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XV

Regd. No. M. 2347

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The South Indian Teacher

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

116

MARCH, 1942

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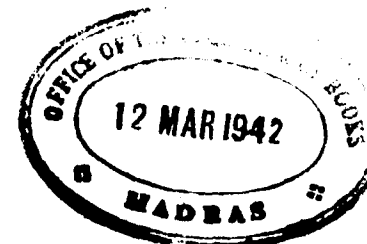
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THE SOUTH INDIAN TEACHER

Vol. XV

March, 1942

No. 3

*I BECAME A TEACHER

By

PRINCIPAL P. SESHADRI, M.A., M.B.E.

The choice of a career is a serious problem to many young people, particularly in these days of over-crowded professions, but when I took my degree about thirty-five years ago, at the early age of nineteen, the question presented no serious difficulties to me. I had made up my mind, even as student at College, to be a Professor and if possible, a Principal, and had worked up, by specialized reading in my subject and similar means, to achieve such a consummation. I considered myself already dedicated to the teaching profession and nothing would make me swerve from the resolve. Having done well at University examinations and won several medals and prizes, my friends and relations were anxious that I should enter some lucrative profession or other. The lure of the legal profession was there with all its prizes, of distinction and material rewards. Successes at some competitive examination was also possible, opening out attractive prospects in Government service. But I set myself definitely against any such temptation and wished to be a teacher, to the dismay of my well-meaning friends! They could apparently understand a person being driven to the teaching profession, when others had failed him, but not one choosing it so deliberately and almost so foolhardily, in their opinion, as I did. I got what I wanted and I was taken on to the teaching staff of my College, curiously enough, the very next day after the convocation held for conferring Degrees. I have been in the profession now for more than three decades and I have found a sense

*Radio talk from the Delhi A. I. R. station, published by the courtesy of the Broadcasting Authorities.

of joy and happiness in it which I should like to convey, at least in some measure, to the teachers who are now listening to me.

It is difficult to analyse clearly the reasons responsible for this choice, especially at this distance of time, but I may confess that the love of books and reading was apparently the dominant reason. If one was fond of books and anxious to pursue scholarship, where was the profession more suited to the purpose than that of teaching? You lived, moved and had your very being in the world of books. At least in colleges, routine did not seem a great burden, or so I thought, and I settled down to work with a feeling almost of triumph. In spite of annoyances, pin-pricks and even serious ups and downs, this had been the basis of my happiness. With the extensive private library I have since built up for myself, I feel that I cannot be dislodged easily from this world of joy and romance. It is perhaps the secret of my zest in life and cheerful outlook on the world.

It was not long, before the second aim of my professional life took strong possession of me. Contact with hundreds of young people, every day at College, was exercising its fascination and I seemed to find great satisfaction in endeavouring to make their minds more enlightened and their lives brighter, winning their esteem and affection. There are few joys in the world comparable to witnessing beaming young men crowding round you, gratitude and affection obvious on their faces for the new worlds you have opened out before their vision. I have always felt very highly inspired by the well-known Hindu legend, of the student who was cursed by his master's daughter, being crossed in love, on the eve of his leaving the *ashram* after the completion of his studies: the curse was that he should not be able to benefit by the learning he had acquired, but as he declared proudly, he would make it live in others! The large number of students I have had in various parts of India, some of whom have done extremely well in life, as Ministers of States, leading Advocates, Principals of Colleges and Public Leaders are a source of great happiness. Such examples are visible demonstrations of a teacher's handiwork, highly satisfying to his sense of effectiveness.

A later aim which has stood by me strongly in recent years has been the desire to advance the status of the teaching profession and enhance its efficiency, so that it can take its due place in our national life. For years, I have tried to organise the profession in India, so as to secure for it the conditions of service and material emoluments so necessary for the efficient discharge of its duties. If I have pleaded

for better conditions of service, it is even more, in the interests of educational advancement of the country itself than in the interest of individual members. As President of the All-India Teachers' Federation, I have gone round the country rousing teachers to a sense of their responsibilities and urging them to higher standards of efficiency, culture and character.

It is not the purpose of this talk to attempt to recruit members for the teaching profession, but I may perhaps invite attention to some of its attractions, nobody being more conscious, at the same time, of its many handicaps than myself. It is a life of learned leisure, particularly in colleges, though the popular notion that professors are lucky because of the many holidays and the comparatively small number of hours of work is entirely wrong. A successful professor's work consists largely of his preparation for lectures and his efforts at keeping himself up-to-date in his subject. It is also a mistake to imagine that the average schoolmaster is under no such obligation, as there is no stage of educational work in which scholarship does not tell, methods of teaching requiring as much cogitation as the study of the subject itself. But one whose ambition is to be a student all his life and drain the cup of knowledge to its very lees, has better opportunities in the profession, than in any other. It is also his privilege, to pursue a peaceful vocation which is not usually subject to excitements and upheavals and the even tenor of his life need not be disturbed, unless he chooses deliberately to involve himself in trouble. It is a life free from temptations and capable of guaranteeing conditions conducive to the highest integrity and character. If a profession has to be judged by the test of service to humanity, there are very few which can compare with it. The task of shaping the younger generation to noble ends, to ensure a great future for the country is one which ought to evoke the highest impulses of patriotic service. It is true that the material rewards of the profession are notoriously poor, almost all over the world, though conditions are better in such countries as Britain and the United States of America. But after all, it is common experience that money does not necessarily secure happiness and the ideal must be a profession which gives ample opportunities of service and an occupation congenial to one's own tastes. The teacher must feel proud of his destiny, as the custodian of his people's culture, the moulder of the younger generation and the real hope of his country's future.

