amount owing to pro-rata cuts imposed at the eleventh hour. Until the problem of the managing agency is seriously tackled, it is futile to expect any improvement.

Closely connected with the problem of the managing agency is the question of the financing of education in future. Closure of schools, termination of the services of qualified teachers, retrenchment and cuts are by no means rare and the tender plant of education can hardly show any growth under such unfavourable environment. There is acute discontent to-day among teachers and this can be traced to the lack of a clear understanding of the financial implications of the modern system. The defects arising from this position cannot be remedied either by the

adoption of measures on the administrative side or by a revision of the syllabus and examination basis on the academic side. The fact remains that every measure of educational reform cannot but involve additional expenditure.

When you are discussing the challenge of to-day you will realise that several broad questions of educational policy and administration have to be considered together, such as the objectives, the managing agency, the educational finance, and the personnel. No administrator, however competent he may be, can be reasonably expected to be in a position to give proper advice to the Government on all educational matters. Nor is it desirable for the province to depend upon the brain-wave of one man for a solution of the complex educational problems. In whatever way the position may be viewed, one thing that emerges clearly is the need for a small standing Advisory Board to advise the Government on all educational matters from time to time. It should be a very small body consisting of the representatives of the Government, the Universities, the Management and the South India Teachers' Union. A Board of this type will be a clearing house where educational ideas and schemes including the fads and frills of administrators, of leaders, or teachers can be discussed threadbare on their merits, without any reservation. The managements and teachers will have their say and the decision of the Board is finally the outcome of frank interchange of ideas among representatives of bodies directly connected with education and educational institutions. The Board is the proper body to explain to the public the objectives of education approved by the Government and also to issue from time to time hints and suggestions regarding the courses and methods for the guidance of the teaching profession. The Board will also be in a position to take a comprehensive view during the allotment of funds in the budget and to suggest to the Government the lines on which financial help can be rendered to private managers, and local bodies.

The South India Teachers' Union is strongly of opinion that the spirit of the Challenge should be rightly understood and that the creation of a statutory advisory Board of Education has become necessary for more reasons than one. Such a Board will go a great way towards co-ordinating the efforts of the various groups and giving a proper lead to the public. The public will have a feeling of confidence that broad educational questions are constantly engaging the attention of a body with persons who know the job and who can be trusted to realise the responsible nature of the task entrusted to it.

EDUCATION OF TO-DAY*

PROF. N. SUBRAMANIAM,

President, Central Education Week Committee.

It is often said that the purpose of education is to fit a person for life. But what kind of life—Individual and social—should be aimed at and what procedure should we adopt in order to realise the aims? These questions constitute to-day's challenge to Education.

Industrial and Cultural changes confront the entire world with perplexing problems of adjustments. The gap between the traditional Social process and the modern material phases of life widens daily. Our institutions to-day are not fully prepared to meet the demands and make the required adjustments. Inventions designed to save time, energy and health and to increase productivity, are all somehow followed by unemployment, and scarcity of the necessities of life. The rapid expansion of industries—the discoveries of new means of harnessing the forces of nature, the inventions of machinery of every sort, have helped to create around us a material and social environment unlike anything known in the past. Changes of such magnitude in the environment of man must needs be accompanied by social adjustments if a collapse should be avoided. The economic depression, the unemployment problem and the international tension may with some reason be traced to the lack of correlation between economic adjustment and scientific advance. It should be made possible for men to make the required adjustments. The task of education is therefore to harmonise man's individual and social progress with the changing conditions around him.

How may this be effected? The schools of to-day have a great responsibility. It is their task to train the youth of the land to become fit for life in society. Educational leaders and professional groups have attempted to define the objectives of education. The chief of these may be briefly put as

1. The objective of self realisation.
2. The objective of Human relationship.
3. The objective of Economic efficiency.
4. The objective of civic responsibility.

Let us examine the first of these. There is at present much talk that the school must so train the child as to fit him for an occupation at the end of the school course. It is also demanded of the school that it

*By kind permission of the A.I.R., Madras.

should train good citizens. Now, there is a danger that, in our efforts to achieve these ends, the child as a growing individual human being may be forgotten. Education must strive to promote the best "self" in each child. In other words it must develop the personality of the individual. This is not a task which schools can do single-handed. The closest co-operation between the Home, the School and the Society is necessary, if the best in each individual should be drawn out. There is again the child that is handicapped physically, or socially or economically. Its self realisation is also a challenge to education. Such a child will be unable to take full advantage of the opportunities, if the obstacles and the handicaps are not properly understood and removed.

Owing to a number of causes the tendency to disregard human values is unfortunately becoming more marked. The history of inventions has shown the disrupting effects of their uncontrolled uses for economic gain without regard to their attendant influence on human relations. Every important labour-saving invention may lead to unemployment, starvation and misery to thousands of workers. The modern school has to inculcate an attitude and habit of considering inventions and social innovations with due regard to their bearing on the human aspects. In other words, education should enable a man to consider the well-being of others. The school can, by its programme of extra-curricular activities and by its increasing participation in all the social activities around the school, develop in its pupils a respect for the human being and a regard for the wellbeing of others.

All will agree that the present chaos and discontent are due to economic maladjustment. A purely literary type of education has closed the door of trades and business careers to many a young man. A strong need is felt for equipping students to-day for some trade or craft, so as to make them economically efficient. Unfortunately there is still a false sense of values among a certain section of the public which looks upon technical education as inferior to literary education. A new orientation in the outlook of parents is necessary.

Another requisite for a purposeful life is a proper appreciation of values. The modern educated youth is apt to seek a comfortable easy-going life but he should be trained to face risks boldly and cheerfully to cultivate the qualities of patience, perseverance, cheerfulness and above all faith in his own mission and destiny.

Education for a purposeful life connotes a proper and profitable use of leisure. The misuse of leisure neutralizes the good training at home and in the school. Leisure should mean creative activity, such as recreation, social service, hobbies, camping, rural service etc., a proper training for the future purposeful life of a citizen.

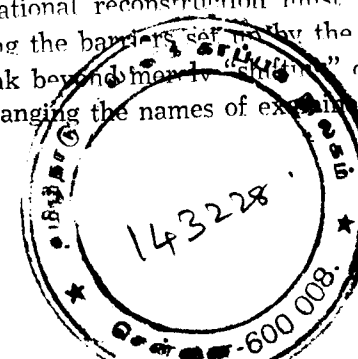
Education for purposeful life must make the pupil an economic asset to himself and the country, a good serviceable citizen who can subordinate his personal interests to those of the country—a true patriot and a representative of all that is best in the culture of the country.

Finally there is almost complete unanimity in the view that it is the school which must concern itself with every phase of civic education. It has to foster a loyalty to society as a whole. The task of the school becomes very difficult when the school should choose to identify itself with the political sections of society.

Education must be so organised as to train the child to become a useful member of society. Any scheme of education which is intended to train good citizens must include a study of Geography, History, Economics, Politics, Science, Current History, Art and Civilization of the various countries of the world even though in outline so as to foster mutual respect and love between the nationals of the different countries. Further their value in rounding off angularities and removing mutual suspicion and prejudice cannot be exaggerated. The citizen to be, should, while at school, be trained to have regard for the freedom of the individual, freedom of speech and freedom of association consistent with basic orderliness.

The centre of emphasis in education is being shifted from the programme of studies to the individual learner. There is a closer concern with the major strategy of the classroom as opposed to the minor tactics of subject-matter arrangement. We are beginning to study each child as a unitary, unique individual and to offer guidance, in an intelligent and sympathetic way, to each one in accordance with his needs. The clinical care and investigation which we provide for the maladjusted child should not be diminished. What social advantage and what personal happiness might be realised if we exhibited equal concern to the handicapped as for the normal and gifted individual! This is not merely a question of prevention before cure, or of the stitch in time. It is not merely or even primarily a question of saving money for society by preventing crime and other forms of maladjustment. It is a question of making each individual maximally competent to achieve for himself the "pursuit of happiness" and the other elements of the democratic ideal. This will require curriculum revision in the light of the stated objectives.

The process of educational reconstruction must penetrate deeply; it must not balk at leaning the barriers of the traditional school programme. It must think beyond merely "extra" courses, adding or subtracting "topics" or changing the names of examinations and courses.



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Tamil, 1952
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EDUCATION AND THE CHALLENGE OF THE PRESENT CRISIS*

BY

REV. C. W. RANSON

It will be well to begin by defining our term. Education may be described as "the process by which the community seeks to open its life to all the individuals within it and enable them to take their part in it. It attempts to pass on to them its culture, including the standards by which it would have them live."

By a "crisis" we normally mean a turning point. When we use the word in connection with an illness we mean that the disease has reached its peak and that the "crisis" will determine whether the patient is to recover or to die.

There are elements not only of peril but also of hope, in every crisis.

When we speak of "the present world crisis" we mean (if we are using words with care) that we are at a turning point in world affairs. Most people would certainly agree that whatever the final result of this war may be, the world can never be the same again afterwards. There is no doubt about the peril in which the world stands to-day. In 1914, Sir Edward Grey said: "The lamps of Europe are going out one by one: they will not be relit in our generation." To-day the last remaining lights of humane culture and free civilization in the West and the East are threatened with extinction by a barbarous and unscrupulous tyranny. To many, the elements of peril in the present crisis are so real that they cannot see the glimmer of a hope for the future. Yet, as Prof. A. N. Whitehead has reminded us, "The unstable ages are the great ages." Whether we recognise it or not, we happen to be living at one of the great moments of human history—a moment fraught with many and grave dangers, but also pregnant with hopes of a better world. That is why the present crisis is a challenge to those whose task it is to shape the thinking of the next generation, for they will, in some measure, determine whether these hopes are to come to fruition or to be still-born. Let us then examine more closely the nature of the present crisis and of the challenge with which it confronts education.

*An address delivered under the auspices of the Madras Teachers' Guild, on Saturday the 26th October 1940.

I. *The Nature of the Crisis*

There are many theories as to the nature of this crisis. The ordinary supporter of the British cause sees it as a perfectly straightforward issue—an attempt to stop unscrupulous aggression. The extreme anti-commonwealth politician tells us that it is nothing more or less than a clash of greedy rival imperialisms, between which there is nothing to choose. The doctrinaire communist would have us believe that we are witnessing the last agonies of a capitalist society, which is bleeding to death as a result of its cut-throat acquisitiveness and its "inherent contradictions." There are others who see the whole explanation of the war in the Treaty of Versailles and who talk as if European history began in 1918.

Those who are not prepared to make catchwords a substitute for thought will suspect over-simplified explanations and will seek to penetrate a little farther beneath the surface. It has been said that "the war of ideas is not a mere episode in hostilities. Hostilities are an episode in the war of ideas." That remark shows real insight into the nature of the present crisis, for it is in the world of ideas that we must seek for the real roots of this conflict. If we see it merely as a struggle on the military and economic planes, we shall not see it in perspective.

Behind the war there is another war—a vast conflict of moral and intellectual allegiances which is being fought out in the soul of this generation. In recent years, we have all become familiar with the hideous term "ideology." We heard a lot about the "clash of ideologies" in the modern world, and that phrase was usually understood to mean a conflict between two different types of political theory. I recall a conversation which I had a few years ago with a very learned and very wise professor in Edinburgh University. He said: "you know, the only issue that really counts to-day is communism *versus* Fascism. People like you and me who refuse to take sides are throwing away our votes. We don't count in the modern world." And, at that time, it looked as if he were right. Ardent young idealists saw in the Spanish Civil War an epitome of the coming struggle—which was to be a gigantic struggle between the rival forces of Communism and Fascism.

But we have had to think again since then. Both Communism and Fascism have upset all the theorisings of the "ideological" school of thought, and one of the happier results of that development has been that we hear a good deal less of the horrid word "ideology." Nevertheless, the war of ideas continues, even if it is not according to plan. What we have come to see with increasing clarity is that the real conflict lies, not between rival totalitarianisms, but between the new paganism which

deifies the state as an end in itself and renounces all moral sanctions and the old, humane and democratic traditions of tolerance, justice and respect for personality.

There is something more fundamental than political theory involved in this war of ideas. Ethics and values are involved. The whole question of the ultimate ends of human life is involved. And the conflict lies between two fundamentally opposed conceptions.

II. *Where Does Education Come in?*

There is a sense in which education may be said to have produced the conflict. It is possibly significant that the three men who control the destinies of 280 millions and more—Hitler, Stalin and Mussolini—couldn't muster a School Certificate among them! School certificates in themselves do not mean much. But it does matter and matter fundamentally how people are educated, what they are taught about the meaning of life, what "values" they are taught to respect and to desire.

Four years ago, I went to Berlin with a group of British people for the express purpose of finding out what the new Germany of National Socialism really thought and taught about education, economics, philosophy and international affairs. We were given every opportunity to meet representative leaders of the Nazi party and to hear their views. I have recently been looking up the notes that I made on that occasion and I read through carefully the notes on the principles of National Socialist Education. These were taken during the lectures of an important leader who was reputed to exercise a great influence on German education. We made enquiries about his history and discovered that until the Nazi Revolution, he had been an obscure teacher—distinguished only by his fanatical loyalty to the Führer and the Party. When we met him he occupied a position of great importance in Berlin University—filling a post from which a non-Nazi had been ejected. Among other things, he told us that it was the aim of National Socialist education to abolish the old humanistic ideal of education and to replace it by what he called "the political school system." This meant a break with European culture and the effort to build up a new system based on different "values"—the values of race and nation. Their aim was, in fact, to harness the whole educational system to narrow political ends and to use it as an instrument for whipping up the fiercest nationalistic passions.

We know to-day with what success this aim has been achieved, not only through formal education, but by the application of every effective device of modern science to propagandist activities. Nazi education and propaganda has been amazingly successful. But let us not forget that

its avowed aim has been, and is, the complete overthrow of the old "values" of humane culture and the substitution of an entirely different set of "values." The result of that effort we see in the chaos, the suffering, the blood, and the tragedy in Europe to-day.

In his little book in the Penguin Series, entitled "Why Britain is at War," Mr. Harold Nicholson enumerates certain ideals and "values" which have emerged in the course of human history, every one of which is to-day challenged and attacked by Hitler's Germany.

The Greeks discovered the beauty of the liberated mind: the Nazis deny that the mind of the individual should ever be free.

The Romans built up the conception of the rule of law and established the sanctity of treaties: the Nazis recognise only their own law and have violated every treaty they have signed.

Jesus Christ taught gentleness, tolerance and loving kindness. Nazis deny Christ as a Jew, crying: "He who has a German mother, needs no Oriental nurse," and despising human charity as a decadent virtue.

The Age of Chivalry taught us that we should not kick in the stomach those who are weaker than ourselves: Herr Hitler has proclaimed that the weak have "no right to live."

The French Eighteenth Century evolved elegance of taste and the balance of reason: Herr Hitler has "reduced taste to the level of a cheap post card" and has taught that reason is the enemy of the state.

England has developed the conception of "decency" and "fairness:" the Nazis scoff at this idea as hypocritical and debased.

That is a formidable indictment. But it is not a distortion of facts for the purposes of propaganda. Each of these statements can be supported by abundant evidence. Nazi Germany has made no secret of the fact that for the last eight years the whole educational system has been bent to the task of propagating these ideas. The results may be seen in the ruthlessness, the brutality, the treachery which have been such a marked feature of total war on the German model. "Do men gather grapes of thorns or figs of thistles?"

The real tragedy of modern Germany is not merely that evil and cruelty are to be found among her peoples. There are evil and cruelty everywhere in the world. It would be possible by a careful selection of evidence from the law courts and the more seamy sections of society to build up a pretty damning indictment of any country one cared to choose. The methods of the late Miss Katherine Mayo could be applied univer-

sally with equally startling results. In England we could find plenty of cases of cruelty, sadism, of perversion. In America, with its larger population, possibly more. In India, despite the doctrine of Ahimsa, we could if we sought them find plenty of examples of callousness and cruelty.

Yet there is a fundamental difference. Germany's tragedy is that a generation of young Nazis has been educated according to standards which are a repudiation of all that humane civilization stands for. They have been taught not to look with shame and revulsion on acts of brutality, but to glory in them. As Harold Nicholson remarks: "We have all met boys capable of sadistic cruelty, but never in the history of civilized men have such boys been told by their elders that what they did was right."

In the present world crisis there are undoubtedly tremendous political and economic issues involved. But at the root of the whole conflict lies this clash of ethical standards—a war of "values." That is not to say that everything is good on one side and everything evil on the other. It is the simple assertion that we are to-day faced with this terrific crisis because certain nations (and notably Hitler's Germany) have openly repudiated the standards which have hitherto held the respect, if not the total allegiance, of the whole civilised world.

It is in that sense a moral conflict. And for that reason the crisis presents a challenge to education.

III. *The Challenge to Education.*

At the beginning I quoted a definition of education as "the process by which the community seeks to open its life to all the individuals within it and enable them to take part in it. It attempts to pass on to them its culture, including the standards by which it would have them live." What are the standards by which we would have men and nations live? We do not like the standards which the totalitarian states are seeking by force to impose upon the world. We oppose their attempt to do so and our opposition is based on what we claim to be democratic ideals. We are quite clear in our dislike of the totalitarian way. Are we equally clear about the standards which we offer as an alternative? Have we asked ourselves what is the positive content of the "culture" which we seek to pass on to those we teach. Or is our "democracy" just a negative ideal, capable of identifying what it dislikes and doesn't want, but incapable of stating clearly what it does? One of the great weaknesses and dangers of modern democracy is that it too often makes lip-service to its own traditions and "values" a substitute for the task of finding out

what those values are, and the effort of following them. The democracy with which most of us are familiar is not a positive alternative to totalitarianism. We hardly know what it is. But unless we can find out, and formulate a positive and constructive humanism we shall be ripe for the triumph of unscrupulous tyranny and the acceptance of passive and second-hand totalitarianism. That is the challenge which the present crisis presents to education: and upon the way in which we, as teachers, meet it the future of the next generation depends.

If positive victory and lasting hope are to be snatched from the peril of this hour, we shall need something more than armies and guns and tanks and aeroplanes. We shall need a revitalised education, and I would suggest that the things we need most in order to achieve that new vitality are (a) a true sense of direction and (b) a new social discipline.

(a) *A true sense of direction.*—Professor C. E. M. Joad in one of his most recent books attempts to diagnose the malady of our time, and traces it to the almost universal lack of any true sense of values. The youth of our time has been brought up on the so-called scientific view of life. But what our educators have consistently failed to see is that science can give no complete or adequate account of mind or of value. It is concerned with means, not with ends. As a result of this concentration on facts rather than on values, we have succeeded in producing an age "without beliefs in religion, without standards in morals, without convictions in politics, without values in art." In fact, Professor Joad doubts if there has ever been an age which was so completely without standards or values. Joad is writing of Britain. But his words have an application here.