It is difficult to speak on such a personal subject as this, without seeming somewhat egoistic, but I am happy when I realise, that in the words of the poet, I have wrought "upon the plan that pleased my

boyish thought." And any success I might have achieved in the profession should be attributed largely to definite principles I have always had in view and endeavoured to practise to the best of my ability. I have often spoken of what I have called the Five Lamps of teaching, the principles which ought to guide our profession. First is the Lamp of Knowledge, the desire for scholarship and the acquisition of all the information one can, on one's own subject. Next is the Lamp of Love, as the work of the teacher requires intense affection and sympathy and the most intimate personal interest in the growth of the students entrusted to his charge. There is, again, the Lamp of Joy it being necessary that all instruction should be imparted in an atmosphere of cheerfulness, if it is to achieve any success. The Lamp of Truth is the principle that the teacher should be an embodiment of the highest character possible and be a real model of honour and good conduct to his pupils, besides being an exponent of intellectual subjects. I have also been guided by what I may call the Lamp of Sacrifice which has taught me, that the teaching profession is one which may demand one of the highest kinds of sacrifice, the obliteration of one's own personality for the growth of other lives we have endeavoured to build up.

If I have not done badly myself, even as far as material rewards go, according to Indian standards, it distresses me beyond measure to realise that a large number of my profession in this country work under conditions of service, calculated to ensure neither ordinary physical comfort for themselves, nor suitable opportunities for the advancement of their children. Such an extensive and fundamental profession as that of teaching should not however have to rely on the sense of sacrifice, on the part of those who wish to enter it, but must guarantee prospects of contentment and happiness in service. Though my endeavours in this direction have been rewarded by the affection and confidence imposed in me by the members of my profession all over the country, who have repeatedly elected me President of the Teacher's Federation for the last fifteen years, I have been oppressed by the inadequacy of the benefits obtained to the profession.

As was only to be expected, there have been disappointments which have, sometimes, imposed a severe strain on my faith. Administrative routine, as Principal, has sometimes gravely interfered with the pursuit of scholarship. While the younger generation has, on the whole, responded with affection and gratitude, there have been occasions, when their loyalty seemed to be directed to leaders outside their own world, who have only exploited their innocence and immature enthusiasm. It has sometimes seemed really difficult to work for the building up of

ability, character and good citizenship, without effective co-operation on the part of our young men and the homes from which they come. The shortcomings of some of the members of my own profession have filled me with inexpressible regret, having noticed lamentable fallings off, from high standards of conduct and sense of duty to the younger generation entrusted to their charge. The absence of the adequate recognition of the multifarious educational needs of our country, by some of our public leaders, has also been another disappointment.

But taken all in all, I have found in my work as a teacher a happiness and satisfaction which I cherish as a great fortune in life. As far as the profession is concerned, I can say with the poet, without any breach of modesty:

I have not paid the world
The evil and the insolent courtesy
Of offering it my baseness as a gift.

I can also say, in conclusion, that if I started life again, with all the experience of these years, and a knowledge of the profession's handicaps and limitations, I would again become a teacher, without the least hesitation. Nothing would please me more, than that these experiences of mine may serve, at least in some little measure, to brighten the path and hearten the spirit of my brethren in the great profession, to which I have the honour to belong!

THE 33RD PROVINCIAL EDUCATIONAL CONFERENCE, VELLORE

Sri K. Rangaswami Iyengar, B.A., B.L., L.T., Headmaster, Hindu Theological High School, Madras, who has been elected President of the Conference by the Associations affiliated to the South India Teachers' Union, to preside over the Conference to be held at Vellore, in May, 1942, has kindly consented to preside.

Many important problems such as re-organisation of Secondary Education, Post-war Education and Education in Dangerous areas, are likely to come up for discussion.

Further details of the Conference will be published later.

PROBLEMS OF ADOLESCENCE—VI

EXTRA-CURRICULAR ACTIVITIES

By

P. S. RAMASWAMI, M.A., B.T., DIP. (GEOG.)

Adolescence is the best period to develop corporate life in schools by means of extra-curricular activities. "The nation," says Dr. Bagley, "is a community of conduct. National traits are prejudices or tendencies towards certain typical forms of conduct, common to a given people." Education must perpetuate these common prejudices, tendencies, ideals, and standards.

Religious and moral motives inspired English Public School reform at the beginning of the 19th century. In this reform corporate responsibility of a man to his fellows played a decisive role. Thomas Arnold of Rugby attempted to direct individual efficiency into the social. He was not alone in the field. Experimental psychology was heading towards this direction. "The older psychologists treated their subject as limited to the study of the mature human individual.... A further advance is marked by the appearance of collective psychology," said Prof. Adams in his Presidential Address to the British Association, Dundee, in 1921. Prof. John Dewey in "School and Society" gave a strong impetus to the idea of corporate activities as a legitimate part of educational programme. The idea of the school as a social unit, and the attempt to realise this idea in the life of the students have not yet fully developed, though the results of social experimental psychology are increasingly effecting changes both in educational principles and methods.