We are tremendously busy on educational schemes. We talk eternally about reconstruction and reform. But fidgeting isn't progress. There is such a thing as motion on hinges. A door swings to and fro, but it remains in the same place. And a good deal of our so called educational progress is motion on hinges. We need to begin to ask more fundamental questions. What are we really seeking to impart? A crop of information? Sufficient knowledge to scrape through the S.S.L.C.? Ability to earn money and achieve a secure job? Are such aims as these the dominating impulses in our work? Or do we seek to impart a true sense of values? A sense of truth, an appreciation of beauty, a desire for goodness, a vision of a society in which men seek for higher ends than money, power and self-interest? The quality of our personal aims and "values" will inevitably be reflected in our work as teachers. If in the humanist tradition, there is that which is worth saving, then it is one of our jobs as teachers to discover it and hand it on.

(b) *A new social discipline.*—But we need more than true sense of direction. We need a new social discipline if we are to retain the democratic tradition of freedom. The countries which have become totalitarian have been those which have proved incapable of that self-discipline which would have enabled them as free men to solve their social problems. They degenerated into a social chaos which left them fair game for the dictators. Only where men are prepared to impose and accept a social discipline devised by themselves as free men can they escape sliding down into the grip of a secondhand totalitarianism.

We must breed men fired with a passion for community in the proper sense of that much-abused word. Britain to-day seems to be learning this truth in the scorching fires and perils of war. We in India have still a chance of learning it in peace. The lesson is essentially a matter of education. The young German has been taught to put the community above the individual by a system of brutal force which crushed those who opposed. We believe that there is a better way. But if the energy of a new social purpose is to arise, the spark must be kindled in our schools and if it is to be kindled there it must first burn in the hearts of those of us who teach.

We must discover afresh a true sense of direction. We must gird ourselves to a new social discipline. Only thus can we help those whom we teach to find the secret of true liberty and learn the deepest lessons of the present crisis.

A MEDICAL MAN'S OUTLOOK ON EDUCATION FOR THE CHALLENGE OF TO-DAY TO IT

By

DR. T. S. THIRUMURTHI.

"Ever prompting—ever seeing
Some improvement yet to plan;
To uplift our fellow being,
And, like man, to feel for Man!"

"Biology" is an important and essential subject in the Pre-Registration course for those students, who wish to be trained in the medical colleges for the vocation of Medicine. Medical students, who wish to become good physicians, must, above all, be good Biologists. A knowledge of what is known of human life, past, present and possible future, is for them essential. A knowledge of Human Biology is essential also to all those, whose vocations lie in the fields of philosophy, science, business and politics. A study of "Human Biology" will make for progress, because many of the real human problems lie between the sciences and are not perceived without broad knowledge. A medical man's 'Outlook on Education' is, therefore, bound to be largely a "Biological Outlook on human life and its varied problems."

Biologically, man is but an animal, though a great gulf divides man from other animals. Among the social animals, man alone is capable of communicating his ideas to the other members of his species by speech and language. He alone can invent tools and develop the various arts. He alone is capable of morals, religion, science and culture. A sense of right and wrong and an aspiration towards ideals are developed only in him. He is the only animal, which is educable. Man is not only educable but he educates. He is goaded by the constant desire to transmit all his knowledge and skills to others. He knows that education is a biological necessity and the influence of such education has resulted in the progress of civilisation. Education, therefore, comprises "all the ways in which native biological tendencies are shaped into formed abilities, attitudes and dispositions."

"All our knowledge goes to show that man is not fitted with his biological heritage alone to live successfully in civilisation. The more complex the civilisation the more artificial, biologically speaking, are the

conditions imposed upon its constituent members, and the greater the strain to which they are subjected. Statistics of disease and of nervous and of mental disorders reveal their increase under modern conditions of life."

While there is constantly increased attention paid to the body and its education, it cannot be said that any attempt has seriously been made to attune the mind and the spirit of man for a general, efficient and healthful meeting of the conditions of the present civilisation.

The following quotation of John Dewey will show what has been the trend of education so far. "The main tradition of the school has been that of passivity. Minds were treated as blank pieces of paper, on which information was to be stamped. Or, they were empty reservoirs into which knowledge was to be poured by means of conduit pipes from text books and the teacher's words. Recitations and examinations were calculated merely to test and record the amount that had been poured in and not leaked out. Or, to vary the metaphor, the mind was like a gramophone plate, where memory retained what was impressed, and the recitation and examination periods were times, when the plate was set in motion to give out what it had taken in. Not even the most optimistic would hold that this tradition has died out in our schools; its baleful consequences in suppression of intellectual and moral individuality remain."

Radical changes in our educational system are, therefore, considered necessary and there is no subject, which is much talked about than the subject of Education. This is the one subject, in which every body considers himself competent to speak and write. The present system of education has been the subject of endless criticisms, discussions and controversies. People often say, "Every body is entitled to his opinion." He may be entitled to opinions on insoluble problems. But I do not see why any one can be said to be entitled to a demonstrably false opinion. Only educationists of experience and those who have made a special study of Human Biology and can apply their knowledge to the solution of the most important human problem of the direction of education, should have predominant voice in the shaping of the education of a country. At least such men should be consulted before administrators and politicians plan the education of the future. No scheme of education can be said to be complete, if it ignores the primary biological needs of the human animal—Food, Work, and Reproduction, takes no account of human instincts or neglects the development of the body, the mind and the spirit. If we look at the present-day education from this point of view, its lopsidedness is apparent. To say that no system of

education is perfect is only to burk the issue. It is not beyond the ingenuity of man to overcome the existing defects and to strive for a better and more satisfying state of affairs. Education should be made worth-while not only for the individual but also for the nation and for humanity as a whole. The dissatisfaction of the individual with himself and with his social environments, the discontent of nations and the international discords are all in the last analysis due to the wrong directions into which, education has been allowed to drift.

The international conflict of the present day is due to a misdirected education. The Science of Biology teaches us that war is not a biological necessity and that throughout the whole animal kingdom, except in the case of man, there is nothing remotely resembling war. So far is war from being a biological necessity that it is practically biologically unknown except among human beings. It is only by a proper system of education that wars can be exterminated in the future as any other pestilential disease of man. The most immediately important eugenic measure is to avoid another war. War is a far more serious evil from the eugenic point of view than the multiplication of mental defectives. There is no biological basis for 'Aggressive' Warfare. The human instinct is for self-preservation. Men's innate instinct is to protect their own territory. Most men would find themselves almost driven by instinct to fight, if their own territory is invaded by hostile foreigners, however much opposed to war their reason might tell them to be.

The only war which ought to engage the attention of biologically educated public, is the "war of man against disease." This is the real war, in which all nations should engage themselves. This is a war to save humanity and not to destroy it. In this war the sciences are utilised for humanitarian ends. Thank God, the humanitarian instinct is a biological instinct in man! The colossal sums of money, which are now spent to let loose the devils and demons of machinery in the air, land and sea for the destruction of humanity could have been utilised to make this world a better world to live in for all the peoples of the earth.

We have woken up to the need for International Co-operation for a "War on Disease and Parasites." The issues of health, where the interests of different individuals, different classes and communities and different nations are one. The kind of men and munitions for the war against disease is altogether of a different nature from those requisitioned for the humanity destroying wars.

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selves or enrich their respective nations, to which they belong. They may or may not succeed in the process.

Though other men, who are at the helm of affairs, may corner "Wealth," medical men cannot corner "Health." Pursuit of Wealth by land grabbing and exploitation of other countries is necessarily competitive. The Promotion of Health must be Co-operative. "My wealth is not your wealth, but my health is your health, because, if I fall ill, you are likely to contract the same illness." It is a realisation of the above biological fact, that is the underlying object, and the stimulus for the International Medical and Scientific Congress. The antidote for the poison of international hatred is only the increasing realisation of the need for the only justifiable war, i.e., the War on Disease and Parasites, in which every member of every class, community and country can play a part for the benefit of humanity as a whole.

All other such human problems can be solved only by taking a long range view of them and by national and international co-operation. The days of competition must be done away with and the Devil of competition should be unseated from men's minds and the Goddess of Co-operation installed in his place.

The above consummation, devoutly to be wished will not be attained in the immediate future. But every educationist should ask himself the question whether, in the planning of the education-to-be, the edifice, which he wishes to erect, is well and truly laid on the sure and solid foundations of the well-ascertained facts of Human Biology.

As a medical man and as one, who has bestowed some thought to the Science of Biology, I belong to the group of those persons, who are of the opinion that the inclusion of Biology in our educational curriculum all through, suited to its various standards, so that the truths of Human Biology may permeate our common thinking, is one of the most powerful weapons that exist against International Hatred.

"Life is Real! Life is earnest!"

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each to-morrow
Find us farther than to-day."

- References:—1. Biology in Everyday Life—Baker and Haldane.
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E. V. Cowdry.

THE PUBLIC SCHOOL PROGRAMME IN PHYSICAL EDUCATION

Extracts from a brief statement of Policy for School members and school Administrators presented by the Society of State Directors of Physical and Health Education.

Physical Education.

Physical education is that phase of the school programme which is concerned largely with the growth and development of children through the medium of big-muscle activities. Briefly stated, the objectives of the physical education programme are the protection and improvement of health and the development of organic fitness; increase in strength and neuromuscular control; development of desirable social attitudes and standard of conduct; and acquisition of skills, habits and attitudes in physical education activities which will contribute to wholesome and enjoyable leisure pursuits, and to the realization of the other objectives of the programme.

A. Class Instruction in Physical Education.

1. All children in the elementary school (Grades 1-6) should participate daily in a programme of directed physical education activities during which time the teaching of skills, technique, attitudes, and understandings should be stressed. The minimum daily instructional period should be from twenty to thirty minutes in length. In addition, there should be recess periods for free and supervised play, and integration of physical education activities with other phases of the curriculum.

2. Activities included in the physical education programme for elementary schools should be varied in nature, and should include games of simple organisation for large and small groups; rhythmic activities including free and creative rhythms, singing games, folk dances, and social dancing (intermediate grades); hunting games modified athletic games for intermediate grade; stunts, tumbling, and self-testing activities, including activities performed on gymnasium and playground apparatus; mimetics and story plays. This programme of activities should be suitable to the needs and physical condition of the pupils. Individual differences must be taken into account.

3. School boards should provide equipment and supplies sufficient in amount and variety, together with sufficient indoor and outdoor playroom and playground facilities, to permit conduct of such a programme.

selves or enrich their respective nations, to which they belong. They may or may not succeed in the process.

Though other men, who are at the helm of affairs, may corner "Wealth," medical men cannot corner "Health." Pursuit of Wealth by land grabbing and exploitation of other countries is necessarily competitive. The Promotion of Health must be Co-operative. "My wealth is not your wealth, but my health is your health, because, if I fall ill, you are likely to contract the same illness." It is a realisation of the above biological fact, that is the underlying object, and the stimulus for the International Medical and Scientific Congress. The antidote for the poison of international hatred is only the increasing realisation of the need for the only justifiable war, i.e., the War on Disease and Parasites, in which every member of every class, community and country can play a part for the benefit of humanity as a whole.

All other such human problems can be solved only by taking a long range view of them and by national and international co-operation. The days of competition must be done away with and the Devil of competition should be unseated from men's minds and the Goddess of Co-operation installed in his place.

The above consummation, devoutly to be wished will not be attained in the immediate future. But every educationist should ask himself the question whether, in the planning of the education-to-be, the edifice, which he wishes to erect, is well and truly laid on the sure and solid foundations of the well-ascertained facts of Human Biology.

As a medical man and as one, who has bestowed some thought to the Science of Biology, I belong to the group of those persons, who are of the opinion that the inclusion of Biology in our educational curriculum all through, suited to its various standards, so that the truths of Human Biology may permeate our common thinking, is one of the most powerful weapons that exist against International Hatred.

"Life is Real! Life is earnest!"

* * * *

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each to-morrow
Find us farther than to-day."

- References:**—1. Biology in Everyday Life—Baker and Haldane.
2. Human Biology and Racial Welfare, Edited by E. V. Cowdry.

THE PUBLIC SCHOOL PROGRAMME IN PHYSICAL EDUCATION

Extracts from a brief statement of Policy for School members and school Administrators presented by the Society of State Directors of Physical and Health Education.

Physical Education.

Physical education is that phase of the school programme which is concerned largely with the growth and development of children through the medium of big-muscle activities. Briefly stated, the objectives of the physical education programme are the protection and improvement of health and the development of organic fitness; increase in strength and neuromuscular control; development of desirable social attitudes and standard of conduct; and acquisition of skills, habits and attitudes in physical education activities which will contribute to wholesome and enjoyable leisure pursuits, and to the realization of the other objectives of the programme.

A. Class Instruction in Physical Education.

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2. Activities included in the physical education programme for elementary schools should be varied in nature, and should include games of simple organisation for large and small groups; rhythmic activities including free and creative rhythms, singing games, folk dances, and social dancing (intermediate grades); hunting games modified athletic games for intermediate grade; stunts, tumbling, and self-testing activities, including activities performed on gymnasium and playground apparatus; mimetics and story plays. This programme of activities should be suitable to the needs and physical condition of the pupils. Individual differences must be taken into account.

3. School boards should provide equipment and supplies sufficient in amount and variety, together with sufficient indoor and outdoor play-room and playground facilities, to permit conduct of such a programme.

4. Elementary school classroom teachers should have a sufficient amount of training to conduct physical education activities, and such training should be required for certification.
5. All pupils in the junior and senior high school should participate in a daily programme of directed physical education. The minimum time allotment for physical education class instruction and activity should be the equivalent of the schools' regular academic periods. Additional time is often desirable if it can be arranged.
6. All pupils in the school should be enrolled in physical education classes. Those who by reason of illness or disability are unable to participate in the more vigorous forms of activity should be assigned to classes in modified activity, or to rest, with full credit in either case. No pupil need be excused from physical education where such a programme is maintained.
7. Work in musical organizations or in military training should not be permitted to serve as a substitute for the physical education programme, since the objectives and the means of attaining the objectives of each are of such a divergent nature.
8. Classes in physical education should be small enough to permit efficient instruction, forty pupils per period constituting the maximum number desirable for class instruction. Pupils should be classified and grouped according to their several abilities.
9. The physical education programme should receive equal recognition with other subject fields in the curriculum.
10. Content of the programme in physical education in the junior and senior high school should be broad and varied. It should include a variety of team games such as basketball, softball, soccer, speedball, football (in the senior high school and for mature boys only), touch football, volleyball, field hockey; a variety of individual and small team sports such as swimming, tennis, archery, golf, handball, bowling, badminton, boxing (intraschool only) wrestling; horseshoes winter sports, etc; stunts, tumbling, and pyramid building; gymnastic drills, marching, and apparatus work; rhythmic activities including folk, tap social, and modern dance; social recreation, and mild recreational activities. A number of these activities may be taught and conducted on a co-educational basis.
11. The physical education class instruction period should be utilized for the teaching of skills, attitudes, and understandings in the foregoing programme of activities, and should not be used as a period for

free and undirected play; All reasonable precautions should be taken to prevent accident. Habits of safety in activity should be developed.

12. Supplies and equipment sufficient to organize and conduct the programme adequately should be provided by boards of education from funds budgeted for such a purpose. The physical education programme should not be allowed to subsist on such gleanings as the gate receipts of athletic contests, assemblies, or of student fees, but should be supported on the same basis as classes in History, English, Chemistry and other school subjects.

13. Adequate showers, dressing rooms, gymnasiums, and outdoor play facilities should be provided in each school in order to make possible the most effective programme.

14. Teachers of physical education should be well prepared for their duties. Preferably they should have a major in physical education from an accredited institution of higher learning and should be certified by the state department of education.

15. Classes in modified activity, corrective physical education, or rest should be provided for those pupils who, because of disability or illness, may not safely participate in vigorous activity. A physician's recommendation should be the basis of assignment to this programme. Facilities for conducting the above programme should be provided in each school. The services of teachers with specialized training in corrective physical education should be available for each school.

16. All junior and senior high school pupils should change to gymnasium clothing for the physical education period, and bathing should be required at the close of each physical education class.

B. Intramural Athletic Programme and Recreational Clubs.

The programme described in this section includes those physical education activities sponsored by pupils within the school which are conducted outside of the regular physical education class. Intramural athletics and recreational club activities constitute such a programme.

1. Intramural activities in a variety of games and sports should be provided in both elementary and secondary schools. Such programmes should provide for voluntary participation of all pupils.

2. Recreational clubs have an important function in the secondary school to foster participation in those activities which do not and should not lend themselves so definitely to a competitive intramural programme. Examples of such club activities are: riding, skiling, skating, hiking, camping, and dancing.

3. Pupils should participate in the organisation and conduct of such activities under the direction of interested and qualified teachers. The development of pupil leadership is an important aspect of the programme.

4. Facilities and equipment for conducting intramural and club activities should be provided, and should be equally available to boy and girl groups.

5. Awards for winning intramural contests, if given at all, should be simple, inexpensive, and of little monetary value. Such awards should be made to teams rather than to individuals, and should be considered as temporary expedients for motivation in unusually difficult situations.

6. Co-educational playdays and sports days should be the natural outcome of a well-planned physical education programme for boys and girls.

C. Interschool Athletic Programme.

A programme of education should be conducted in each community to bring about a better understanding of the total physical education programme and its relation to interschool athletics. In some schools and communities there should be a shift of emphasis from interschool to intramural programmes and other desirable club activities. More youth should receive the benefits of a well-directed athletic programme.

1. The inter-school athletic programme should be considered an integral part of the educational programme, and as such be provided for, and be completely financed by school boards, and be completely administered by school officials.

2. Coaches should be bona-fide members of the faculty, and should be trained and certificated as physical education teachers. Coaching is teaching.

3. Inter-school athletic leagues should be confined to the senior high schools. They have no place in the elementary or junior high school.

4. Playdays may be conducted to bring together pupils in different elementary or secondary schools for socialized participation in games, no school championships being involved.

5. The Health and welfare of pupils should be of first consideration planning an athletic programme. To protect and promote the health and welfare of competing athletes, the following conditions should be met:

(a) Adequate medical examinations for all athletes at the beginning and during each season of participation together with medical service at all contests.

(b) Following all illness, the readmittance of a pupil to participation only on a doctor's recommendation, and under his supervision.

(c) Selection of contest which will not overtax the physical capacities of immature pupils.

(d) Teachers well trained in the fundamental of the sport involved.

(e) Best obtainable protective equipment for every participant.

(f) Ample time for conditioning and training in fundamental of each sport.

(g) Competition between teams of comparable ability.

(h) Standardized classification (on such bases as strength or age, height and weight and eligibility requirements).

(i) Playing seasons of reasonable duration, with no postseason contests. No preseason game should be played until athletes are well drilled in fundamentals and are in excellent physical condition.

(j) No state championships.

(k) No interstate competition except between schools located near state borders.

(l) Confining contest to small geographic areas within the state.

(m) Limiting boys to participation in two sports per year, in separate sport seasons.

(n) Adequate provision for medical and hospital care of injured athletes.

6. Interscholastic boxing should not be permitted.

7. The state departments of education should be represented on all state high school athletic association boards of control.

8. Interschool activities for junior high schools should be limited to occasional invitational meets or games. Junior High School boys should not compete in American football. An extensive programme of intramural activities is strongly recommended.

9. Interschool competition for girls should be limited to invitational events, chiefly in the form of sports days or playdays where mass participation is emphasized.

10. All girls athletic activities should be taught, coached, and referred by trained women leaders, and should be divorced entirely from any interscholastic athletic contests for boys.

THE SOUTH INDIA TEACHERS' UNION EXECUTIVE BOARD

PROCEEDINGS OF THE MEETING OF THE EXECUTIVE BOARD HELD ON
23-11-40.

Members present.

Sri. M. S. Sabhesan, (President) Sri. T. P. Srinivasavaradan, Sri. S. Natarajan, Sri. V. Srinivasan, Sri. C. Ranganatha Iyengar, Sri. P. L. Ramanatha Rao, Sri. V. Jayarama Iyer, Sri N. Kalyanarama Iyer, Sri R. Narayana Servai, Sri. S. Ramachandra Iyer, Sri. K. S. Chengalroya Iyer, Sri. M. Seshacharlu.

Read letters from Messrs. M. S. Kotiswaran, A. Sundaresa Iyer, S. T. Ramaju Aiyangar and Ramakrishnan, regretting inability to attend.

1. The minutes of the last meeting read and recorded.
2. The Secretary then reported the action taken on the resolutions passed at the last meeting of the Executive Board.
3. The Board resolved to authorise the Working Committee to carry on the work of forming and registering the Co-operative Publishing House.
4. The Secretary then made the following statements. (The Board's decisions wherever made, are recorded then and there).

(a) *Routine.*

1. Affiliation fee of Rs. 15 for the current year has been paid to All-India Federation of Educational Associations.
 2. Every association was asked to forward to the Union a list of its members along with particulars regarding the date of birth, academic qualifications, salary, and period of service of each.
 3. The Guilds that forwarded to the office resolutions passed at their meetings and those that have not forwarded, though published in the dailies, were read out.
- The Board resolved that a general circular be sent to all the guilds to send reports of their meetings to the Secretary of the South India Teachers' Union.
4. Typewriter purchased—The amount spent did not exceed the budget allotment.
 5. The names of guilds which have not given full particulars for assessing affiliation fee were assessed at the maximum affiliation fee.

The action taken by the Secretary was ratified by the Board.

6. Affiliation fee of Physical Education Association: The letter from the Secretary of the Association was read.

The Board resolved that the Association be informed that in the special circumstances stated its affiliation fee should be Rs. 16.

The Executive Board authorises the Working Committee to get information re: the Pandits' Union and withhold temporary affiliation if no information regarding strength and affiliation fee are received or grant permanent affiliation if information regarding strength and affiliation fee be received before the 31st December 1940.

7. A statement giving the names of guilds which have paid their affiliation fee for the current year, those in arrear for the previous year or years and those in arrear for the current year was given.

8. The request of the Teachers' Associations of Board High School, Harpanahalli and St. John's High School and of the Secretary of the District Board Teachers' Union Tiruvellore for affiliation with the Union was placed.

Resolved to grant affiliation to the above two Teachers' Associations and the Teachers' Union. The Board resolved that no direct affiliation be given to Secondary School Teachers' Associations and that Elementary School Teachers' Unions may be affiliated on their applications.

Resolved that when a number of Elementary School Teachers' Union in a district are affiliated directly to the Union, the District Guild be appraised of this fact.

9. The letters of the President and the Secretary of the Malabar District Teachers' Guild were read.

The Board resolved that the Malabar guild be asked to pay Rs. 10 towards the balance of affiliation fee for 1939-1940 together with the full affiliation fee for the current year on or before 31st December 1940.

10. The Conference of the All-India Federation of Educational Associations will be held at Udaipur under the presidentship of Dr. Sir. S. M. Sulaiman, Judge, Federal Court.

11. Letter from the Secretary, Chittoor District Teachers' Guild stating the formation of the Reception Committee with Sri. G. V. Subba Rao as the General Secretary, was read.

12. Mention was made of the gift of books by Kulapathi Sri. P. A. Subramania Iyer.

The Board resolved to thank Kulapathi Sri. P. A. Subramania Iyer for his gift of books.

(b) *Academic.*

The Secretary brought to the notice of the Executive Board (1) the Government's communication to the Local Bodies that the latter should not make any bargain with the publishers (2) the president's article in the press objecting to the proposed Public Examination at the end of the 8th Standard of the Higher Elementary Schools and (3) the letter sent by the Secretary of the Union to the Director of Public Instruction on the notification of the Public Service Commission regarding qualifications of the entrants to Madras Ministerial Service and the Director's reply.

(c) *Professional Interests.*

1. The circular issued by the Director of Public Instruction permitting the teachers to withdraw their deposits from their Provident Fund Deposits for the purpose of investment in the Government Defence Bonds and Savings Certificate was read.

3. The Government's notification providing three months' notice on either side charge of teachers in Malabar Boards' employment was read.

3. The Government's notification providing three months notice on either side to teachers in Elementary Schools was read.

4. Proceedings of the Director of Public Instruction issued to all institutions deprecating the execution of contract for stated periods was also brought to the notice of the Board. The Board was informed that the Deputation of the South India Teachers' Union would wait on the Director of Public Instruction on the 27th instant.

5. The following candidates were nominated for the Presidentship of the Conference.

Sri V. Guruswami Sastri, *Headmaster*, Tirukkautupalli.
Mr. E. D. Martin, *Headmaster*, Wardlaw High School, Bellary.
Gurukula Dharmacharya K. Rangaswami Iyengar, *Headmaster*, Madras.
Prof. A. Rama Iyer, *National College*, Trichy.
Prof. C. S. Srinivasachariar, *Annamalai University*.
Prof. Venkata Rangiah, *Andhra University*.

6. The following were elected to represent the South India Teachers' Union on the Executive of the All-India Federation of Educational Associations.

Sri M. S. Sabhesan; Sri. T. P. Srinivasavaradan; Sri. S. Natarajan; Sri. C. Ranganatha Iyengar; Sri. N. Subramaniam, P. S. High School, Mylapore.

Resolved to request Sri. M. S. Sabhesan to officially represent the South India Teachers' Union at the Conference of the All-India Federation of Educational Associations and to pay Rs. 50 towards his expenses for attending the Conference.

Resolved that all others attending the Conference be paid their delegation fees.

7. Read letter from Sri E. N. Subramaniam Pillai—Resolved to authorise the Secretary to correspond with Sri. E. H. Parameswaran.

8. Sri. S. K. Yegnanarayana Iyer's Portrait Fund A/C—The statement of receipts and expenditure approved.

9. The 10th South Indian Education Week—Read statement of receipts and expenditure Recorded. Each member gave his experience of the celebration of the Week and also suggested certain lines of celebration to be adopted in future.

Resolved to request the members of the Executive Board to give constructive suggestions for the celebration of the Week next year.

Amendments to Rules.

10. The Board considered the opinions of the Guilds on the amendments referred to by the Union as directed by the General Body at its last meeting at Ambasamudram. The Board in the light of the opinions received made suitable changes in the amendments wherever necessary. (As accepted by the Board, the amendments will be published in due course in the South Indian Teacher).

11. (a) Sri. V. Jayarama Iyer moved the following resolution:

"That the Board do invite its affiliated Associations to institute an elocution competition open to the schools in the District either on the Guild Day of the Education Week or on the Guild's Annual Day."

The Board resolved to record the resolution.

(b) Sri. C. Ranganatha Iyengar moved the following resolution.

1. Resolved that the Executive Board authorises the Working Committee to draft model bye-laws for (a) School Teachers' Associations, (b) Local Teachers'

Associations, (c) District Teachers' Guilds, for the sake of uniformity on broad lines leaving details to be worked up by respective Associations or Guilds.

The Board resolved to request Sri. C. Ranganatha Iyengar to draft model bye-laws and submit the same as early as possible.

2. Resolved that it be a recommendation to the Working Committee to draft a model school progress report containing the features discussed in the South Indian Teacher of September and such other items as are required by the new trends in Education. The Executive Board resolved to refer this to the Working Committee.

3. Resolved that these (1) and (2) be brought for consideration and adoption, if thought suitable, at the next meeting of the Executive Board in March 1941.

The Executive Board resolved to refer this to the Working Committee.

12. Read letter from Sri N. Subramaniam, P. S. High School, Mylapore. Resolved that he be informed that the delegation fee of Rs. 2 alone will be given.

13. Sri V. Srinivasan initiated a discussion on the recent Government notification on Students' strikes.

The Board resolved to endorse the views expressed by the Right Hon. V. S. Srinivasa Sastri, as its views were in general agreement with his.

14. Resolved to authorise the Working Committee to continue the practice that has been in force since 1939 regarding the registration of delegates.

M. S. Sabhesan,
President.

T. P. Srinivasavaradan,
Secretary.

Proceedings of the meeting of the Working Committee held at 11 a.m. on Sunday the 24th November in the Office of the Union.

Chairman: Sri M. S. Sabhesan.

Members present :

Sri T. P. Srinivasavaradan, Sri V. Bhuvaramurthi Rao, Sri S. Natarajan, Sri V. Srinivasan, Sri C. Ranganatha Iyengar, Sri N. Kalyanarama Iyer, Sri K. S. Chengalroya Iyer.

Minutes of the last meeting were read. In this connection a letter from Kulapathi Sri P. A. Subramania Iyer pointing out certain omission was read. The Committee resolved to add under 'Conferment of titles.' "Read letter from Kulapathi Sri. P. A. Subramania Iyer." With this addition the minutes were approved.

2. Resolved to sanction a sum of Rs. 5 for printing documents to be given to those on whom titles were conferred by the Union.

3. The draft letter containing voting paper to be sent to the Associations was approved.

4. Since the resolutions adopted at the last conference cover a wide ground the Working Committee resolved that the Associations be requested to specify in the first place which of the old resolutions may be reiterated and secondly to give notice of resolutions not covered by the resolutions of last year.

5. The resolution of Sri. C. Ranganatha Iyengar referred to the Working Committee by the Executive Board was considered.

The Working Committee resolved that Sri S. Natarajan be requested to take steps to prepare a model school Progress Report and bring it at the next meeting of the Executive Board for consideration.

6. Read Director of Public Instruction's proceedings R.O.C. 3073 E-39 dated 17-4-1940.

Sub: Introduction of mother tongue—medium of instruction, language qualifications of teachers in Secondary Schools.

The Working Committee passed the following resolution:

"While appreciating the spirit behind the Director's proceedings regarding the qualifications of teachers to teach non-language subjects in the language of the school, the Working Committee is of opinion that it is unsound to connect professional qualifications with the study of the mother-tongue in the school or college, that it is sure to cause considerable hardship to a large number of persons aspiring to become teachers who happen to study in school or college course classical or foreign languages, that it is not desirable in the interests of education to restrict the field for recruitment through the disqualification of teachers who may be otherwise qualified, and that the objects of the proceedings can be very effectively secured through the principals of training colleges being authorised to certify in the case of every person who completes his training that he is competent to teach the non-language subjects in the language or languages of South India."

7. Resolved to authorise the Madras members of the Working Committee to scrutinise the voting papers.

8. Resolved to authorise the Secretary, to communicate the resolution passed by the Executive Board to the Secretary, Pandits' union re: its affiliation to the Union.

M. S. Sabhesan,
President.

T. P. Srinivasavaradan,
Secretary.

PROCEEDINGS OF THE EXTRAORDINARY GENERAL MEETING HELD ON 24-11-1940.

An Extraordinary General Meeting of the South India Teachers' Union protection Fund, Madras was held at the registered office of the Fund, on Sunday, the 24th November, 1940, at 2 P.M. with Sri. M. S. Sabhesan, the President, in the Chair.

Forty-eight members were present.

Sri. V. Srinivasan, the Honorary Secretary, read the notice of the meeting, dated 22nd October, 1940.

Sri. S. Srinivasa Iyer (Vellore), moved, on behalf of the Board, the following as a Special Resolution:—

"Resolved that the Fund be registered as a Company limited by Guarantee with the Memorandum and Articles of Association annexed hereto".

Sri. T. P. Srinivasavaradhan (Madras), seconded the resolution. The resolution was passed unanimously.

The Secretary proposed a vote of thanks to the President.
The meeting terminated at about 3 P.M.

520, High Road,
Triplicane, Madras,
25th November, 1940.

V. SRINIVASAN,
Secretary.

M. S. SABHESAN,
President.

THE SOUTH INDIA TEACHERS' UNION

520, High Road,
Triplicane,
Madras,
5-10-'40.

From

SRI. T. P. SRINIVASAVARDAN, B.A., L.T.,
Honorary Secretary, South India Teachers' Union.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
Old College, Nungambakkam, Madras.

Sir,

As stated in my letter dated 2nd July 1940, when I forwarded the resolutions passed at the 31st Provincial Educational Conference held at Ambalamudram in May 1940, I am herewith forwarding a brief memorandum on some of the more important resolutions adopted at the Conference for your earnest and sympathetic consideration.

Resolution 6.—Provident fund for teachers in aided schools.

This resolution was passed at the conference held in Madras in May 1939 and in our letter dated 15th March 1940 your attention was invited to this. You were kind enough to point out to us the difficulty in enhancing the rate of interest or in giving a special rate of interest to the provident fund deposits of teachers. The following table will show how the rate of interest for deposits in the Post Office Savings Bank has decreased:

YEAR.	RATE OF INTEREST.
From 1-4-1924 to 31-10-1933.	.. 3 per cent.
From 1-11-1933 to 30-6-1936	.. 2½ "
From 1-7-1936 to November 1938	.. 2 "
The prevailing rate	.. 1½ "

May I request you once again to persuade the Government to comply with our request that the contribution by Government be raised from one-third to one-half of the amount to the credit of the subscriber at the time of the closure of his account. The increase suggested in the resolution will be of great financial help to teachers in aided schools on the eve of their retirement while it will cause no serious strain on the resources of the Government. It may be pointed out that not more than a sum of Rs. 25,000 a year will be required to meet this extra expenditure on the contributions.

As is allowed in the case of teachers under Local Bodies and Municipalities, at the request in writing of any subscriber any portion or the whole of his subscription with interest thereon may be invested by the management in a policy of life insurance in such office, for such amount and for such terms as may be mutually agreed upon in writing between such subscriber and management. If you should feel that a general permission will be a great strain on the administrative section, it is sug-

gested that the Government be moved to extend the benefit of Postal Insurance to teachers in aided schools as a special case.

Resolution 4. Educational Policy.

This resolution deals with the educational policy of the Government. It emphasises the need for the formulation of a new educational policy in our presidency. Educational policy for private institutions is quite different from that for Government institutions. Equipment grants to private institutions have been considerably reduced. The standard of education will certainly suffer by this reduction. To improve it the Government should give financial help.

Resolution 5. Board of Education.

It deals with the necessity for the creation of a Provincial Advisory Board of Education consisting of the representatives of the Government, the Universities, the Managements and the South India Teachers' Union to advise on matters, educational and professional. Such a body is necessary to give expert advice to Government on educational questions.

Resolution 7. Local Body employees.

The resolution is self-explanatory and it refers to teachers employed by Local Bodies and Municipalities. In the case of those retrenched and re-entertained, previous service is not taken into account. It is requested that teachers who are re-entertained may be started on the same salaries as they would have got if they had not been retrenched.

Resolution 12.—Admission to L.T. Course.

This resolution requests the Government to admit to the L.T. Course Secondary Grade Trained Teachers who took their B.A. by private study without any fee being demanded. At present a fee of Rs. 160 is demanded from them. Such teachers who take their B.A. by private study are really not financially well off and they deserve encouragement for their enthusiasm and eagerness to become more efficient.

Resolution 11.—Service conditions.

An appeal has been made to you to amend the contract (appendix 28 M.E.R.) between the teachers and the managers in the aided schools. Once again the South India Teachers' Union appeals to you to give your best attention to the recommendations of the South India Teachers' Union regarding the lines on which the contract may be amended. The contract has been introduced to ensure security of tenure of service of teachers in aided schools. In actual practice it has been found that it does not go far enough to give the necessary protection. The Union is distinctly aware that the department is already anxious to remove friction between the teacher and the management, and to do its best towards the improvement of the lot of teachers. The Union in its letter of 15th March 1940 has suggested certain lines on which the contract has to be amended. The points which the Union would desire to be incorporated in this connection are:—

1. The adoption of minimum scale of salaries for teachers of different grades as a condition of recognition, the scales being those in local boards; (2) the contract should specify the salary 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, phy-

sical 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 and (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.

Resolutions 8, 9, 13, 14 and 18 relate to elementary education and elementary school teachers pleading for (1) free universal and compulsory elementary education by amending the present Elementary Education Act; (ii) an enquiry into the working of the elementary education policy and a review of the G.O.'S., rules and departmental proceedings issued in pursuance of that policy; (iii) a revision of the grant rules so as to remove their complexity and assure managements and teachers alike of their quota of grant; (iv) revision of the rule regarding working days and hours with a view to lessen the strain on pupils of tender age; (v) the fixing up of service conditions and the enforcement of the same and a modification of the service register to ensure security of tenure and to provide for termination on specific grounds; and (vi) the extension to elementary teachers of the privilege granted to collegiate and secondary school teachers in respect of the G. O. No. 1280.

The South India Teachers' Union agrees with the Government and the Department in the diagnosis of the twin evils of stagnation and wastage which block the progress of elementary education in this presidency. It is also anxious, along with the department to check any increase in the number of uneconomic and inefficient schools. It agrees with the Department that a better set of elementary teachers and an effective inspecting staff are required to improve the efficiency of schools so as to make schools line up with the national needs.

THE GOAL OF ELEMENTARY EDUCATION.

Notwithstanding the report of the sub-committee of the economic council and notwithstanding the enunciation of the goal of the Government policy as the literacy of the school child, the South India Teachers' Union should emphasise that a revision of the goal of elementary education and the introduction of free, compulsory and universal elementary education have become an urgent necessity.

WORKING OF THE ELEMENTARY EDUCATION POLICY.