The march of civilisation carries our own days to the end of the period of forty years of exploitation, building, and expansion. To prepare children to grow for an efficient social life should be the end of education. If that process be the battle then the school becomes the thickest part of the battle-ground. The five or six hours of class-room routine forms the formal life of the adolescent at school. Within the narrow arena of the class-room the adolescent must grow up in the lustiness of youth and enlarge his mental and spiritual horizon. But the class-room routine with the several weekly and fortnightly

tests presents him only a stereo-typed form of opportunity, calling forth his utmost in courage, perseverance, and organisation; it gives little room for freedom and originality. Hence the need for activities outside the class-room, where through conflict and agreement, under suggestion and repercussion of personalities always judiciously directed by a teacher, both the habit of a scientific spirit of mind, and scientific formation of dynamic, wholesome habits may be accomplished. Extra-curricular activities are therefore essential to the programme of adolescent education by the living of life, in order to insure the full stature and strength, and development in ideals and habits of corporate life.

The true learning of anything consists in realising it in action. Learning to live must be through life itself. If life is going to be democratic schools must provide for the adolescent of to-day training at democracy by making its extra-curricular activities democratic. Then one will be able to take his place fittingly in the adult democracy of to-morrow. The raw adolescent must be shouldered with responsibilities; must be thrown amidst organised rules and regulations. He must be led unostentatiously, from a position where he cannot control and direct himself, to one, where, through direction and experience, he is complete master. Thus, he will learn that in an organised society he cannot exist by himself. Where, through extreme shyness or extreme individuality, he might wish to hold himself apart, he will gradually arrive to where co-operation becomes an aid and a pleasure. He will realise that he is a small but an influential member of an organisation; he has his vote, his duties and responsibilities of the management of school Government; and thus the school forms a large part of his interests. His powers as a member, his interests and responsibilities in the school will teach him the value of obedience to law and order, not as a submission but as a community policy of safety and peace. Thus, through the adjustment of these habits and ideals of self-direction, co-operation, interest, and obedience and appreciation of law and order, he will develop powers of initiative and leadership in some activity according to his hereditary inheritance.

To establish, urge, and guide these activities properly, the teacher must realise certain fundamental principles. No activity set afoot will live and grow unless the students themselves have reached out for it. It must be their interest and not the teacher's. Both students and teachers must realise that the purpose of extra-curricular activities is to bring drive and interest to the class-room work. Thus the two are complementary, and need not be artificially separated. Therefore a part of the regular tuition hours must be given for the practice

of the school citizen's duties inasmuch as the student must be recognised in every day practical life as a school citizen, if he is to be taught to realise his duties and responsibilities. For the proper working of any activity, a constructive programme must be scheduled, and the powerful adolescent tendencies must be capitalized. If the school is to grow and possess tradition, activities should be so selected as to invite co-operation from the mass of students. But no force should be applied to those who keep out from taking active part, although every student will be found to interest himself in some activity or other if its range is large. These activities must also be considered as the regular programme of the teachers. But it is of basic importance that their presence is felt never as dominators or dictators but always as advisers and sympathetic elder brothers. Without this the organisation is sure to break up.

Sports

Every one notices the physical growth of the adolescent. Though he is surprised and mystified at the rapid growth of his stature and strength, he keenly feels the want of physical activity. He finds himself capable of much physical toil, his own arrangement in this line is ill-regulated. He glories in the wild fling of his rapidly growing limbs. Therefore physical education has been considered from the time of the ancient Greeks and Romans as not only a fit outlet for the adolescent's extra-energy, but also as a suitable design into which it can be adjusted. Efficiency demands a fit and well-developed body. Physical education has play-value of the utmost importance, as it refreshes both mind and body, develops and enlarges interest. It gives him mental training, teaches co-operation, and by submitting himself to the common good he learns to acquire public spirit, to lead as well as to follow. The wide range of athletics provides room for all, and competitions healthily conducted draw out the best in the players. If education is sought in sports and not victory, true sportsmanship which is also true gentlemanliness can be developed. Sports develop unity against a common opponent, and loyalty, and at the same time bring the school into the lime light by the school teams' success.

Prof. Mckown sets forth some of the most important objections to inter-school competitions and suggests measures for remedying the defects. The objections are that inter-school sports competitions benefit only a few belonging to the Senior team, and the student who most needs it gets least of physical exercise. Public interest in these games and sports are attracting commercial and professional interests far removed from the educational. They stand against democracy as they



SRI K. RANGASWAMI IYENGAR, B.A., B.L., L.T.,
Headmaster, Hindu Theological High School, Madras and President-
elect of the 33rd Provincial Educational Conference, Vellore, 1942.

develop an athletic aristocracy who afterwards find it difficult to adjust themselves to democratic life. The adolescent interest leads to narrow specialisation. Thus he fails to gain an all round development. Inter-school sports supremacy, however, should be made to depend not upon the victory of one team from a school but upon the total victory of several teams from the school. This will benefit a larger number of students.

The Home-Room System.

In America there is what is known as the Home-Room system as an important organisation in which the gregarious adolescent can realise his growth. Students are classified according to their most suitable interests. Officers are chosen from among the students. Various committees are appointed to see to the progress of school room study, attendance and welfare of students in general, especially of needy students, and for looking after the school-rooms. Meetings are arranged to discuss Home-Room questions and programmes. Very good results are obtained in the activities of the Home-Room system.

The Students' Council

The Student-Council is another organisation which has found a place in many of our more progressive schools. But some of these are short-lived because they are not based on right principles, and their functions are not properly realised. The chief functions of the Student Council is to train the students through it in the democratic spirit. Such a Council is called by many other names such as the Student Senate, Civic Association, Student Cabinet, and the School Congress. Whatever name we give to it, an organisation helping better participation of the student body in the general conduct of the activities of the school community is certainly an essential need of the school, if it is to train the students in democracy.