The working of the present elementary education policy during the past three years has led to deep discontent on the part of all concerned in elementary education. While increase in number of pupils has been achieved, the Union notes with regret that schools have been closed and that steps have not been taken to start schools in school-less areas. Managements and teachers have not had and cannot have the full advantage of increased scale grants awarded by the Government. Service conditions of teachers, though they have been attempted to be stabilised, have unfortunately caused deep discontent as was evidenced by the violation of the educational rules by the aided elementary school teachers in Malabar. All these call for a review of the whole aim and policy in regard to elementary education.

STRAIN DUE TO INCREASED WORKING DAYS AND HOURS

Discontent is much in evidence against the working of the rules and proceedings which have been from time to time issued by the Department. In particular the raising of the working days from 200 to 220 in a year, not to speak of the increase of the working hours of a school day from 4 to 6 hours is an undue strain on children and teachers. It is feared that the continuance of this rule is bound to affect adversely the health of pupils in elementary schools. It is suggested that the working days be fixed at 200.

SUBMISSION OF RETURNS.

The reports and returns that are required by the inspecting staff interfere with the normal work of headmasters and teachers. The Union agrees with the Department in thinking that teachers must have acquaintance with the preparation of returns and reports, but it cannot afford to overlook the difficulties in this connection. It is suggested that an extra teacher to every complete lower elementary school with five standards be given and that such teachers be entitled to receive grant. Moreover it is requested that the proceedings of the Department of Education, whether of a provincial nature or of a district nature, be made available in the form of a departmental bulletin to elementary schools and teachers' organisations.

GRANT RULES.

The grant rules relating to elementary education as embodied in G. O. No. 1903, Education, dated 21st August 1930 are very complicated in character. The assessed grant is based upon a number of factors like, (i) pupil attendance, (ii) teachers' qualifications, (iii) teacher quotient, (iv) number of standards, (v) number of sections and strength, (vi) weightage, (vii) stagnation and (viii) under-aged pupils. The very calculation of this grant is giving a lot of trouble. The figure that has been arrived at is likely to be altered, since the assigned grant finally fixed by the District Educational Officer, with the modification by the Taluk Education Committee, by way of increase or decrease, may happen to be less than assessed grants earned by schools. Even this assigned grant cannot be counted upon by managements because of the pro-rata cut year after year on account of the absence of the necessary budgetary provision for each district. Thus the management and teachers who work for a whole year in expectation of getting the grant seldom have the chance of getting it in full. Because the managements do not get the assessed grant and because the pay of the teacher is linked to the sanctioned grant, teachers do not get the salary of even 85 per cent of the scale grant. Very often inefficient schools which get statutory cuts suffer a good deal and sometimes have to refund what they have already received while efficient schools which get the par grant or an increase also have to lose on account of the pro-rata cuts. Thus both efficient and inefficient schools suffer alike through the cuts. It will therefore be seen how the grant policy is making the position of both the management and the teacher financially insecure. Therefore it is necessary that the very many conditions relating to assessment of grants should be simplified and a grant formula based on the per pupil cost of the school be devised. In addition to this grant based on per pupil cost a special grant (management grant) towards the management of the school taking into consideration the fee income, if any, and the expenditure by the management on rent, equipment, etc. should be granted to the management. The need for revising the grant rules is urgent. On the one hand it is necessary to see that the teachers get their assessed salary and on the other the management should also be shown some consideration for the responsible work of management it had undertaken. The Union should thus suggest two kinds of grant—(1) grants to managements for their assisting the state in maintaining schools under rules and (2) teaching grants to teachers. The Union feels that neither managements nor teachers should have cause to complain if separate cuts are imposed on managements and teachers for valid reasons. This would both be equitable and just and remove occasions for any friction between the managing agency and teachers. In the case of public schools receiving subsidies, it is essential that the Government should bear in mind the same principles as are applicable to aided schools and it is for the Government to consider the question of the pooling

of all available resources for elementary education in a district so that all schools may be placed on the same footing. A suggestion of this nature was made by the present Director of Public Instruction in his report on elementary education as a special officer.

SECURITY CONDITIONS.

The Union is thankful to the Department for what it has done to stabilise the service conditions of teachers. The introduction of service register, the increase of scale grant, the fixing of rules relating to direct payment to teachers in the case of defaulting managements, the introduction of the Government Provident Fund, the payment of quarterly grants to managements and the provision for three months' notice on either side to terminate the services of teachers are sure to improve the condition of teachers. But as has already been pointed out the benefit of the increase of the scale grant is not fully enjoyed by teachers and they suffer for no fault of theirs. Moreover, the right of the management to impose special conditions linking teacher's pay and tenure to the actual sanctioned grant lends itself to abuses which ultimately react on the security of tenure. The only way in which teacher tenure could be guaranteed is for the Government to fix a minimum scale of salary for adoption by aided school management and to see that teachers' services are terminated for reasons specified in the service register.

In conclusion, the Union feels that the department should take steps to amend the Madras Elementary Education Act of 1920 as modified in 1932, 1934, 1935 and 1939; to revise the G. O. No. 2611, (Elementary Education Policy), dated 8th December 1936, G. O. No. 430, (Service Register), of September 1938 and G. O. No. 1903, (Recognition and Aid), dated 21st August 1939. An enquiry and revision would go a great way to allaying the present discontent which is felt by managements, elementary teachers and teachers' organisations.

The office of the Union has been getting letters from different parts of the Presidency and members are eager to know what action the Director of Public Instruction proposes to take on the resolutions passed at the Conference. I shall feel very thankful if you would be pleased to take into consideration the points raised in the resolutions and indicate the measures which it may be possible for you to adopt in regard to them.

I have the honour to be,
Sir,

Your most obedient servant,

T. P. SRINIVASAVARADAN.

S. I. T. U. DEPUTATION

The deputation met the Director of Public Instruction at 3 p.m. on 27th November 1940. Dr. A. Lakshmanaswami Mudaliar, the leader of the Deputation, pressed the following points for the consideration of the Director of Public Instruction. He urged that in any scheme of reorganisation, whether elementary or secondary education, the opinion of organised teaching profession like the South India Teachers' Union should be consulted before the Government published their final scheme. The Director said that he would bear this point in mind and he would suggest representation of the South India Teachers' Union on the Secondary Education Re-organisation Committee which was likely to be set up.

To the request made to the Director of Public Instruction that the Provident Fund contribution by the Government might be raised from 1/3 to 1/2, the Direc-

tor of Public Instruction expressed that he could not give much hope but he would consider that point if it could be shown that the Government really gained by their investments which earned only a low rate of interest. As regards the request to move the Government to extend the benefit of Postal Insurance as a special case to teachers in aided schools by permitting them to invest a part or whole of their Provident Fund contributions he said that as the proposal was a new one, he should have time to consider that.

The Director informed the deputation that favourable orders as regards previous service and starting salary of Local Body employees who were retrenched and re-entered were passed.

The Director informed that the Government had passed orders reducing the fee for the L.T. Course in the case of Secondary grade Trained Teachers who took their B.A. by private study from Rs. 160 to Rs. 100.

The deputation then pressed upon the Director the necessity for amending the contract in a suitable way to ensure the security of tenure of service of teachers and drew his attention to the various suggestions made in the memorandum, such as adoption of minimum scales of salaries for teachers in different grades, specification in the contract of the salary and the scale of the teacher, reporting the cut or revision of scale involving reduction and termination of the services of a teacher to the Director of Public Instruction and the constitution of an Arbitration Board to hear appeals from aggrieved teachers.

The Director of Public Instruction sympathised with the hard lot of teachers in certain schools and asked the Deputationists to suggest how the Contract could be amended to enable the Director to enforce the decision of the Arbitration Board if set up on the managements of Private Aided institutions.

As regards grants to elementary schools, the Deputation suggested two kinds of grants (i) Grants to managements and (2) Teaching grants to teachers. This would not only be equitable and just but remove occasions for friction between the managing agency and the teacher. The Director said that he would sympathetically consider this request. He also said that he would try to see that service conditions of those teachers were improved. The hardship and uncertainty due to pro-rata cuts were brought to his notice and the desirability of paying the elementary school teacher a definite salary was emphasised. The Director pleaded that the present procedure was due to financial reasons.

The Deputationists were asked by the Director of Public Instruction to give their opinion on the medium of Instruction. He was told that at the last Conference of the South India Teachers' Union held at Ambasamudram, a resolution was passed requesting the Department not to grant any exemption from 1941 onwards. The teaching profession was of opinion that in the interests of education mother tongue medium was the best.

The Deputation pointed out the hardship that would be caused to future entrants to the teaching profession by his circular which debarred teachers who had not studied the language of the locality in their S.S.L.C. or the University Course. It was pointed out to the Director that the objects of the circular could be very effectively secured through the principals of Training Colleges being authorised to certify in the case of every person who completed his training that he was competent to teach the non-language subjects in the language or languages of South India or by making him pass a translation test.

The Deputation withdrew at 4-35 p.m., after thanking him for his sympathetic hearing.

THE SOUTH INDIA TEACHERS' UNION PROTECTION FUND.

(List of Members—Continued).

No.	Name	Address.
1762.	Mr. E. Chengalroya Chetty, Teacher, Municipal School, Chittoor.	
1763.	„ C. Ramakrishna Rao, Teacher, L. M. High School, Gooty.	
1764.	„ V. Rajagopal Naidu, Asst., Board High School, Rasipuram.	
1765.	Mrs. A. Christumoney, Headmistress, Board Girls' School, Kalapanakenpatti.	
1766.	Mr. A. P. Krishnaswamy, Teacher, Municipal School, Coonoor.	
1767.	„ A. Ramachandran, Asst., The High School, Srirangam.	
1768.	„ M. P. H. Albert, Assistant, Bishop Heber High School, Trichinopoly.	
1769.	„ N. Srinivasan, Assistant, Sesha Iyengar Memorial High School, Woriur.	
1770.	„ S. Lakshminarasimhan, The High School, Srirangam.	
1771.	„ M. V. Annasami Iyengar, The High School, Srirangam.	
1772.	„ P. V. Krishnamurthy, Headmaster, Corporation Boys School, Royapettah.	
1773.	„ R. Srinivasan, Headmaster, Ramakrishna Ele. School, Sivaganga.	
1774.	„ S. Sankaranarayana Iyer, Asst., Ramakrishna Ele. School, Sivaganga.	
1775.	„ A. Krishnamurthy, Asst., Ramakrishna Ele. School, Sivaganga.	
1776.	„ M. Rama Rao, Asst., Municipal High School, Anantapur.	
1777.	„ S. R. Sellamuthu, Teacher, Board High School, Rasipuram.	
1778.	„ S. Veeraraghavalu Naidu, Asst., Municipal High School, Bellary.	
1779.	„ S. Balappachary, Assistant, Wardlaw High School, Bellary.	
1780.	„ J. Rudrappa, Assistant,	Do. Do. Do.
1781.	„ M. Lakshminarasimha Sarma, Asst.,	Do. Do. Do.
1782.	„ J. P. Bhaskar, Asst.,	Do. Do. Do.
1783.	„ S. V. Divakar, Asst.,	Do. Do. Do.
1784.	„ G. Y. Devasikhamani, Asst.,	Do. Do. Do.
1785.	„ P. Gurupadappa, Asst.,	Do. Do. Do.
1786.	„ K. Daniel, Asst.,	Do. Do. Do.
1787.	„ R. B. George, Asst.,	Do. Do. Do.
1788.	„ S. Philips, Asst.,	Do. Do. Do.
1789.	„ F. H. Brown, Asst.,	Do. Do. Do.
1790.	„ H. R. Joshua, Asst.,	Do. Do. Do.
1791.	„ P. L. Samuel, Asst.,	Do. Do. Do.
1792.	„ M. Sadananda, Asst.,	Do. Do. Do.
1793.	„ Y. Joshua Daniel, Asst.,	Do. Do. Do.
1794.	„ T. Srinivasan, Asst., Corporation Boys' School, Lloyds Road, Madras.	
1795.	„ V. C. Kaliappan, Headmaster, V. P. Board School, Kathalampattu (N. Arcot).	
1796.	„ R. Venkataraman, Asst., Mohammadia School, Omerabad.	
1797.	„ K. Devasagayam, Asst., Corporation Boys' School, Lloyds Rd., Madras.	
1798.	„ G. A. Veeraraghavan, Asst., High School, Gopalsamudram.	
1799.	„ S. R. Natesa Iyer Asst., High School, Gopalsamudram.	
1800.	„ K. Venkataraman, Asst., Municipal High School, Villupuram.	
1801.	„ V. S. Subramania Sastry, Pandit, Municipal High School, Villupuram.	

1802. „ P. K. Nagaratnam Iyer, Pandit S. M. High School, Woriyur.
 1803. „ T. S. Panchapakesan, Clerk, S. M. High School, Woriyur.
 1804. „ N. Gopalakrishnan, Asst., M. M. High School, Negapatam.
 1805. „ A. R. Krishnamachari, Pandit, Banadurai High School, Kumbakonam.
 1806. Mrs. Nandamma James, Mistress, L. M. Girls Elementary School, Gooty.
 1807. „ Padma Jacob, Mistress, L. M. Girls Elementary School, Gooty.
 1808. Mr. Y. Seeniah Jacob, Asst., L. M. Girls Elementary School, Gooty.
 1809. „ N. S. Subramania Iyer, Asst., Board Boys School, Elandangudi, (Ramnad).
 1810. „ S. Minakshisundaram, Asst., Rajah's High School, Sivaganga.
 1811. „ K. R. Ramanatha Sarma, Pandit, Rajah's High School, Sivaganga.
 1812. „ A. Subramanian, Drawing Master, Rajah's High School, Sivaganga.
 1813. „ R. Varada Iyengar, Headmaster, Board Higher Elementary School, Lalpet, Chidambaram.
 1814. „ G. Venkatesulu, Teacher, Board Central School, Gooty Fort.
 1815. „ P. S. Ramachandra Rao, Asst., Board High School, Atmakur (Kurnool District).

520, High Road,
 Triplicane,
 Madras, Dated 27-11-1940.

V. SRINIVASAN,
 Hony. Secretary.

THE S. I. T. U. PROTECTION FUND

OBITUARY

We regret to have to announce the death of Mr. Ch. Ramachandraiah of the T. T. V. High School, Madras, on 5-11-1940 at the age of 44 and his nominee will be paid the claim amount of Rs. 933-12-0 on receipt of the claim papers, in order.

520, High Road,
 Triplicane,
 Dated 12-11-1940.

V. SRINIVASAN,
 Hony. Secretary.

NEWS AND NOTES

A Conference of considerable importance was held on Saturday the 9th November at the Hindu High School, Triplicane, when headmasters and representatives of managements of secondary schools of the City of Madras gathered to discuss the question of the adoption of the mother tongue as the medium of instruction in the Secondary schools in the City. The Right Hon. V. S. Srinivasa Sastriar presided on the occasion and outlined in brief the difficulties that management of schools in a bilingual area like the City of Madras have to face if they are to give effect to the scheme completely. In Madras schools the mother tongue of the majority of pupils is Tamil but there is a large section of Telugu speaking pupils in the schools. There are also pupils whose mother tongue happen to be Malayalam, Kanarese etc. Restricting the medium of instruction to one particular language, the language of a large section of the pupils namely Tamil, he feared, would have a very adverse effect on the schools in general and at the same time is likely to create hardships to a considerable section of the non-Tamil speaking pupils. He invited the representatives present to narrate their experiences and their difficulties and said that the Conference was convened primarily to find out how these difficulties may be solved. Representatives from various institutions then spoke on the difficulties which each individual school was facing. The Conference was then adjourned to the 16th November and in the meanwhile a questionnaire was proposed to be sent to all the institutions. When the Conference re-assembled on the 16th Rao Bahadur K. V. Krishnaswami Iyer, Secretary of the P. S. High School Committee, presided. The first issue placed before the Conference was whether the mother tongue as the medium of instruction should be adopted. This was unanimously accepted by the Conference and it passed the resolution that the Conference welcomed the proposal to have the mother tongue as the medium of instruction in Secondary Schools. The next question considered was the difficulties experienced by the schools and how those difficulties could be solved. It was represented that as long as the medium of instruction is to be confined to Tamil and Telugu there would not be much difficulty in adopting them for the 'A' group subjects in forms IV, V & VI respectively. But it would not be possible for the schools in the City of Madras to make provision for teaching in every South Indian language. Even here it was felt that in many schools the number of pupils in each class whose mother tongue is Telugu was not sufficiently large to pay for separate Telugu sections. It was suggested that these facts should be represented to the Department. A serious difficulty for the complete adoption of the mother tongue in all non-language subjects experienced by the managements was that in forms V and VI where the students divided into several groups for the study of their optional subjects it would be almost impossible for the schools to provide for instruction in these subjects in both the languages namely Tamil and Telugu. The difficulties in this regard were those of accommodation and additional staff and additional equipment. While these may mean an increase in non-recurring expenditure they would certainly involve a recurring expenditure without increasing in any way the fee income of the schools concerned. It was suggested that the City schools should be granted exemption from adopting the mother tongue as the medium of instruction as far as the optional subjects were concerned or that the Government should be prepared to liberally finance the institutions for the purpose of improving their equipment, accommodation and

increasing their staff. It was represented that as the optional subjects were taken by the pupils with a view to equip themselves either to a profession (as in the case of Shorthand, Typewriting, Book-keeping) or to a University course of studies (as in the case of pupils taking Algebra and Geometry, History, Chemistry and Physics) and that as the medium of instruction in the colleges happen to be English at present and as in the business and government circles the language is still English, it would be wise to continue the instruction in these subjects in English.

Representatives of the Girls schools, present represented to the Conference that the girls schools were placed in a very peculiarly difficult position in regard to the adoption of the mother tongue as the medium of instruction. The schools were not large. They had hardly one or two sections in each school and their pupils were drawn from various parts of the Presidency, speaking all the principal languages of South India. Under the circumstances they were feeling it extremely difficult to adopt any particular Indian language as the medium of instruction.

The conference resolved to address a memorial explaining all these difficulties and to wait in deputation upon the Director of Public Instruction to request him to grant exemption to schools in the City of Madras with reference to the optional subjects in forms V and VI till the year 1945 and also to treat the girls schools in the City leniently in the matter of exemption from the adoption of the mother tongue as the medium of instruction.

The conference also resolved to represent to the Department that the condition laid down in the Director Proceedings R. O. C. 3073 E-39 of the 17th April regarding the qualification of teachers in the language of the school is sure to cause hardship to many and restrict the recruitment of teachers by disqualifying many aspirants to teaching.

TEACHERS AND CONTRACTS

Copy of the Proceedings of the Director of Public Instruction, Madras, Dis. No. 5167/40 dated 8th November 1940.

Sub:—Secondary Schools—agreements—Teachers—Execution for state periods—deprecatd.

The Director observed recently that the agreements entered into by the managements with the teachers of a certain Secondary School was for a definite period i.e., for a period of 3 years. This was done presumably to enable the management to revise the pay and other conditions of service of the teachers at the end of the period. As the execution of agreement for stated periods practically defeats the purpose for which the agreements are intended viz. ensuring the stability of the service of teachers the practice should be stopped. The Inspecting Officers are requested to see that the managements of schools do not resort to these devices and to instruct such of the managements as have entered into agreement for definite periods to execute fresh agreements without limiting the period.

V. R. RANGANATHAN,
For Director of Public Instruction.

THE TENTH SOUTH INDIAN EDUCATION WEEK

SRUNGAVARAPUKOTA (VIZAGAPATAM DT.)

The Tenth South Indian Education Week was celebrated in the Board High School, Srungavarapukota from 21-10-40 to 27-10-40 under the auspices of the Teachers' Association.

On Monday 21-10-40 the Education Week was opened and Sri. S. Satyanarayana Patnaik Deputy Inspector of Schools presided over the meeting. Speeches were delivered as follows:—

1. Education of To-day: Challenge of the Child:—Sri. S. L. Narayanamurthy Garu, B.A., B.Ed.

2. Education and Citizenship:—Sri. T. Krishnamurthy Garu, B.A., B.Ed.

On Wednesday 23-10-40 the meeting was presided over by Sri. K. Vidya Sagar Garu, B.A., B.Ed., Special Officer. The following speeches were delivered.

1. Education of To-day: Challenge of the Home:—Sri. K. V. Desikachary, M.A., B.Ed.

2. Education and Society:—Sri. B. Suryanarayana Sastry Ubhayabhasha-praveena.

3. Physical Education:—Sri I. Appanna.

4. Physical Education.—Sri B. Chitti Pantulu.

On Friday 25-10-40 Sri. Ch. Suryanarayana Pantulu Garu, L.M.P., presided Sri. B. Chitti Pantulu spoke on First-aid and Education. A First-aid squad was opened with 26 pupils as members. A Magic Lantern show was given.

The final meeting was held on Sunday 27-10-40 with Sri. M. N. Narasimhaswamy Pantulu Garu, M.A., Lecturer, Maharajah's College, Vizanagaram, in the chair. The following speeches were delivered.

1. Travel and Education:—Sri K. Vidya Sagar, B.A., B.Ed.

2. Wardha Scheme:—Sri. V. Venkatarangam Garu, B.A., L.T.

3. Education and the present crisis:—Sri. T. Suryanarayana Rao Garu, M.A., B.Ed.

4. Vernacular Medium of Instruction:—Sri. B. Venkataswamy, B.A.

Essay competitions were held and prizes were awarded.

The meeting terminated with a vote of thanks to the chair and to the local officials and public for their hearty co-operation.

CHALLAPALLI.

The Education Week was celebrated in the S. R. High School, Challapalli, under the auspices of the Teachers' Association. Messrs. Sarva Seshayya, M.A., Bh. Kutumbarao, M.A., M. Sivakamayya, M.A., Lecturers, Hindu College, Masulipatam, explained the importance of the Education Week, and delivered addresses on 'Present Day Education and Religion' and 'Education for purposeful Life.' Sri G. Jagannadhaswamy, M.A., L.T., said that the abolition of examinations altogether in Second-

ary schools would go a long way in eradicating many of the evils of present day educational system. On behalf of the parents, Sri Medepalli Narayanamurthy, B.A., made an appeal to the teachers and pupils to live up to the high ideals of the nation. The celebrations came to a successful close with thanksgiving by the Headmaster, Sri. Gollapudy Satyanarayana Garu, M.A., L.T.

MASULIPATAM.

The Tenth South Indian Education Week began on the 28th October in the Hindu College Hall under the auspices of the Kistna District Teachers' Guild. Sri R. S. Subrahmanya Iyer, District Judge presided. Sri. V. Ramayya, president of the Guild, explained the significance of the celebrations. The president, in the course of the address, stated that it was necessary for laymen to review the educational system devised by experts. He pleaded for the inculcation of an international outlook in students. Speaking on a common language for the country, paid a tribute to the English language, which he said, had raised in Indian minds the dream of a United India. In conclusion he said that the modern youth educated in the western system was a misfit in life. It might be the fault of the system or the pupils themselves. He appealed to educationists to find a solution for this great problem.

Sri K. Sivaramakrishna Rao, Principal, Hindu College, then spoke of the 'Challenge of the present crisis'. He described the present war situation and stated that unless the necessary emphasis was laid on humanity and nationalism in the present form discouraged there could be no salvation for mankind.

NUZVID.

The Education Week was celebrated at a meeting held on Wednesday the 23rd October, at the C.M.S. Higher Elementary School, with Sri. K. V. Subramanya Sastri, Deputy Inspector of Schools, in the chair. Sri. V. Srinivasa Rao, Headmaster, Sri. Rama High School, Masulipatam, spoke on 'Education and Society.'

Another public meeting was held under the presidentship of Dr. E. J. Hiscox, When Dr. C. Applachari, Medical Officer, Nuzvid, spoke on 'Education and Physical Efficiency.' He narrated his experiences in Austria and other foreign countries. Sri. J. Venkatappayya Pantulu, Headmaster of the S. R. R. High School, also spoke.

ELLORE.

The week was inaugurated on October 21st, by Sri. S. Singayya, Advocate, who addressed a meeting in the Municipal High School, on 'Education of to-day—the Challenge of the Child'. Sri. Ch. Narasimham, Headmaster of the Government Training School, who presided, read an interesting paper on the same subject.

Another meeting was held on the 26th October in the St. Theresa's Girls' High School, with Sri. C. Sanjeeva Rao in the chair, when speeches were made on 'Education and Citizenship'.

On the 27th in the Saraswathi Girls' School with Dr. U. Pattabhiramayya in the chair, Sri. J. Lakshmananna, Sri. J. Venkata Rao and Sri. P. Krishna Sastri spoke on 'Education and the Challenge of the present crisis.'

GUNTUR.

The Annual Education Week was celebrated on 3rd November in the premises of the Stall Girls' High School under the presidentship of Sri P. Bhadrappa, Divisional Inspector of Schools. There was a large gathering of ladies on the occasion. The ladies and gentlemen who attended the meeting were shown class room exhibits and major school activities of the High School and the Training School. The meeting began with prayer by Rev. A. Bagshaw, Sri. V. V. Sarma, District Educational Officer addressed the gathering on "Education and the challenge of the present crisis." A variety programme and vote of thanks brought the meeting to a close.

ANANTAPUR

Under the auspices of the Anantapur District Teachers' Guild the Municipal High School Teachers' Association celebrated the Tenth Education Week on the 1st and 2nd of November, 1940. Sri V. Ramanathan, the Secretary, welcomed the visitors.

On the first day Sri S. Krishnaswami, B.A., L.T., the District Educational Officer opened the week, Sri S. Parthasarathy Ayyangar, B.A., M.L., the District Superintendent of Police presiding.

The District Educational Officer recalled the words of the Director of Public Instruction spoken on the occasion of his opening the week in Madras. He declared that the challenge of the day was as intense as it was varied ranging from the existence of the individual to the existence of Nations. He stressed the need for discipline in the education of the youth and spoke vehemently against the modern tendency on the part of the youth to resort to strikes and in doing so stated that he condemned with all the strength in his command the strike staged by a responsible body of teachers as in Malabar. He read out extensive quotations explaining the discipline of the German youth and how the whole nation is regimented towards the monstrous end of war. He called upon the teachers to realise the sanctity and importance of their calling and do their best to the children entrusted to their care in a spirit of service to the crown and country.

Sri M. S. Natesan, M.A., L.T., Lecturer, Ceded Districts College, then spoke on "Education for Life and Living." He stated that true education was indeed a dual process of supply from without and growth from within. It should aim at enabling the recipient to live and live comfortably, freely and nobly. But mere 'Living' is not the end and aim of education. It is to prepare one for life. Life is nobler, and more comprehensive than living. It embraces the physical, the mental and the spiritual entities in the man. So the true type of education should enable the individual to earn an honest and decent livelihood, make his leisure enjoyable through hobbies and fit him for the certain life beyond this life.

The President expatiated on the low percentage of literacy of the country and stated that only education and more of the true kind of education that will not leave the man adrift in life will be the solvent for the varied ills the Indian.

Sri. T. S. Rajagopala Aiyar, the Headmaster, offered thanks.

On the second day Sri. Rao Bahadur M. Lakshminarayana Rao, M.A., L.T., presided. The day's deliberations were conducted in Telugu from the start to the finish. The Secretary offered hearty greetings to the visitors. Sri. D. Venkata Rao, M.A., L.T., Lecturer, Ceded Districts College, spoke on "Education and the Challenge of the Present Crisis."

Messrs. V. Ramanathan, the Secretary, M. Rama Rao and C. V. Rama Rao took part in the discussion.

The President wound up saying that man was in essence a combination of the animal and the spirit. He was at once the creature of heredity, circumstances and environments. The province of Education is to slough off the dross and equip the man for fighting the battle of life nobly, ably and stably.

With a vote of thanks ably proposed by Sri G. Sesha Sarma of the school staff, the celebrations came to a close.

GOOTY.

The 10th South Indian Education Week was celebrated in the premises of the London Mission High School, Gooty by the local Association of Teachers. On the 1st instant the celebration commenced with a students' procession through the streets of the town. Some trees were planted along the road in the town under the instructions of Mr. F. Maltus Smith, the Principal of the High School.

The students held a meeting of their own that evening and discussed about the present system of education.

On the 2nd inst. the teachers' meeting was held with Mr. F. Maltus Smith, M.A. in the chair and resolutions concerning Education were passed. Speeches were made by Messrs. C. Ranganatha Aiyengar, V. Kopresa Char and P. V. Subba Rao on the challenge of to-day, adult Education, and the grievances of Elementary School Teachers respectively. Later at 4-30 p.m. a very interesting and inspiring public lecture on the "progressive Education in America", was delivered by Rev. J. D. Souri, M.A., (Columbia). B.D., who has recently returned from America. This lecture was delivered under the presidency of Mr. S. Subba Rao B.A., Pleader, Gooty.

With a vote of thanks by the Secretary, the meeting terminated.

KURNOOL.

P. Rajagopalan Esq., I.C.S., District and Sessions Judge, inaugurated the Education Week in the Cole's Memorial High School on the 21st October 1940. He exhorted the teachers to encourage and cultivate rational and independent thinking in children.

Rev. B. J. Rockwood, President of the Guild, spoke on 'Parental Co-operation with schools'. He pointed out how parents could help schools by showing an active interest in their children's progress, by learning to esteem and honour the teachers, by making generous financial contributions to the schools where they send their boys and girls, and by taking pride of their achievements.

Mr. T. M. H. Sadasivayya, District Munsiff, delivered a lecture of 'Education for a purposeful life.' The lecturer in the course of his speech said that Education had a two-fold purpose the acquisition of knowledge and the conquest of nature on the one hand and the realisation of the soul on the other. The latter part of education, intended to civilise man, had been neglected and to that end teachers should devote their attention.

Mr. K. N. Pasupathi, the Guild Secretary, read a paper on 'Schools and the promotion of world good-will.' He said that it is difficult for any nation to remain in isolation and achieve the highest ends of the State. It rests on the teachers, he said, to foster in the pupils the ideals of peace and international good-will.

Mr. G. Siva Rao proposed a vote of thanks.

In connection with the week an essay competition was held for the students of the local high schools. A physical culture demonstration was organised. Mr. P. Venkataramana Rao of the Government Training School delivered a lecture on 'The playground the lung of the school'. Mr. P. Raju, Headmaster of the Cole's High School, presided.

A public meeting was held on the 24th with Khan Bahadur Muhammad Humayun Sahib Bahadur, Collector of Kurnool, in the chair. Mr. K. Sethu Rao, District Board Educational Officer, spoke on 'The Child's interest and the teacher'. He said that true education should bring out the best in the child so as to make him a good citizen. He spoke in praise of the Wardha Scheme and said that the Children's Charter of 1930 should be adopted as the basis of work by every teacher. Mr. P. Raju spoke on 'Education and the Challenge of the present crisis'. Prizes were then distributed to the winners in the essay competition.

In connection with the week, a women's meeting was held on Friday the 25th October under the presidentship of Mrs. W. T. Longley. Mrs. Janaki Edward and Srimathi Rajalakshammamma spoke in Telugu on the importance of girls' education. After a variety entertainment of music and music by the pupils of the school, the president spoke on the need for parental co-operation with schools.

On the 26th October, a party of 35 members of the Guild went on a pleasant excursion to Sunkesula, one of the beauty spots of the District. Sri K. Nilakanta Rao read an instructive paper on 'The Sunkesula Project'.

Sri. K. N. Pasupathi thanked all the members for joining the excursion and contributing to an interesting and successful end of the Week.

KOILKUNTALA (KURNOOL DT.).

The Education Week was celebrated for three days, 25th, 26th and 27th October. On the first day there was a lecture on "Common diseases among school children" in the Board High School by Dr. S. Seetharama Sastri Garu, under the presidentship of Sri D. Neelakanta Iyer. Next day lectures were delivered on "parental co-operation." On the last day which was set apart for ladies there was a large gathering in the Local Board Girls School under the presidency of Mr. Venkata Reddy. The Headmistress and the staff took an active part and impressed on the audience the importance of female education and also the duties of mothers towards their children. With a prayer for the success of the British in the present war the meeting came to a close.

MADRAS.

The Education Week was inaugurated at the Lady Willingdon Training College on Monday the 21st October, 1940, by Mr. H. C. Papworth, M.A., Director of Public Instruction. Miss G. M. Gerrad, Principal of the College welcomed the members, Sri. G. V. Narayanaswami Iyer, President of the Committee requested Mr. Papworth to inaugurate the Education Week and preside over the day's function. After the inaugural address, Sri. M. S. Sabhesan, President, The South India Teachers' Union, delivered an address on "Education and the Challenge of To-day". With the usual vote of thanks the day's function came to a close.

On Wednesday the 23rd October, 1940, Prof. M. Rutnaswami Member, Public Service Commission, delivered a lecture on "The Place of School in Modern Society" at the P. S. High School, Mylapore. Sir. Md. Usman Sahib Bahadur, Vice-Chancellor, University of Madras, presided.

There was also a Special Service for teachers at the zion Church, Chintadripet. when Rev. A. J. Boyd, Principal, The Madras Christian College and others spoke.

On Thursday the 24th October 1940, an imposing Rally of Scouts, Guides and Cubs, numbering about 1,500, from as many as 18 schools, was held. Sri S. Satyamurthi, M.L.A., (Central) presided. After a march past, the Scouts displayed many interesting activities. Sri Satyamurthi exhorted them to be united and to keep up the Scout spirit. Sri. A. K. Sitaraman, Convener of the Scout Day Committee, proposed a vote of thanks.

On Friday the 25th October, 1940, the Music Demonstration was held at the Hindu High School, Triplicane, under the presidency of Rao Bahadur S. G. Srinivasachariar, Secretary, Hindu High School Committee. A large number of parents attended. Admission was regulated by tickets. Only four girls schools in the city, viz., Bentinck Girls' High School, Ramakrishna Mission Girls' High School, The Lady Willingdon High School and the National Girls' High School took part in the demonstration. The various schools did their part well enough to engage the attention of the audience throughout.

On Saturday the 26th October 1940, an Educational Exhibition was organised at the Madras Christian College School, G. T. Madras. About 10 schools participated in sending the exhibits. It was opened by Prof. N. Subrahmanyam, M.A., L.T., F.R.G.S., at 9 a.m. There was a constant stream of interested visitors till 4 p.m. when the Exhibition was closed.

In the afternoon, the members of the Guild were entertained at Tea at 3 p.m. After tea. Prizes were distributed by Sri. G. V. Narayanaswami Iyer, President of the Guild, to the winners in the various competitions held in connection with Education Week. Then Rev. C. W. Ranson delivered an interesting lecture on 'Education and the Challenge of the Present Crisis'. Sri. T. P. Srinivasavaradan proposed a vote of thanks.

The Competitions Committee had a very full programme of Competitions, which included Oratory, Elocution, Music Vocal, Instrumental, Solo, Choral, etc., Mimicry and Buffoonery. All items attracted a large number of competitors. The Competitions had to be arranged on three separate days—19th, 22nd and 24th at the Progressive Union School, Madras, Hindu High School, Triplicane and Ramakrishna Mission Students' Home, Mylapore respectively. A note-worthy feature of the Competitions this year was the presence of a large number of parents at the Competitions, thus showing the keen interest which the competitions roused in them.

In conclusion, the Education Week Committee desires to place on record its deep debt of gratitude to all those who helped it in the conduct of the celebrations.

CHINGLEPUT.

The Education Week celebrations of the Government Training School, Chingleput, were inaugurated by the Rev. W. S. Sutherland, Mrs. S. Rajaratnam, Head Mistress of the Alison Cassie Girls' School spoke on "New Methods in the Education of the Child." The president emphasised the importance of celebrating such weeks and exhorted the teachers to develop their personality and expand their sphere of usefulness in the villages. With a vote of thanks proposed by Sri. A. V. Thyagaraja Iyer the meeting came to a close.

UTHIRAMERUR.

The Education Week was celebrated during the week at the Methodist Mission School. It was inaugurated by Dr. P. S. Srinivasan, M.L.A. Municipal Chairman, Conjeevaram. Sri T. V. Sundaram Iyer, Senior Deputy Inspector of Schools presided. During the week lectures were delivered by Sri. Sarangapani Iyengar, Sri. Venugopala Naidu, Sri. E. A. Ramaswamy Iyer, Sri. A. Venkatasubramanya Iyer, and Sri. S. A. Krishnan. Ladies' Day was observed on the 25th October when a variety entertainment by girls was gone through. The Week's celebrations concluded on the 26th when Sri. A. S. Doraiswami Reddiar, President of the District Board, presided and distributed the prizes to the successful pupils in the various competitions.

SAIDAPET.

In connection with the celebration of the week, all the sections of the Teachers' College combined in getting up an interesting demonstration of physical activities on the Teachers' College grounds. A large gathering was present. The demonstration was held under the direct supervision of Rao Bahadur N. R. Krishnamma, Principal of the College. Mr. H. H. Schammad, Commissioner of the Saidapet Municipality, presided and congratulated those who took part in the demonstration.

TRIVELLORE.