Library Control, Etc.

In some schools the idea of student participation in library control is becoming popular. The reason is that teachers find such participation aids to development of interest, a habit of reading, co-operation, courtesy and leadership as a result of discharging library duties. Selection of books becomes an inducement to more interested reading. The importance of school publications has also been widely recognised. They help to foster a spirit of unity and pride to advertise school community activity, to create a tradition, and to influence public opinion in favour of the school. They are an outlet for the students to express themselves and to develop originality. Friendly relationships are esta-

blished with other schools by exchanging such publications. An intellectual brotherhood is thus set up.

Literary societies are probably the commonest form of extra-curricular activities. But care must be taken that no unsocial feelings result, and that literary programmes should hold the interest of the large majority of students. The drama, from immemorial times has been a prominent instrument of education, because youth finds pleasure in it by satisfying his curiosity, change of thought and activity, intense emotional response, gregariousness, sympathy and fondness for approbation by its means. The school drama motivates class-room work and teaches the student the superiority of educational dramas over the cheap kinds of amusements under this name outside the school.

Excursions and trips by students are becoming increasingly popular. It must not be forgotten that the spirit of the excursion counts far more than either the distance covered nor the advertised parts of it. These excursions, apart from their scientific or geographical value, provide the basis for moral discipline if they are well-planned. To elicit the greatest enthusiasm this should better be left in the hands of the students themselves except for guidance when necessary.

Conclusion

Many other extra-curricular activities are pursued now-a-days such as the Boy Scout and Girl Guide movements, the Fire Brigade Team, the Red Cross Movement and so on. But it is the school spirit that must be fostered and developed through these organisations. This should be the hub of all extra-curricular activities. The group spirit must foster and support the individual while the individual should help by acting in a common way to develop group or school spirit. He should be convinced that the school is a good one for him so that he might have the right attitude towards the school activities. The more he appreciates the balance of these activities the more will he be imbued with the spirit of the school and become an enthusiastic exponent of its ideals and activities.

The educator's success depends on the proof the students give of the education they get. They must realise and appreciate the worth of extra-curricular activities by living them whole-heartedly and enthusiastically. Then can the educator be sure that the ground work of corporate life has been well done, the scientific spirit has been steadily and persistently applied to the expression of life in conduct. The adolescent then leaves the school with the strength of confidence and truth to face life's adult battles.

A LOCAL STUDY

By

HELEN T. SCUDDER,
St. Christopher's Training College, Vepery.

(Continued from Page 50 of Vol. XV, No. 2).

DIOCESAN PRESS

It is situated next to St. Mathias Church on one side and St. Paul's School on the other, on the west side of Church Road. The raw materials needed for this industry are ink, paper, steel, lead, glass, chemicals, wood, electricity, coal, etc. These materials come from abroad and are brought here by means of ships, trains and the buses. They have a special blue bus known as the Diocesan Press Van and this carries goods and books to and fro from the station and to other places.

There are about 350 labourers in the Press and they work from 9 a.m. to 1 p.m. and 2 to 5 p.m. The produce depends upon the season. If it is the beginning of the academic year such as June or July they have more work to do and they produce more. At other times the work is less and some workers have very little to do at times.

The labourers' homes are situated in and around Madras City. It is a big factory inside a large building run by a manager. The labourers are skilled and they have to work with great care. The books printed here are sent to the C. L. S. and to Varadachari & Co., and are carried to those places by means of the bus.

There are several machines, and labourers have just to start the machine. The rods are engraved with a letter on each. Letters of the same kind are kept in a box like thing with compartments. Each labourer will be given a manuscript and he has to arrange the letters according to the manuscript. After building up each line, he composes the paragraph. At the end of each paragraph he places a rod to prevent one paragraph getting mixed with another. The letters of a single line are formed on a rod by means of a machine. The whole words needed to make one book are arranged on a big box like thing where it is inked; the impression is then obtained on a large paper. The paper is folded into 4 by means of a machine. It is then stitched and then

bound into books by another machine. The pictures are photographed and this is obtained as an impression on to a paper. These are added to the book wherever necessary.

Electric power is used. Hand power is used in certain sections.

OIL MILL

The Oil Mill is on Vallam Bangaru Chetty Street which is on the Perambur Barracks Road. The Mill is like a big shed with a tin roof. It has no name board. Opposite to the Mill is the Office. Though it has not got the name board, we can easily find it out by the tremendous noise of the engines. When we go inside we find that the floor is not paved with cement but is of ordinary soil.

They manufacture gingelly oil from oil seeds. These oil seeds come from Bangalore and Mysore. From these places the bags of oil seeds come by train and from the station, the manager of this mill gets them in his carts drawn by his coolies. They store all these bags in a part of their mill. When they find that the price of the seeds is cheap, they buy a lot and store them.

Every day the mill runs from 6 a.m. to 7-30 p.m. There are two sets of coolies, one set works from 6 a.m. to 12 noon, while the other set works from 12 noon to 7-30 p.m. At times when there is a great demand for oil, the mill also runs from 2 a.m. or 4 a.m. to 6 a.m. In one day they manufacture 60 tins of oil out of 10 bags of seeds each bag containing 60 measures of seeds. Approximately one measure of seeds give 15 palams of oil. In the whole mill there are 14 mortars. First they fill the mortar with oil seeds and add 10 palams of jaggery and each works for one hour and produce 10 to 15 measures of oil.