Sri. G. Harisarvothama Rao who inaugurated the Week under the auspices of the Rao Bahadur Calavala Cunnan Chetti Hindu Secondary School Teachers' Association, spoke on 'Education and Citizenship', Rao Bahadur T. Bhagavantam Gupta, presiding. Sri V. Venkatasubramaniam, Headmaster, welcomed the guests and Pandit M. L. V. Thathachariar proposed a vote of thanks.

On the second day Mr. A. S. Johnson spoke on 'Education and Society'. Mr. G. E. Muthirulandi, Deputy Collector, presided. Sri. K. Soundararaja Iyengar proposed a vote of thanks.

The celebrations concluded on the 24th under the presidentship of Sri. Swami Venkatachallam Chettiar, Correspondent of the school, Dramas in English and Tamil were staged by the pupils and prizes were given to the best actors.

TIRUVANAMALAI.

Education week was inaugurated on Monday the 21st October with a procession of school children. A meeting was held in the Municipal High School under the presidentship of Sri. M. Venkatasubbiah, District Munsiff. Sri. T. N. Ramathan, Senior Deputy Inspector of Schools, addressed the gathering. On Tuesday Sri. K. Sitarama Sastriar spoke on 'Education and Society.' On the third day under the presidentship of Sri. P. S. Venugopal Naidu Sri. A. Narayanaswami Mudaliar spoke on 'Education and Citizenship'. The last day of the function was presided by Sri. M. P. Narayana Nair, Revenue Divisional Officer. An exhibition was arranged in connection with the Education Week. Certificates were awarded to various institutions that participated in the exhibition. Sri. L. Subramanya Iyer of Adyar spoke on 'Education and its challenge of the modern crisis'.

RANIPET.

The Week was inaugurated by Sri. N. Thaigaraja Iyer, Headmaster, Government Training School. In the course of his speech, he explained the significance of the week, dwelt on the Wardha scheme of education and said that it was best suited to this country. He requested the Government to introduce the scheme in all the schools. Sri. Ranganatham Chettiar District Munsiff, who presided, addressed graduates to take an active interest in the literacy campaign.

WANDIWASH.

The Week was celebrated by the Teachers' Association, Board High School. The Week began with the Children's day on Monday the 21st October. There was a relay of the Torch of Learning, an Akandam, a burning camphor and incensed plate carried from 4th class to VI form. The week was inaugurated by Dr. N. Krishnaswami Iyer, when Sri. S. Natesa Iyer, Headmaster gave a few words of advice to the pupils. The second day was the Health and Sanitation day. During the week competitions in elocution, music and oratory were held. The fifth day formed exhibition cum decoration of class rooms. The Week terminated on Saturday with the distribution of prizes by Sri. T. Srinivasa Raghavachariar, B.A., Sub-Registrar. The Week thrilled the pupils so much with the joy of competitive performance and collective planning that the percentage of absentees was the minimum during the week.

VILLUPURAM (SOUTH ARCOT).

The Education Week celebrations were held at the Municipal High School. Sri. K. Ramalinga Mudaliar, Municipal Commissioner, inaugurated the Week, under the presidency of Sri. K. Ayyadurai Iyer, District Munsiff. Sri. A. Nagaraja Iyer, Head Master, in welcoming said that the Week had given the educationists and the public a unique opportunity to consider and discuss important questions relating to the reorganisation of Secondary Education, which included schemes like the bifurcation of the course of study. In inaugurating the week Sri K. Ramalinga Mudaliar appealed to the public to make best use of the opportunity afforded by the Week for discussing questions on Education. A long programme of Kummi, Kolattam, and Scout displays was gone through. Sri V. Krishnamurthi Iyer of the Government Training School then delivered a lecture on "The Child's interest and the teacher." Sri. V. Jayarama Iyer proposed a vote of thanks.

On the 23rd, a public meeting was held in the Municipal High School under the presidency of Sri. S. Chidambara Iyer, M.L.A., Municipal Chairman. Dr. A. S. Selvaraj, Railway Assistant Surgeon, spoke on "Diet and Health." Sri Sivaprasam of the Government Training school speaking next on "Radio and popular Education" pointed out how the radio could be made a fitting instrument in the spread of education.

On the 24th Education and Society Day was celebrated and Sri. E. Narasimha Iyer, retired Head Master and Sri P. S. Lakshmana swami spoke respectively on "Student leadership in school societies and organisations" and "The training for the wise use of leisure." Sri. G. V. Desikan presided.

The celebrations concluded on 26th with a tea party. Sri T. R. Venkatarama Iyer, Head Master, Government Training School, in opening the Education Exhibition, spoke about the educational value of such exhibits.

At a public meeting held later, the Rev. Father D. Arogyaswami presiding Sri. T. K. Rajagopala Iyengar spoke on "What we get from other countries and what we give to others."

AGARAM.

Education Week was celebrated at the Government Labour school, Agaram, under the presidency of Sri T. Devanesan. Sri. G. Selvaraj, Sri. M. Joseph and Sri. C. Arumukam and Mr. Marial Sundaram spoke. In connection with the Week an Educational exhibition was held.

TIRUKOILUR.

The concluding day of Education Week was celebrated at the Higher Elementary School, Kandachivaram, on the 27th under the presidency of Sri C. Jambulingam, Junior Deputy Inspector of Schools. Sri R. Sundararama Iyer and Sri Ambalavanan Pillai spoke on educational subjects. Sri Ratnasabapathi Mudaliar proposed a vote of thanks.

VRIDHACHALAM.

Education Week was inaugurated at the Railway colony school on October 22 by Sri S. Ratnasabapathi, Junior Deputy Inspector of Schools. Sri T. N. Krishnamurthy spoke on the significance of the week.

CUDDALORE.

In connection with Education Week Miss Dwells, Superintendent Government Training and Secondary School for women, Tiruppapuliur, invited parents to visit the school last evening and inspect the exhibits done by the pupils during the term. A large number of parents were present. A variety entertainment was given by the pupils.

CHIDAMBARAM.

Presiding over the inaugural meeting of the Education Week organised by the staff and students of the Pachiappa's High School, Sri C. V. Srinivasachariar, president of the Bar Association, pleaded for active co-operation between the teachers, students and parents. Sri R. Kalyanasundaram Iyer welcomed the gathering. Rao Saheb C. S. Srinivasachariar, advised the teachers to avoid narrowness of outlook but at the same time not to secularise themselves too much. Sri Gopala Iyengar proposed a vote of thanks. The next day was the children's day. There was a gathering of pupils and masters and a programme of physical activities was gone through.

TANJORE

Sri. S. K. Yegnanarayana Iyer, inaugurated the Education Week organised by the Gopalaswami Teachers' Association, Kalyanasundaram High School. Sri Yegnanarayana Iyer addressed two lectures one to the students on "Are you prepared to

face your future?" and to the public on "Education and the challenge of to-day." In his address to the students, he said that the present day students would have greater opportunities for serving the mother land, though their immediate problem was rather difficult. In the industrial side of their national activity there were untold possibilities. In the defence forces of India, their opportunity was immense. To equip themselves for such responsibilities, he gave a few words of advice.

Addressing the public later, he said that all those connected with education should think how to change education to suit the altered conditions of the country. Speaking about the work of the National planning Committee, he said that while it was composed of some of the best men of the country education was given a minor place in their scheme. The planning expert considered only certain aspects of education, the mere instructional side, and not a comprehensive view of things. There was no scheme of national education as a whole nor was there a scheme for boys and girls beyond the age of 14. The aim of education should be to help the child to grow to its full stature and education had to be regarded as an equipment for life.

TIRUKATTUPALLI.

Sri. N. N. Vaidianatha Iyer, former Professor, Madras Xian. College, inaugurated the Education Week under the auspices of the special public Education Committee and the Teachers' Association, of Sir S. High School. Sri. V. Guruswami Sastrigal in welcoming the guests exhorted the parents to rise up to the occasion and study the educational systems. A message received from Sir P. S. Sivaswami Iyer wishing success to the celebration was read. Sri. Vaidianatha Iyer observed that the present education of the country suffered not only from aimlessness, inadequacy of teachers and unemployment, but from the international development and the war. It was wrong to settle the education of a country narrowly in relation to the individual and particular needs. It was wrong to isolate the country from the world in any matter whatsoever. He dwelt on the nature of education in some of the European countries where it had helped the cultivation of destructive force and autocracy. India, he concluded, stood on a different footing and believed in non-violence and passive methods. Her future growth also must be on the same lines.

Dr. P. S. Subramania Sastri, Principal, Tiruvadi, and Sri. A. Somasundaram, Sub-Registrar, also spoke on some of the educational problems.

The celebration of the week concluded on October 25 before a large gathering under the presidency of Sri. A. Somasundaram. Sri Venkataswami Nattar, Retired professor of Tamil, Annamalai University, spoke on the importance of the harmonious relationship and contact between teacher and parent.

KUMBAKONAM.

An appeal for the propagation of Hindi in this province was made by Sri. S. T. Ramanuja Iyengar, Joint Secretary of the South India Teachers' Union addressing a meeting at the Town High School in connection with Education Week, Dr. M. V. Thyagaraja Iyer presided. Sri S. T. Ramanuja Iyengar said that the Wardha scheme of education should be based on the basis of the educational system. He also criticised the proposed scheme for the reorganisation of Secondary Education.

TRICHINOPOLY.

The Education Week was inaugurated on Monday the 21st October 1940 in the St. Joseph's College, Trichinopoly by Sri. A. Rama Ayyar, M.A. and Sri. C. Raghunathan, B.A., L.T., D.T. (Lon.) M. R. S. T., District Educational Officer, Trichinopoly spoke on 'Modern Trends in child Education.'

On Tuesday the 22nd October it was celebrated at the National College, Trichinopoly, Rao Sahib S. K. Devasikamani Esq., B.A., L.T., Retired Educationist, presiding and Sri. K. Chinnaswami Aiyar, M.A., Retired Professor of English spoke on "The Lines on which Home and School can co-operate."

On Wednesday the 23rd October it was celebrated at the R. C. Training School, Cantonment, Trichinopoly, Rev. Watson, M.A., College House, Puthur, presiding and Sri Hridayaswami Reddiar, M.A., B.L., Professor, St. Joseph's College spoke on "Library and Education of the Adult."

On Thursday the 24th October it was celebrated at the Bishop Heber High School, Teppakulam, Rao Bahadur N. Ramaswami Aiyar, B.A., B.L., presiding. K. P. Thomas Esq., L. M. & S., D. T. M. & H. Municipal Health Officer, Trichinopoly spoke on "Common ailments in school children, and their Treatment."

On Friday the 25th October it was celebrated at the E. R. High School, Trichinopoly. Rev. Fr. T. N. Sequira S.J., M.A., Prof. of English, St. Joseph's College, presided and Miss G. R. Samuel, B.A., L.T., Headmistress, All Saints' Training School for women spoke on "Education for a purposeful Life".

On Saturday the 26th October the celebration came to a close at the Guild House, Eastern Boulevard Road, Trichinopoly. Sri A. Rama Ayyar, M.A., presided and Sri. G. Krishnaswami Iyer, M.A., Bishop Heber High School, Teppakulam spoke on Reorganization of Secondary Education.

KARUR.

The Week was inaugurated on 26th by the Karur Range Elementary School Teachers' Association in the Municipal High School Hall under the presidentship of the Rev. H. J. Evans, when Prof. M. S. Srinivasa Sarma of the National College, Trichy, spoke on 'Education and the Challenge of To-day' before a very large gathering. Prof. Sarma said that the general apathy of the public and parents in the education of their children frustrated the objects of the Education Week. The aim of education, he said, was aim of life. It should be to train in the coming decades youths who would assume positions of responsibility in a free country. The task of universities should be to produce public spirited men, administrators and men who would be defenders of the country in the future.

RAMNAD

The Education Week commenced on the 21st of October 1940. A monster procession of about 400 students headed by teachers, was taken round the streets of Ramnad, with placards and posters. At 5-30 p.m. there was a public meeting in the Schwartz High School hall with Sri T. S. Viraraghavachariar, M.A., L.T., Headmaster, Rajah's High School, Ramnad, in the chair. Rev. Dawson Bowling, M.A., Manager, Schwartz High School, delivered a lecture on "Education of to-day and the challenge of the child." Sri G. Sam Victor, B.A. L.T. Headmaster, Schwartz High School, proposed a vote of thanks.

The Parents' Day came off on Tuesday the 22nd October 1940 when schools were thrown open to parents who were requested to visit the schools and see the classes in the normal working order. At 5-30 p.m. there was a public meeting in the Rajah's High school hall with Sri T. S. Viraraghavachariar, M.A. L.T. in the Chair, when Sri S. Narasimhan, B.A. L.T., spoke on "Education and the Challenge of the Home." Sri V. Kailasam Ayyar spoke on the attitude of parents and the need for a change of attitude. Sri M. Rajah Ayyar, M.A. L.T., proposed a vote of thanks.

Wednesday the 23rd October, was the "Banish Illiteracy Day." At 5-30 p.m. there was a public meeting in the Government Training School for men with Sri V. Marimuthu Pillai, B.A. B.L., in the chair. The proceedings commenced with the planting of five Good-Will trees in the school premises. Sri. G. Sam Victor, B.A. L.T. spoke on "Education and Society." Sri Sankara Ayyar, M.A. L.T. proposed a vote of thanks.

On Thursday the 24th October at 4 p.m. there was a demonstration of physical exercises, Yogasanams and group games by the students of the Rajah's and Schwartz High Schools. This was followed by a public meeting in the St. Andrews Girls' Middle school with Dr. Janardhana Rao, L.M. & S. District Medical Officer, in the chair, when Dr. Jones, M.B.B.S., spoke on "Education and physical efficiency." Miss Bosanquet, Manager, of the St. Andrews Girls' Middle School, proposed a vote of thanks.

A public meeting was held at 5-30 p.m. on Friday the 25th of October in the Government Training School for women with Sri S. Krishnaswami Ayyar, B.A. L.T., Headmaster, Government Training school for men, in the chair. Sri R. Viraraghava Ayyangar, M.A. B.L., spoke on "Education for Citizenship." Sri M. Rajah Ayyar, M.A., L.T. also spoke.

On Saturday the 26th of October there was a delightful "At Home" in the premises of the Government Training School for women when about hundred teachers of the locality entertained the elite of the town at a party. After spending a pleasant hour the gathering adjourned to the Sabha Natesa Ayyar's Elementary School for the concluding day's meeting. Sri J. I. Maduram, B.A. L.T. Senior Deputy Inspector of Schools, Ramnad Range, presided. Mrs. A. S. D. Charles, B.A. L.T. of the Government training school for women, delivered a lecture on "Elementary Education and our Country." Captain P. K. Anantanarayana Ayyar, Assistant District Medical Officer, Ramnad, entertained the audience with recitations in Sanskrit and English. With a vote of thanks proposed by Sri G. Sam Victor, B.A. L.T., the function came to a close.

SIVAGANGA

The celebration began at 5-30 p.m. on 21-10-1940 with a procession of about 500 students led by the Headmaster and assistants.

The Week proper was inaugurated, in the gaily decorated High School Hall, by Mrs. Gouri Sankunni, M.A., L.T., the Inspector of Girls' Schools, Southern Circle, under the presidency of Rao Bahadur S. G. Grubb, the District Collector of Ramnad.

The Second day's programme began at 5-30 p.m. with an 'Appeal to Parents' by Mr. S. Kuppusami Iyer, B.A., L.T. It was followed by a talk on 'The need for Agricultural Training' by Mr. Dhanapandian, B.A., B.Sc. (Ag.), L.T., the Headmaster of the District Board Industrial School, Sivaganga. Sri M. G. Guruswami

Iyer, M.A., L.T., Public Prosecutor, Devacottai, gave an interesting lecture on 'Adult Education.' Mr. M. N. Krishna Iyer, B.A., B.L., Sub-Judge, Sivaganga, presided.

On the Third and the Fourth days there were very interesting and varied items of Physical Culture activities under the guidance of Mr. M. Arumugham the Physical Instructor, and a Variety Entertainment in Dance and music by the pupils of the District Board Girls' High School. Then followed a lecture on 'The Wardha Scheme of Education' by Sri. V. Krishna Iyengar, B.A., L.T., the Deputy Inspector of Schools, Sivaganga, and another on "Girls' education" by Mrs. Sam Dorai, B.A., L.T., the Headmistress of the District Board Girls' High School, Sivaganga.

A special feature of the Fourth day's programme was an open-air meeting under the presidency of Sri S. Krishnaswami Iyer, B.A., B.L., Advocate, Sivaganga; when Messrs J. Rangaswami Iyer and S. Somasundaram Pillai, B.A., L.T., spoke on the 'Physical Hygiene of Students.'

On the fifth day, under the presidency of Miss V. G. Pai, M.A., B.T., the Headmistress of Alice Millar's Girls' School, Sri M. S. Srinivasa Sarma, M.A., Professor of Philosophy, National College, Trichinopoly made a soul-stirring speech on 'Education for a Purposeful Life.'

On Saturday, an Educational Exhibition was opened in the Rajah's Free Elementary School.

In the forenoon, that day, there was a spinning competition and the Rajah Sahib was pleased to distribute the prizes to the winners. Then, an imposing procession of students, teachers and parents led by the Rajah Sahib's tusker and a sweet 'Nathaswaram' party was taken round. At the Rajah High School a farce in Tamil was enacted by the students of A. R. N. Chettiar's Higher Elementary School.

On the last day of the Week, Sunday, the 28th, at 4 p.m. Sri S. Nagaswami Iyer, B.A., B.L., Sivaganga, planted the 'Good-Will Tree amidst a chorus of songs composed for the occasion by Mr. J. Rangaswami Iyer. At 5 p.m. Prof. V. Subbushan, M.A., L.T., Principal of the Madura College, delivered a lecture on 'International Good-will,' when the elite of the town were present. The Week's celebrations came to a close with a vote of thanks by Mr. G. V. Natarajan, B.A., L.T., the Secretary of the Ramnad District Teachers' Guild, to the Rajah Sahib, the Education Week Committee and others whose liberal donations and hearty co-operation contributed to the success of the functions.

SIVAKASI

"The S. H. N. V. High School Teachers' Association, Sivakasi, celebrated the Education Week on Friday, the 25th instant at 5 p.m. in the premises of the High School, when R. T. Chari, (Esq.) I.C.S., Sub-Collector, Sivakasi, presided. Sri. S. Ramachandran, M.A., L.T., President and Headmaster welcomed the guests. An interesting programme of Kummi, Kolattam, Music Dialogue, Recitation, Elocution was gone through.

Sri. K. R. Rajam B.A., L.T., Junior Deputy Inspector of Schools, Sattur Range, delivered an interesting and instructive lecture on "HOME And SCHOOL."

After the lecture, there was a BHARATHA MATHA CHIPLA DANCE, which was very attractive and was well appreciated by one and all.