There are 70 workers and they are from different parts of Madras, but they are not all natives of Madras. The usual wage for a coolie is Rs. 1-4-0 but on certain days when they work for more hours than usual they are paid extra and according to the work they do. The workers have no opportunity to show their skill because it is all done by machines.

Near the Office they keep some oil and sell it. They send some oil to some shops near by usually. They also send sealed tins to places like Villupuram, Chingleput, Nellore, etc. One viss of oil costs 9 annas and therefore one maund costs Rs. 4-8-0. One tin costs Rs. 6.

They buy white and black oil seeds and mix them. They put these in a machine to remove the outer covering of the seeds and then they

dry them in the sun. When they are dry enough, they put them in the mortar and run the machine. One man will be in charge of one mortar. Next they mix 10 palams of jaggery. They add some water according to the conditions of the weather, that is, if the weather is damp, they add less water than when the weather is dry. This will go on for one hour and they remove the oil, the precipitate will be put in again and ground once again for a short time. When all the oil is taken out, the precipitate is sold to be used as cattle food. This oil when settled, is weighed and put in tins and sealed.

The engine is run by water power worked by the machine in the mill itself.

They work throughout the year except on some festival days.

THE SODA FACTORY

The Soda Factory is on the western side of the Perambur Barracks Road. Raw materials used are water, gas (carbon dioxide).

The bottles, lids, labels, rubber rings are brought from Parry & Co., and Wardha Stores. They make use of the tap water, which they purify three times before mixing the gas. First the water is made to pass through a tank containing stones, and then a tank containing sand and lastly to the tank from which it is drawn. The gas is produced in Nellikuppam from where it is brought here and stored. The bottles and other things are brought by coolies.

There are about 20 coolies. They work 9 hours a day from 7 a.m. to 5 p.m. with an interval of one hour for their midday meal. Some get daily wages of 8 annas and some get monthly pay of Rs. 20 or Rs. 30 as the case may be. They produce at least 300 bottles of soda a day. They are all local people who live round about Purasawalkam. Only those who are skilful in doing it are employed.

Process. The water that is purified is mixed with the gas by means of a machine and is brought to a tap through tubes. The bottles are filled from those taps. Some of the coolies clean the bottles, some fill them with soda, some add colour or crush, some label them and some cork them.

These are sent to different shops in Mylapore and Triplicane. They are taken in push-carts. If a bottle of soda is bought from the factory itself it costs 3 pies, but in shops it is sold for 6 pies.

The machine is worked by means of electricity.

They work all through the year, but a great amount of work is done during summer when there is much demand.

WEAVING

Weaving is a cottage industry in Choolai. It is carried on by a number of families, each doing a special process in weaving. One family buys the raw cotton threads and dyes them with the necessary colours. The next family wind the thread on a roller by the help of a 'Ratnam.' The next process is, winding this thread on to many tins of the same size. To get the required length of the thread, for a saree, they put all these tins in a straight line on a set apparatus and wind it on to a big wheel. The next process is taking these long threads and dipping them in conjee. Then they let it dry for a time. Afterwards they bring them inside and arrange them to prepare a saree according to the colour combinations and then weave it. An ordinary saree costs Rs. 3-8-0 (the kind we saw).

EMBROIDERY

In Choolai, a little away from weaving we saw the embroidery works. It is a small shed where 8 people are working. It is a cottage industry. The manager of these works lives in Mount Road and the work done is sent to his shop. He sends these to places like Coimbatore and South Africa. The workers have a special kind of needle which goes in and out making beautiful stitches with different threads. They make borders for sarees, jackets, frocks, dhoties, pillow cases, bed sheets.

BASKET WEAVING

This industry is carried on the pavement of the Purasawalkam High Road, outside the former Muthia Chettiar's School Primary Department. The raw material used for this is bamboo. It is obtained from the local market. The bamboos are tied together and are brought in bundles by the individuals themselves. Usually the employers work all day long and at times when they feel tired they leave off working.

Out of a long thick bamboo they make one basket or a similar kind of the same thing known as Panjaram (பஞ்சிரம்). This is used as a shelter for chickens. It is carried on by the members of a family, the

industry being handed down from father to son. Their homes are situated nearby. It is a cottage industry. The workers are skilled and their speed of production depends upon their skill. The baskets are sold in the place where they are made. A basket costs about 5 annas while the price of the bamboo with which it is made costs about 2½ annas.

The bamboos are cut into slices, and they are cut according to the length required. A blunt knife is used to slice the bamboo. Some 10 or 12 pieces are arranged one on top of another and then by means of other pieces the basket is woven. Hand power is used. When it rains, they look for a better place. They do not make much in the hot season because the sticks will break. They stop working at 10 o'clock for the same reason.

RICKSHAWS

The rickshaw industry is situated in the west side of the Perambur Barracks Road and is called 'Sarasvathy Works.' Here they make all carriages such as jutkas, rickshaws and coaches. They do repairs as well. The raw materials used are wood, canvas, oil cloth, paint, coal and iron. They get wood from Rangoon, and Malabar. Canvas comes from America. These are bought in Mannadi from wholesale merchants and from Buckingham and Carnatic Mills. Paint is got from Park Town, oil cloth from Mannadi and coal from local shops. The Manager himself goes to the shops and buys things used in the industry.

Coolies who work in the shop live in Purasawalkam and Choolai and there are about 10 coolies working here. They come at 7 a.m. and work till 12-30 p.m. Then they have an hour for rest and then they work from 1-30 p.m. to 5-30 p.m. Among the coolies each black-smith gets Rs. 1-10-0 and each carpenter gets Rs. 1-8-0 a day. People working here are skilled in repairing and making. For a painter he pays Rs. 3-8-0 for an ordinary rickshaw and for a special one he pays Rs. 5.

They have no special market for selling, but they keep them there only. Orders come to them and they also make rickshaws for sale. An ordinary one costs about Rs. 120 and a special one with a curved body would cost Rs. 350. The repairing charges are according to the parts of the carriage that they repair. Repairing two wheels costs Rs. 3, for side planks it is Rs. 5, for top including cushions is Rs. 12, painting an ordinary rickshaw including the paint is Rs. 8 and for a special one is Rs. 20. To make an ordinary rickshaw it takes 20 days and to paint a special one it takes about 1½ months. The cost of the

tyre is according to the size. They buy tyres in large numbers. Ordinary tyres cost about Rs. 10 and special ones Rs. 15.

First the frame of the rickshaw with required shape is made. Then the wheels are made. They fix the wheels to the frame. Then iron work is done—spring, axle, ring fitting and supporters. After they have fixed these they paint the frame. Then they fix the top and put cushions on. They then fix the wheels and now the rickshaw is ready for a drive.

For painting they use turpentine, varnish and chalk powder. They use the chalk powder to smooth the paint. First they mix the paint with turpentine and grind it and then begin to paint. They do this work throughout the year using no machinery.

PRINTING PRESS

The name of the Press is Stanley Press. It is situated on the eastern side of Tana Street.

Raw materials are paper, ink, lead. These are brought from the town market. The paper comes from Mysore. The ink is brought from Norton & Co.

These materials are brought by coolies. The price of black ink per pound is 8 annas and the price of other kinds of ink per pound is from Re. 1 to Rs. 3.

Labour. There are four workers including the Manager. They work for 8 hours a day. They get daily wages which is given according to the work done. They do Rs. 7 worth of labour a day. They are local people (locality Purasawalkam).

It is a cottage industry.

Only experienced coolies are employed.

Process.—They print both Tamil and English. They do the work only when they get orders. The cost of printing 300 wedding cards is Rs. 2-12-0 now owing to war. But formerly the cost of printing 300 cards was Rs. 1-12-0.

First they arrange the letters according to the manuscript. These are placed in a machine which is run by hand power.

We all had a chance to print a card.

More work is done during summer. During the rainy season the machine does not work properly. They work all through the year except on Sundays.

THE BACKWARD CHILD

By

S. SRINIVASA AIYAR, B.A., L.T.,

Principal, South Indian Education Society's High School, Bombay.

All children attending a school can be classified into three groups, the forward, the average, the backward, commonly called as "A", "B"; "C", children. As the backward or C children are a school problem it is proposed to discuss how best schools can tackle their education.

Various are the definitions of a backward child. One who is not normal, or 'Sub normal' is generally called a backward child. Present day psychologists further divide these 'subnormal' children into 'dull', 'backward' or 'retarded'. 'Dull' children are those that are intellectually defective whereas those that are educationally inferior are considered 'backward'. Retardation is applied to indicate that a child's school attainments are below the level of his natural abilities. But for our general school purposes we shall consider those children who have fallen behind their class-mates in one or more subjects of school study as backward children. Some degree of such backwardness is inevitable in the case of a number of children in any ordinary school system.

The causes of backwardness in children cannot be exactly stated in spite of latest investigations. Heredity, environment, economic status, emotional atmosphere of the home are many of those factors considered to be responsible for the backwardness of a child. A uniform curriculum in schools is considered to be another factor that tends to retard the progress of a backward child along required lines. It is true that it is not possible to make all children learn at the same rate or in the same way but one can achieve something in the progress of the education of backward children by trying to understand their needs and by modifying our methods and schemes to suit those needs. The teaching of backward children is one of the most difficult of school problems, a task demanding constant tact, consideration and ingenuity. An ability to inspire confidence in the child and cheerfulness and patience are the essentials for a successful teacher of the backward children.

In some schools backward children are grouped into a special class. Especially in schools where there are a number of sections in each form or standard the backward children are grouped into one section. The

advocates of such grouping maintain that the teacher is better able to adapt matter and methods to the mental calibre of his pupils. They further maintain that such special grouping has got also an emotional value for it creates self-confidence and happiness, by children being able to do successfully the easier tasks assigned to them. But this arrangement leaves these children to drag along at the bottom of a class and creates in them a spirit of despondency or 'inferiority complex'; these children are denied the incentive offered by contact with brighter members of a normal class; a stigma attaches to such children and children of other sections often make deprecatory references to them.

A better method would be to grade children into the several forms or standards according to their educational attainments and to adapt the curriculum in such a way as to benefit all types of children in the same form or standard. If "the curriculum is thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored," if "the organisation is sufficiently fluid to permit of a happy mixture of individual work and group activity with class work" that curriculum and organisation would suit the requirements of all types of children, the forward, the average, and the backward. Skilful organisation, and carefully organised curriculum can do much towards minimising backwardness in schools. If there could be an organisation which makes provision for those requiring special help, the problem of backward children is solved to a great extent. An optimistic and cheerful tone of the school is a sufficient aid to the progress of backward children and they cultivate the necessary qualities for progress, self-esteem and self-confidence, when they are given opportunities for self-expression and activities. The best thing that present day schools can adopt towards the improvement of backward children is to follow the method of individual work for at least one period each day when brighter children will be engaged in the tasks for which they have special aptitude and when opportunities will be provided for special help to backward children in the subjects needed by them. Such a plan will make a backward child work at his own rate and reach the level of the average child. Any difficulty in organisation should not stand in the way of providing facilities for backward children for any scheme tended to promote the happiness of large numbers of children is worth the effort. An understanding of the individual child on the part of the teacher, some elasticity in his methods of teaching, coupled with opportunities for individual work and wise administration are a sure panacea for minimising the backwardness of children and reducing their number to a minimum.