S. M. S. VIDYASALA, KARAIKUDI

Under the auspices of the Teachers' Association of the above school, the Education Week for this year was inaugurated on the morning of the 27th instant by Vidwan AR. Somasundaram Chettiar. In the evening Mr. V. Subramania Ayyar B.A., L.T., of the Devakottah High School delivered a speech on the value of culture and on the importance of Physical Education.

The next day was the Parents' Day. In connection with this celebration an Exhibition was held in the laboratory hall.

In the Prayer Hall a public meeting was held, presided over by Dr. L. S. Narayanaswami Ayyar, B.A., M.B., B.S.

The proceedings commenced with a prayer by the School Choir, which was followed by a welcome speech by the Headmaster Mr. A. Ramanuja Ayyangar, B.A., L.T. Then after a brief introductory speech of the Chairman a few gentlemen spoke on the need for parental co-operation. There was a variety entertainment consisting of two farces, one in Tamil and the other in Hindi and chemical magic performed by school-boys, which the audience greatly appreciated.

After the concluding remark of the Chairman, the meeting terminated with a vote of thanks to the guests by the President of the Teachers' Association.

KAMUTHY

The tenth South Indian Education Week commenced on Monday the 21st inst., with a lecture on "The defective children and the problem of child" by Sri K. R. Srinivasa Iyengar, B.A., L.T., Headmaster, K. A. V. School with Sri Rajaram Bharathi in the Chair at the Cowrava elementary school.

On Wednesday 23-10-1940 Sri K. Doraisamy Pillai, B.A., L.T., in the course of his lecture in the K. A. V. School spoke on advantages of Health.

A meeting was held in the Sundarapuram Muslim Elementary School on 24-10-1940, when Sri A. Subramania Pillai, B.A., L.T., Headmaster, Board High School, Kamuthy presided. Sri Andrews Ramalingam, Headmaster, Cowrava Boys Elementary School, Kamuthy spoke on education and reorganisation Madam Creta John, the Swedish Missionary said how the system of compulsory education in Sweden was successful and how one and all of us should strive hard to enforce the system of compulsory education to remove mass illiteracy.

The last day of the celebration was on Friday 25-10-1940. An interesting programme of comic acting, recitation and songs by the pupils was gone through. Miss Greta John presided over this function held in the premises of the Board high School, Kamuthy. All the local elementary school took an active part in the celebration. Sweets were distributed to the children. The public also encouraged the education week celebration by attending the meeting on all the days.

N. M. BOARD HIGH SCHOOL, TIRUPPATTUR

The first day of the 10th South Indian Education Week was celebrated in the N. M. Board High School, Tiruppattur, on 21-10-1940. The programme began at 4 p.m. with a grand procession of pupils, parents and teachers in which about 1000 in all, took part. The procession was headed by the local temple elephant and "Nathaswara Vadyam." A public meeting was held in the school hall under the presidency of Sri S. V. Mahadeva Sastri, B.A., L.T., Headmaster. Dr. H. Sri-

son, M.L. (Sweden), Lady Doctor of the local S. M. Hospital addressed the large audience of parents, teachers and the locality on 'Education and the challenge of the child.' With a vote of thanks proposed by the convenor, Sri. S. Panchapagesam, the meeting concluded.

On the second day's programme (23-10-40) a public meeting was held in the school hall at 6 p.m. presided over by Sri V. R. Subbaya Pillai. Sri R. Srinivasa Ayyangar, B.A., B.L., Advocate addressed the gathering on "Education and Society."

On 25-10-40, Friday, the pupils of the school entertained the large audience assembled in the school play-ground, for about an hour, from 6 p.m. with music, fancy dress competitions, comic scenes, dialogues, magic, etc., which were highly appreciated. At the public meeting held later, presided over by Sri K. S. Venkata-subramania Ayyar, B.A., L.T., First Assistant of the school, an interesting lecture on "Education for a purposeful life" was delivered by Mr. Sundaram, secretary of the local Y.M.C.A.

The last day's function on 27-10-40, Sunday, also began with a variety entertainment by the pupils of the school. Sri A. Ramachandran Pillai, B.A., B.L., gave a delightful discourse on "Education and citizenship," under the presidency of Dr. D. Athisayam of the local Swedish Mission Hospital.

After an exhortation to the public to take some lively interest in the education of their children by the Headmaster of the school, and a hearty vote of thanks proposed by the convener, the meeting came to a close.

TUTICORIN.

The Education Week was inaugurated by Sri. L. S. Parthasarathy Iyer, B.A., B.L., Assistant Sessions Judge, Tuticorin in the specially erected pandal in the Municipal Office. He said that Modern Education was note-bookish and led nowhere. The educated classes lived as foreigners in their own country and were cut off from the masses and were a parasite on them. He pleaded that the authorities concerned must so frame the syllabus as to make education useful, profitable and worthy of the traditions of the country. Sri. T. Srinivasaraghavan of the Hindu College spoke on the modern trends of education which he said was child-centred rather subject-centred. On the second day Rev. Samuel spoke on the value of Education, Rev. Father Pancras presiding. The third day of the Week was set apart for Adult Education. Adults studying in the various centres came in a procession along the main streets of the town singing adult songs.

Competitions in elocution and music were conducted this year. Sri. C. Masillamony Nadar was kind enough to give two silver cups to be awarded as prizes for the winners in the above competitions. On the fifth day competition in handcraft among the children of the various higher and lower Elementary schools was held. About 200 children took part in the competition. Sri A. Sundaresa Iyer liberally donated towards the prize award. On the sixth day Mr. Leena David spoke on "The Training for Citizenship in Schools" under the presidency of Sri. V. N. Subbaraya Mudaliar, Commissioner Tuticorin Municipality. On the last day Sri Vannimalai Pillai spoke on parental co-operation.

HIGH SCHOOL, PATTAMADAI.

Under the auspices of the Teachers' Association, the Education Week was celebrated on 2nd November. An educational Exhibition was organised. The exhibits were entirely got up by the students themselves. The public meeting came off at 4 p.m. under the presidency of Sri P. R. Narasimha Iyer, Advocate and the correspondent of the School. Sri P. S. Pitchumani, Headmaster welcoming the gathering explained the aims and objects of the Education Week celebrations. He delivered an instructive address on "The Reorganisation of Secondary Education." He expressed the view that the present proposals of the government must be kept in abeyance till the war was over and until the Government was in a position to make budgetary provision for large grants to education. He appealed to the parents to study the government proposals carefully.

With a vote of thanks the function came to a close.

PALGHAT.

Janab K. Muhamad Sahib Bahadur, M.A., District Educational Officer, inaugurated the Education Week in the B. E. M. High School, Palghat, on the 21st October before a large gathering of teachers and students. Mr. K. P. Varid, President of the Malabar District Teachers' Guild, in welcoming the gathering, stressed the need for the frequent coming together of the members of the teaching profession to discuss vital educational problems.

Janab K. Muhammad Sahib, in his opening speech, expressed great satisfaction that the teachers were coming forward to voice their opinion in educational matters and to focus public attention during the Education Week. He appealed to the teachers to shed their inferiority complex and to create such confidence in the minds of the public and the pupils that all undesirable influence from outside, tending to affect, the tone and discipline of the school, was kept off at a distance.

Mr. V. Venkitarama Aiyar, M.A., Lecturer of the Government Victoria College, then gave a discourse on 'Education and Life.'

After a brief discussion of the points raised by the lecturer the meeting came to a close with a vote of thanks by M. K. S. V. Secretary.

The following programme was adopted for the rest of the Week.

4-30 p.m. (i) Lecture on "The right method of teaching English" by Sri V. S. Narayana Sastri, B.A., L.T., (ii) Discussion, Wednesday; 23rd October, 1940—Municipal High School.

4-30 p.m. (i) Lecture on 'Education and Citizenship' by Sri. K. P. Varied, B.A., L.T., (ii) Discussion, Thursday; 24th October 1940—Native High School.

4-30 p.m. (i) Demonstration of Asanas (with explanations) by Sri. M. Ewavama Menon, B.A., L.T., and boys of the Motilal Physical Culture Association, (ii) Other Physical Culture Displays like Pole-drill etc. Friday; 25th October, 1940—Noorin High School.

4-30 p.m. (i) Lecture on 'Education the Challenge of the present crisis' by Sri. M. Narayana Menon, B.A., B.L., (ii) Discussion.

COIMBATORE.

Mr. R. M. Savur, Divisional Inspector of Schools, inaugurated the Education Week, organised under the auspices of the Masters' Association of the various institutions of the city. Mr. K. R. Appalachariar spoke on the 'Challenge of the Child'. He said that educational progress depended on following the tenets of psychology whose principles have now come to be better understood and govern their educational methods in the discovery of the child and its development. He also said that education being a preparation of life, should change with the changed conditions of life.

Mr. R. M. Savur said that the challenge of the child had not yet been met. He added that teachers should not discourage children if they failed to pass examination. Passing examinations was no criterion of success in life. They should find some means to keep the child engaged in leisure time. Unless this question was solved the child's education could not be said to have been satisfactory. Mr. V. Govindan, Headmaster of the Municipal High School, proposed a vote of thanks.

On the second day, Mr. G. S. Dutt, I.C.S. delivered a lecture on 'Bratachari movement'. He spoke on the aims and ideals of the movement, accompanied by practical demonstration of folk dances by his pupils. On the third day a meeting was held in the Municipal High School Hall when Sri. S. N. Chandrasekhara Iyer, M.A., L.T., delivered an interesting and instructive lecture in Tamil on 'Home and School'. Sri. M. S. Sundareswaran, M.A., L.T., presided. On the fourth day an address on 'Education and Physical efficiency' was delivered in Tamil by Dr. C. Nanjappa under the presidency of Sri. D. Gnanaolivu, Municipal Commissioner. On the fifth day a meeting was held in the Government Training School for Masters, when Sri T. A. Subba Rao delivered a lecture on 'Training for worthy citizenship'. Sri. K. Subramaniam, Chairman, Municipal Council, presided. On the sixth day Pandit C. S. Chockalingam Pillai addressed on 'Education for a purposeful life.' The concluding day of the Education Week was celebrated in the R. S. Puram Municipal Secondary School. All the Secondary schools in Coimbatore Town celebrated the Week as a joint function and contributed to its success.

DHARMAPURI.

Mr. G. Natesa Chettiar, M.L.A. presided over the meeting held in connection with the week. Sri. P. R. Sundaresa Iyer spoke on the significance of the Education Week.

PENNAGARAM.

In connection with the week, Parents' Day of the Board Higher Elementary School, Penangaram, was celebrated on Saturday the 26th October. Mr. S. M. Abdullah Sahib, District Educational Officer, presiding, Sri Sankarasubbiah spoke. Sri G. Rajaratnam proposed a vote of thanks.

DHARAPURAM.

The Tenth South Indian Education Week was celebrated on the 25th October under the auspices of the Local Board High School Teachers' Association. Rao Bahadur S. Venkatesa Iyer, Retired Deputy Superintendent of Police, presided. Sri. K. S. Srinivasa Iyer, Headmaster and President of the Association, and Sri. G. T. Isaiah, Headmaster, Methodist Mission Boys' Training School, spoke on the aims of the Week and other educational problems. Sri. S. Thirumalachariar, Sri.

T. V. Subramania Iyer and Mr. M. G. Alauddin Sahib were other speakers. The president spoke about the need for maintaining in schools and hostels discipline combined with freedom and said that parents would very much like the issue of monthly progress reports. Sri S. Gopalakrishna Iyengar proposed a vote of thanks.

SATYAMANGALAM.

The Education Week was celebrated in the Board High School, Satyamangalam on Thursday the 24th of October and the next two days. The first day's proceedings commenced with the procession of the school children (including the boys and girls of the local Elementary Schools) throughout the principal streets of the town. After the procession there was a lecture by the local Health Inspector Sri. A. N. Vydyanatha Ayyar on 'Physical efficiency.' Sri. M. Siluvaimuthu Chettiar, B.A., L.T., the Headmaster of the High School presided. On Friday the 25th of October there was a demonstration of physical activities by the boys and girls of the High School and of Yoga Asanas by some of the members of the Local Arya Vysia Sangam. Then Sri. C. S. Sivaramakrishna Ayyar, an Assistant of the High School addressed a public meeting on "Education and the present world." H. C. Brown Esqr., Assistant Conservator of Forests, Coimbatore, presided.

The last day's meeting began with action songs, and dances by the girl pupils. Sri. C. Ramachandran, B.A., Hons., Revenue Divisional Officer, Gobichettipalayam presided. The elite of the town, including parents, were present in large numbers. Sri. C. K. Marudachalam, B.A., L.T., Science Assistant of the High School spoke on 'Parental Co-operation'. A number of parents readily responded, expressing their readiness to co-operate with the staff of the High School in all matters conducive to the welfare of the institution. Sri K. K. Subbanna Gowder, the Vice-President of the District Board, Coimbatore, inaugurated the Parents' Association of the High School.

The meeting came to a close at 8 p.m. with the singing of 'Vande Mataram.'

SALEM.

Under the auspices of the Salem District Teachers' Guild the Education Week was inaugurated by Sri. N. Chandrasekhara Iyer District Judge, Sri. R. M. Sundaram, I.C.S., presiding. Sri. Chandrasekhara Iyer delivered an address on "Education and the Challenge of the crisis." He observed that education and culture had not proved effective in preventing the destructive warfare in Europe, due to wrong methods of Education. He differentiated between education and culture and said that though one could exist without the other, a combination of the two was highly desirable. Science had become to-day a source of annihilation instead of protection and it was an instance of the clear abuse of power and knowledge. He next referred to the war and the duty of India to help Great Britain. Sri. R. M. Sundaram said that due to the refusal of certain nations to make small sacrifices the League of Nations had become extinct and the present conflagration in Europe had assumed huge proportions spreading in all directions. At a time like this the duty of all educated persons was to support the right cause. Education must help one to develop independent and individual things. The Dictators refused that privilege and there was no other course but to fight them and crush the forces of evil. He endorsed the lecturer's appeal to help the war effort of the Government. Sri. A. V. Sundaresa Iyer proposed a vote of thanks. On Friday the 25th November, Compulsory education Day was observed and at a meeting held at Shevapet under the presi-

dency of Sri. T. A. Lakshmana pillai, Sri. A. Ramaswami Gounder, principal of the Salem College, spoke on "Education and the Challenge of the Home." Cloths were distributed to poor pupils.

The concluding meeting of the Education week came off on 26th November in the hall of the G. H. M. High School under the presidency of Dewan Bahadur K. Sundaram Chettiar, Retired High Court Judge when Mr. D. P. Collins of the London Mission, spoke on "Education and the Growing mind." On 22nd a public meeting was held under the presidency of Mr. G. L. Lobo, Divisional Inspector of Schools who said that there was nothing radically wrong with the present system of education and that defects in the system could be rectified. Advising teachers he said that instead of carrying propaganda during the Week, they should undertake practical work and produce concrete and substantial results and that during the Week they should plan for future work. Dewan Bahadur K. S. Ramaswami Sastriar also spoke. Mr. S. Lakshminarayana Iyer proposed a hearty vote of thanks.

OMALUR.

Sri J. A. Koil Pillai, Thasildar, inaugurated Education Week and Sri Kalyanasundaram Pillai, Deputy Inspector of Schools, spoke on the aims and objects of the Week. Sri Ayyaswami Iyer presided over the concluding day celebrations. Sri. V. Dorai swami Iyer and Kalyanasundaram Pillai spoke on adult education. Sri. V. Moses Pillai proposed a vote of thanks.

NAMAKKAL.

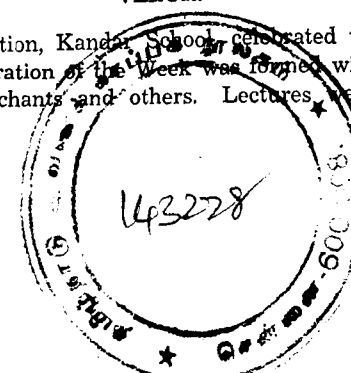
The celebrations were inaugurated by Sri. V. Ramanathan, I.C.S., Additional District Judge (Bihar). Sri Lakshmana Chettiar, Head Master of the Board High School, welcomed the gathering. On Tuesday Sri. Srinivasa Iyengar, Vakil, spoke on "Education and the challenge of the Home." On Wednesday Sri. S. V. Chandra Mowleswara Iyer spoke on "The Study of History and its national importance." The Rev. Morting spoke on "Education and Society." There was a very interesting programme of physical activities and group games by pupils on Friday. Dr. V. S. Sambasivaia spoke on "Education and physical efficiency." The parents' Day was celebrated on Saturday before a large gathering of parents and others. Sri. Ramaswami Iyengar delivered an address. There was a lively musical programme in jalatharangam and on the flute by a teacher.

RASIPURAM.

Education Week was observed at Rasipuram from October 25th to 27th. On the first day Sri. N. C. Gopalaswami Iyengar spoke on the importance of education and the need for co-operation between teachers and parents. Lectures were delivered on other days by Dr. C. Muthuswami and Sri A. Muthuswami. On the concluding day Sri M. K. Swaminatha Iyer, Head Master, Board High School, inaugurated a tree planting campaign.

VELUR.

The Teachers' Association, Kandar School, celebrated the Week for five days. A committee for the celebration of the Week was formed with the help of the leading citizens, officials, merchants and others. Lectures were arranged on all the



five days and problems connected with "Modern Education and the Challenge of to-day" were discussed. On the last day, the Health Officer delivered a lecture on Physical Education.

DHARMAPURI.

The Teachers' Association Board High School Dharmapuri in co-operation with the Local Elementary School Teachers' Association, celebrated the Education Week. On 24-10-40 there was a meeting of Teachers, students and the public in the High School Hall. Sri. Nilakanta Sastri District Munsiff presided. The District Educational Officer Salem, Janab Saik Abdullah Sahib Bahadur was present. Sri. S. Krishna Sastri delivered lecture on "Education and the challenge of To-day." After the closing speech of the Chairman Sir R. Rajagopala Ayyangar, Secretary of the High School Teachers' Association proposed a vote of thanks.

ATTUR.

The Education Week was organised at Attur by a committee with Sri. S. S. Thyagaraja Ayyar Deputy Inspector of schools as Chairman. On 21-10-40 under the presidency of Sri. Balasubramania Aiyar, B.A., Sub-Magistrate, Attur, Sri S. S. Thyagaraja, Ayyar, B.A., L.T., Deputy Inspector of schools delivered a lecture on the Battle against illiteracy." On 22-10-40 Sri A. Bhuvarama Murthi Achar, B.A., B.L., delivered a lecture on 'Present Day Education and Parent's duties.' The Deputy Inspector presided. On 23-10-40 under the chairmanship of Rev. T. Narasimhan Sri. K. R. Radhakrishna Ayyar, B.A., B.L., delivered a lecture on 'Education and Society'. On 24-10-40 there was a magic lantern show. On 25-10-40 Sri. K. Subramania Chettiar, B.A., L.T., delivered a lecture on 'Wardha Scheme of Education.' There was Scout display by the Scouts of the High School. On 27-10-40 Sri. A. Rahmaddin and Sri. Navanithan, gave a talk on 'Physical Exercise'. Janab Abdul Gaffur Sahib presided.