DRAWING MADE EASY

By

MR. G. A. SLATER,
Signal Engineer, M. and S. M. Ry.

Introduction

Drawing is a natural means of self-expression; even the primitive man scratched pictures on the walls of his cave, but ask the average person to sketch something for you and the answer you will generally receive is "Oh I can't draw." And yet with a little training and encouragement he would probably turn out quite a good effort. This short course of drawing lessons has been prepared with the object of helping you to forget that phrase. "I can't draw." You will find plenty of tricks and dodges to help you, ideas which may suggest short cuts to sketching but at the same time provide something solid to go upon. It doesn't matter how ignorant of the art of drawing you may be, the chances are that if you go carefully through these lessons you may eventually be able to draw sufficiently to amuse yourself and probably your friends. These lessons may also be useful to teachers for most of the methods can be applied to black-board drawing.

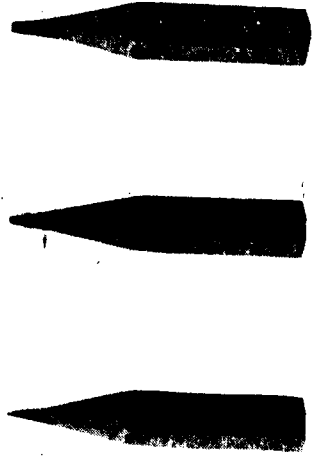
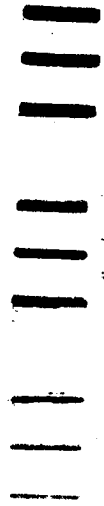
I cannot tell you, without fear of contradiction, the best way to draw—the subjects is too highly controversial. But I can tell you one way to draw and when you have mastered that way, wish you all good luck in finding others.

Use of a Pencil

This first lesson will be devoted to pencil sketching. You will find as you go along that a pencil is the easiest and most convenient medium to use. Do not use a lead which is too hard—you should have two or three pencils varying from 2-B to 5-B or 6-B. The 2-B lead should be kept sharpened with a reasonably fine point but the softer leads should not be cut too sharp.

Hold your pencil lightly but firmly, gripping it with the thumb and forefinger about $1\frac{1}{2}$ " away from the point. The second finger should be

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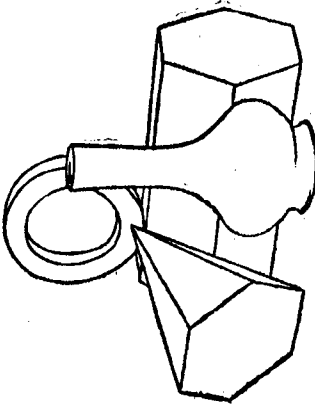
YOUR PENCILS AND
THE MARKS THEY MAKE