XXXII MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, RISHI VALLEY

At a meeting of the Executive of the Chittoor District Teachers' Guild held at Chittoor on 9-11-40 with Mr. J. Daniel in the chair, a provisional Reception Committee was formed with Mr. G. V. Subba Rao, M.A., Principal of the Rishi Valley High School as the General Secretary of the Committee. Various Sub-committees were also set up to begin the work of the Conference in right earnest. Reception Committee members are being enrolled and the promises so far are very encouraging.

It is also proposed to run a Refresher Course for elementary school teachers. The details will be worked out and early announcement made. The other conferences that are generally held along with the Provincial Educational Conference will also be held.

It is the aim of the Reception Committee to make the Conference as successful as possible and it is hoped that a very large number of delegates will attend the Conference.

Suggestions for the Conference are invited and may be addressed to the Secretary of the District Teachers' Guild, Board High School, Chittoor.

THE TEACHERS' BOOK-SHELF

An Introduction to Chemistry. Part I Inorganic Chemistry Parts II and III Physical and organic Chemistry. By A. C. Cavell B.Sc., B.A. Senior Science Master at Uppingham School,—Macmillan & Co., Ltd., Price Part I, 6 sh. Parts II & III 4 sh.

Part I deals with Inorganic Chemistry and we are told in the preface that it is of the school certificate standard. Writing an elementary text book in Chemistry places the author in a difficult position as the syllabuses in the subject do not contemplate a study of certain fundamentals like the atomic and molecular theories, Electrolysis and ionic theory and the periodic classification of the Elements. The author however has done well to include chapters on these topics and it has made possible for the book to be as complete as possible.

Historical notes are given at the ends of the chapters and they are so written as to stimulate interest. A noteworthy feature of the book is the inclusion at the end of the appropriate chapters details of practical work. Such instructions are given for as many as 72 experiments. The questions given at the end of each chapter will be found very helpful. Most of these questions are taken from the various school certificate examinations.

Though this book is not written in accordance with the Madras S.S.L.C. syllabus, it can be used with advantage by our pupils. The language used is simple and the presentation is interesting.

Parts II and III is designed to serve as an Elementary introduction to the study of Physical and organic Chemistry.

Three Famous Tales.

This is a useful publication by Messrs G. V. K. Swamy and Co. The tales have been written by a distinguished South Indian of the Indian Civil Service.

The author has for two years past been contributing to the Swadesamitran Weekly tales of Ancient India in Tamil. These tales are written in English. The tales given do indeed relate to three famous Royal Families. These are shining examples of the priceless virtues of Truth, wifely love and filial affection. These tales are made refreshing with suitable and simple verse compositions. These books deserve to be included in the High School Class Libraries.

It is hoped that more such publications of his ancient tales are made available to the student population. I wish that this and other such publications are made attractive with illustrations.

V. J.

A Junior English Course.—By F. T. Wood.

Messrs. Macmillan & Co., are fortunate enough to get the continued assistance of Mr. Wood, the able Grammarian, whose other works have been reviewed by me already in "The South Indian Teacher". To cope up with the difficulties of both the teachers and the pupils is rather a difficult task. The exercises are simple and at the same time judiciously set up to meet the requirements of our Middle Schools.

I would strongly recommend this latest contribution of Mr. Wood to the lower secondary boys of our schools in general, and to the members of the teaching profession in particular. The book is complete in all aspects as to be prescribed for the III Form in our Secondary Schools.

K. NATESAN, B.A.

Adventures into Literature.—Books I and III—Edited by George Noyle and R. P. H. Blore—Macmillan & Co.

These two books are general knowledge texts, containing prose extracts from contemporary writers on modern subjects of topical interest such as speed, travel, adventure, nature study etc. The selections are scrupulously graded in order of difficulty. But the difficulty is that they cannot be prescribed as class Text books, as they are full of prose extracts only. Intelligent teachers may utilise these books simply for library class-work in the High School classes. Such books are the need of the hour. They are no doubt rare. Practical assignments are given in the study sections at the end of the Books. The exercises and the appended glossary are of new patterns. The literary puzzles introduce the readers to standard writers. The books are wonderfully got up.

K. NATESAN, B.A.

Upper School Algebra.—Abridged and Revised Edition of Hall & Knight's Higher Algebra—By L. Crosland (with or without answers—Published by Macmillan and Co., Price Rs. 6).

Higher Algebra by Hall and Knight needs no introduction to the school world of Mathematics. This book is intended for the 'non-specialists' who take up an 'advanced course' in Mathematics. The author, in the course of his revision, has made a judicious selection of topics, omitting several of the chapters in Higher Algebra and slightly changing the order of the others found therein.

The treatment of the topics is lucid and the worked out models in each chapter are such as to guide the students in our intelligent grasp of the subject while discouraging and giving little scope for "parrot-like" repetition of processes. The problems in each exercise are varied and adequate and provide ample material for the average and intelligent student. "A few questions set in Higher School certificate Examinations" have been included.

Sections on Complex Numbers, Limiting Values and Vanishing Fractions, Convergence and Divergency of Series, Exponential and Logarithmic Series, give the students a taste of the scope and vigour of Higher Mathematics.

The printing and the get-up of the book are good. The book will be highly useful to students and teachers of the Higher School Certificate and Junior College Classes.

V. A.

Living Geometry by S. A. Husain, B.A. (Hons.), L.T., (for Classes IX, X,—The Indian Press Ltd., Allahabad—Price Re. 1-8-0).

The book under review strikes new ground and covers the syllabus for the High School classes by adopting a novel mode of treatment of the subject.

Theorems are grouped under broad heads and the actual, logical proof of the truths is left to the students. Can it be denied that even to-day the subject is sometimes taught in such a way that "the student is a mere recipient of so many methods and formulas dictated by the teachers". Very often the student is led or from step to step blindfold and finally the Q.E.D., is flung upon him. This book omits or reduces to a minimum proofs of theorems and the student is made to discover things for himself, draw his own inferences and give his own judgment. Exercises, practical, numerical and theoretical, enable the student to see "a closer connection between their geometric study and the realities of life around them." The easy, conversational style, the Recreation Problems and the Chapter, "Side-Trips in Geometry" with a section on "A Glance at the Stars" are highly refreshing.

Whatever the orthodox teacher of the subject may feel about the suitability of the book as a text for High School classes from the purely narrow standpoint of formal examination purposes there is no gainsaying the fact that the book aims at making the subject interesting and stimulating.

V. A.

Essentials to the study of Nature and simple Biology—By Kate Harvey Publishers: Messrs. Macmillan & Co., Price 1sh. and 9d.

The teaching of general science in schools is becoming more popular and there is a general feeling that the text-books on that subject do not open the eyes of the pupils to the wonders of nature. It is necessary that the curiosity of the pupils should be stimulated at an early stage and that he should be enabled to observe things for himself and to take interest in the study of living things. The book under review which forms a part of Macmillan's easy study series tends to create a general interest in the study of living things. Several interesting facts about the plants and animals and about their structure and functions are given in a simple and attractive form. The numerous illustrations found at different places have been very carefully drawn. Books of this type should find a place in the Library of each school and the pupils should be encouraged to study these books. Any encouragement along this line will have a very good stimulating effect and the study of science will be helped to a considerable extent. The get-up of the book is very good.

M. S. S.

Our India—By Minoo Masani, Publishers: Oxford University Press, Price Rs. 2-12-0.

This is a very interesting Book which gives in an attractive manner information on the present condition of India. The position is explained by a number of telling illustrations which are sure to attract the attention of the Readers. The spirit behind the book is just to impress the readers with the great potentialities of India. The author makes it clear that the improvement of the country lies in our own hands and if modern methods be adopted in regard to agriculture and industries, India will be able to take its proper place among the proud nations of the World. The book under review will be read not only by adults but also by students in schools and colleges. It will be of great help towards National Regeneration if the book be rendered into the South Indian languages. The accumulated picture presented in this book is associated with a feeling of optimism and there is every likelihood of the young people becoming alive to the necessity for carefully thinking and acting at the present moment. The Author and the Publishers should be congratulated on the excellence of the book.

M. S. S.

PRACTICAL APPLICATION OF RECENT LAC RESEARCH

Methods of applying the results of recent research to new industries based on shellac are described in "Practical Applications of Recent Lac Research" (Price Rs. 1-8-0) just published by the Indian Lac Research Institute at Namkum (Ranchi).

Researches undertaken recently at the Indian Lac Research Institute and the London Shellac Research Bureau have shown that there are many avenues for the application of shellac to new industries, and tests with pilot plant have proved the commercial practicability of the new processes described in this book, which gives detailed working methods with illustrations of the equipment required and the detailed costing data.

The book describes the processing of lac to provide cleaner, standardised raw material; the manufacture of moulded articles, specially for electrical goods; adhesives for glass, sealing wax, oil varnishes, baking varnishes; lacquers and spirit varnishes. The newly discovered method of applying a shellac coating by hot-spraying is described at length and these are chapters of miscellaneous uses of shellac and improvements in the cultivation of lac disclosed by researches at the Institute.

The preparation in India of certain chemicals for the large scale development of shellac plastics is described in appendix and there is a comprehensive bibliography for those interested in studying the research publications based on which the practical methods have been formulated. The equipment necessary for the various industries is illustrated by 22 figures most of which have been drawn from or are photographs of plant in use at the Institute.

THE TRICHINOPOLY DISTRICT TEACHERS' GUILD—GOLDEN JUBILEE CELEBRATION

The Golden Jubilee will be celebrated according to the following programme.

Thursday 19-12-40. Opening of Educational Exhibition.

Friday 20-12-40. District Educational Conference

Saturday 21-12-40. Unveiling of Portraits, Reading of Guild Report, and Jubilee Address.

THE SOUTH INDIAN RAILWAY CO., LTD.

TRAVEL NEWS : OCTOBER 1940.

The following educational institutions organised excursions on this Railway in October 1940:—

Board High Schools, Tirukoilur & Panruti.—93 members went on an excursion to Madura, Tinnevely, Tenkasi, Varkala and Trivandrum between 27-9-40 & 9-10-40.

Sabhanayaka Mudaliar's Hindu High School, Shiyali.—46 members went on excursion between 30-9-40 & 6-10-40 and visited Trichinopoly, Madura, Tenkasi, Varkala and Trivandrum.

Banadurai High School, Kumbakonam.—63 members went on excursion between 1-10-40 and 5-10-40 visiting Trichinopoly, Srirangam, Erode and Mettur Dam.

Agricultural College, Coimbatore.—45 members went on an educational tour to Melalathur, Bangalore, Hosur etc., between 1-10-40 and 16-10-40.

S. B. K. High School, Aruppukkottai.—93 members went on excursion between 1-10-40 and 6-10-40 and visited Tenkasi, Tenmalai, Punalur, Quilon, Trivandrum and Tinnevely.

Municipal High School, Salem.—58 members went on excursion to Cochin, Calicut and Mangalore between 1-10-40 and 8-10-40.

Pasumalai High & Training Schools.—89 members went on excursion to Trivandrum, Varkala, Quilon, Punalur and Tenkasi between 8-10-40 and 13-10-40.

P. S. High School, Mylapore.—71 members went on excursion to Gingee, Chidambaram and Cuddalore between 1-10-40 and 4-10-40.

Board High School, Udumalpet.—60 members went on excursion to Mettur Dam between 30-9-40 and 2-10-40.

Physical Culture Central College, Bangalore.—33 members went on excursion to Cochin and Trivandrum between 4-10-40 and 16-10-40.

Raja's High School, Ramnad.—39 members went on an educational tour to Dhanushkodi and Rameswaram between 5-10-40 and 7-10-40.

School for the Deaf and Dumb, Palamcottah.—53 members went on excursion to the Papanasam and Courtallam falls between 10-10-40 and 12-10-40.

Board High School, Lalgudi.—190 members visited the Cement Works at Dhalmiapuram on 15-10-40.

Carmel English High School, Kottar.—94 members went on excursion to Madura and Tuticorin between 9-10-40 and 11-10-40.

S.M.S.M. English High School, Suchindram.—84 members went on excursion to the Papanasam and Courtallam Falls, Varkala and Trivandrum.

Government Secondary Training School, Chittoor.—A party of 33 members visited Coimbatore, Erode and Mettur Dam on 21-10-40 and 22-10-40.

St. Josephs College High School, Trichinopoly.—A party of 36 members went on excursion to Tanjore on 3-10-40.

EDITORIAL

Contract:

In his proceedings Number 5167/40 of the 6th November 1940 the Director of Public Instruction observes "As the execution of the agreement for stated periods practically defeats the purpose for which the agreements are intended, namely, to ensure *the stability of the services of teachers*, practice of agreements being entered into by the managements of schools with the teachers for a definite period should be forthwith stopped." The Director has requested the inspecting officers to see that managements of schools do not "resort to these devices and to instruct such of the managements as have entered into agreements for definite periods to execute fresh agreements without limiting the period." Time and again the Union has been representing to the authorities, that the contract has not served its purpose, that it is only serving as a convenient legal device for the termination of the services of teachers on grounds other than Educational. A resolution on this subject is a hardy annual and at every Provincial Educational Conference the Union had reiterated its demand for an Arbitration Board and a revision of the Contract on lines which would ensure security of tenure of the service of teachers. On several occasions the Union has pointed out to the authorities how teachers who have reached the maximum happen to be served with notice if they do not choose to receive a reduced salary. In our last issue we published an account of a case of wrongful notice which came up before the High Court and was decreed in favour of the teacher appellants. Our readers will be glad to know that the Director of Public Instruction has made it plain in the proceedings referred to that the purpose of the contract is to ensure the security of tenure of the services of teachers. We trust that he will lose no time in pursuing the question still further and in consulting the Advocate-General regarding the provisions necessary for enforcing the decision of the department. We appeal to the Director to give due consideration to the resolution No. 11 passed at the last Provincial Educational Conference and to the memorandum on this topic presented to him by the Union.

To Our Readers:

With this issue for December we shall be completing the 13th Volume. On this occasion we should like to take our readers into our confidence and tell them how it is becoming difficult to carry on the work of the

journal. The cost of paper has increased but our subscription remains very low. The only income for the journal is the subscription from members and advertisement charges from our good friends. The income is limited and it is unfortunate that our subscribers should be delaying the payment of their subscription though it is payable in advance. It is very sad to note that as many as 200 of our subscribers have yet to pay their subscription for the current year. It is no pleasant job for us to send reminders and we hope our subscribers too do not feel happy about receiving reminders. We take this opportunity to request all our subscribers who have not yet sent their subscription to send it at once. This will make it possible for the Union to carry on the work of the journal without needless worry and anxiety. With a view to cutting down expenditure we are compelled to issue this as a double number. But we shall issue the January number on the 31st December 1940. Some of our readers have been complaining that the present system makes them feel as though the journal is very belated in its appearance. We trust the change will give our subscribers the feeling of up-to-dateness, for now they will get their copy on the 1st of the month to which it relates.

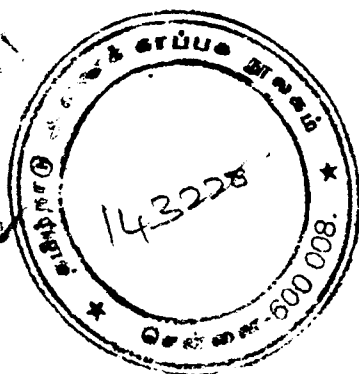
We are also planning to have a series of Class Room articles in the coming year and we hope this feature will be appreciated by our readers.

The Five Lamps of Education:

In his Presidential address at the Nineteenth United Provinces Secondary Education Conference held at Dehra Dun on the 7th October, Principal P. Seshadri, outlining the basic principles which should guide a teacher, enunciated the Five lamps of Education. He gave the place of honour to the *Lamp of Knowledge*. For a teacher to feel confident, to be precise and accurate, nay to be effective and successful he should be well acquainted not only with the subject but with the methods of imparting instruction. The *Lamp of Love* is quite necessary to light up the teacher's path; for the teacher is like a good gardener, "whose persistent endeavours and vigilant watchings enable individual flowers to blossom into their beauty of shape and sweetness of perfume." Teachers should well remember that knowledge cannot be acquired in an atmosphere of fear. Allied to the Lamp of Love is the *Lamp of Joy* without which, as Principal Seshadri points out, "All Educational work must be depressing to the taught as well as to the teacher." The teacher must be a centre of Joy in the class room, radiating cheerfulness to every child. The teacher's personal example, his sense of duty, scrupulous adherence to truth, his self-respect and dignity—are qualities which have a more profound effect upon his pupils than his learned moral exhortations. Hence

the teacher must be guided by the *Lamp of Truth*. However eminent his intellectual qualifications the teacher cannot be too careful about his behaviour or conduct if he should aim at success in his work. "He is always in the lime-light like a well-known public man, being watched every minute by the argus eyes of the young people who surround him. The need for high principles is all the greater in his case, as his example is infectious." All these mean that the teacher's life should be lit with another and sustaining lamp—the *Lamp of Sacrifice*. Principal Seshadri does not advocate the sacrifice of material comforts, the sacrifice innate in the Philosophy of exalting poverty in the case of teachers but he says "A good teacher wears his life out in the service of those who are entrusted to his charge and in a sense may be said to build up other lives at the expense of his own. What greater sacrifice can be expected of any profession?—In no other profession is there such need for loftiness of aim and high ideals—It is idealism which makes the teacher's work yield its highest fruit and is responsible for lifting education behaviour to Real success."

To those who still ask why they should join the professional organisation, Mr. Seshadri has his answer. He says: "If you find that you are not able to exert your leadership even in educational matters, that you are in a state of helplessness, unable to combat unhealthy restrictions which may be imposed on you and that your conditions of work and service are far from satisfactory, the responsibility will be largely yours." And so, rightly does he conclude. "It is only with persistence and organised work that you will be able to achieve the aims of your association and improve your status in the community."



A TRUISM THAT BEARS REPETITION.

Even the best workman is handicapped if his tools are not of the right sort. Similarly, a teacher is put to no less disadvantage if the textbooks he has to use are anything but the best of their kind. This is, no doubt, a mere truism; but it bears repetition so long as even a few compilers of worthless school books manage to ply their trade.

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