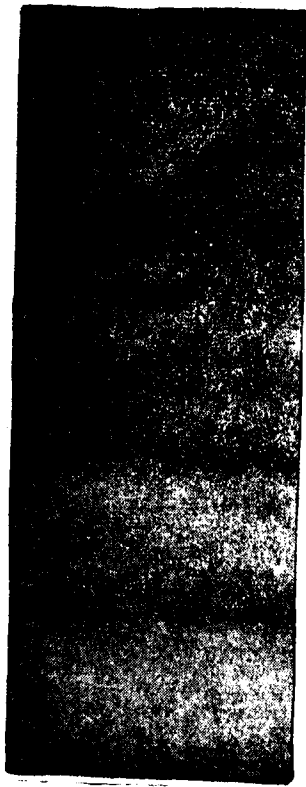
MARKS TO MAKE



SKETCHES TO COPY



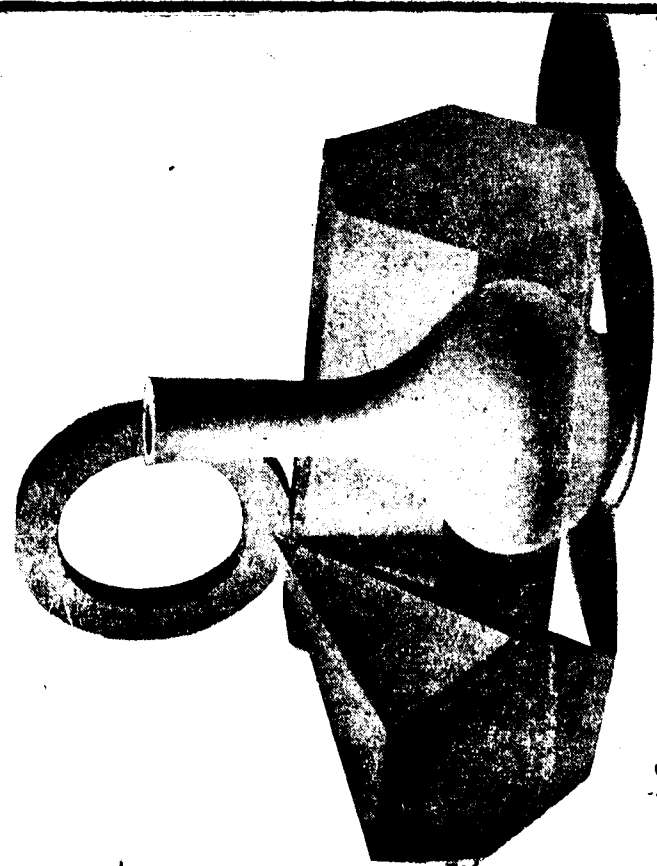
FIRST GET THE
CORRECT OUTLINES



VARYING SHADES YOUR PENCILS WILL
MAKE FOR YOU



SKETCH YOUR MAIN OBJECT AND MERELY
INDICATE THE BACKGROUND



SHADES AND SHADOWS FORM
THE FINISHED DRAWING.

underneath the pencil and the last two fingers lying on the paper as a pad or guide to your lines.

A hint about paper. This need not be expensive so long as it is smooth and fairly stout. Catridge paper should be avoided, it is not sympathetic to pencil work and smudges easily. "Cream laid" note paper is as good as any on which to commence your sketching.

And lastly a rubber—get a soft one and cut it diagonally in two and use the sharp edges.

Practical Hints

You are now ready to make a start, so here we go, let us see if we can draw a line correctly. There are three methods of drawing a line, first with a sweep of the finger only, second with a sweep of the wrist without moving the arm and third with a sweep of the arm from the elbow. You should practise these three methods continuously so that your finger, hand and arm are trained to carry out the intention in your mind correctly and easily. You do not have to study the formation of a letter or the spelling of a word when you are writing, you were taught that at school, and writing is now more or less automatic. And so with your drawing; learn to draw simple lines correctly and you will eventually sketch as automatically as you write. You must master the muscles of your hand until your hand is independent of thought as in writing.

Don't sit in a cramped position when sketching. Sit upright and give yourself plenty of "elbow room" so that your hand and arm are free to move over your paper. Keep your sketch free and easy and aim at getting your lines with abandon rather than with precision. Do not draw a line until you have made up your mind where it is to go and then put it on your paper firmly but lightly. You should frequently hold your sketch at arm's length to get a better view and enable you to see its errors more easily. If you are working in masses of light and shade, half close your eyes so that details disappear and you see only the masses.

When you are satisfied you can draw a line correctly, start making marks such as I have illustrated. Make thin marks, thick marks, dark marks, light marks, up and down, straight and curved. Try by varying the pressure to sketch marks from a delicate grey to a solid black. Fill sheets of paper with such marks and see if they are not full of possibilities. In your spare moments scribble such marks on any bit of scrap paper, scribble with freedom and abandon. There may be no meaning in the results obtained but it is training the hand muscles which is most important.

Selecting your Subject

What to draw—that is usually the first problem. You are often puzzled to know what to select from a conglomeration of subjects in front of you. It may be a crowded village street or a landscape full of trees and bushes or even an indoor scene where everything seems to be of equal importance. You naturally get that "This is quite impossible" feeling and probably feel like giving it up. But try selecting just one object in the middle distance and sketch it with free bold lines in the middle of your paper regardless of consequences. If that doesn't work out quite to your liking try another object and keep on trying until you are satisfied with your sketch. Then fill in the remaining space with lines and indications of surrounding objects leading up to your centre sketch.

See the sketch of the landscape. The two trees were the objects chosen and then a few lines and dark masses were added to indicate a bridge and the river. The great thing is to get something on paper. Such efforts will occasionally lead to surprising results, often finding new fields for experiment and always leading to good practice.

The numerous details seen in a crowded landscape confuse the eye and more often than not dishearten the beginner. Try eliminating. You can't put in every blade of grass or leaves of a tree, why then try to put in every house or fence. There are recognized marks which make trees, for instance—trees should not be regarded as a conglomeration of small leaves but as simple contours and masses with occasional marks to give effect.

Light, Shade and Shadow

We see things in relief because of the variations of light and shade on their surface and the shadows they cast. The presence of light produces contrasting shade. In light there are tones and half tones and out of light there are shades and shadows, which show a pleasing variety by the influence of reflected light. Shading may be so light as to be imperceptible and yet it will exhibit all the fullness of the object. Low blackness in large masses should be avoided, it is invariably the result of ignorance.

The first step is to get the correct outline of your object on paper using thin light lines for the purpose. This is illustrated in the group of geometrical models. I have purposely drawn the first stage sketch in heavy lines to assist the printer in reproduction. Such heavy black-lines however must be avoided or otherwise your picture will be spoilt. A glance at the finished sketch will explain what I mean. When the

outline for this finished sketch was being drawn only faint lines were used. You will see there are no lines visible, the outline of the models being formed by their varying shades and shadows.

This is a daylight study causing the edges of the cast shadows to be softer than they would be in the study of the same group under artificial light, but nevertheless within this graduation of edge the emphasis can be clearly discerned. Observe the effect of reflected light from the board on the base of the pyramid, the lower part of the shaded side of the vase and on the lower plane and the end of the prism. These reflected lights are most important and must be put in with the correct tone if your final result is to be pleasing to the eye.

EXERCISES

(i) As you sit at a table writing or drawing, your left hand and forearm usually lay on the table. Make a sketch of your left hand and wrist. This should not be shaded but faint lines indicating nails and knuckles should be shown.

(ii) Make a sketch of a scene as seen from your bungalow, selecting one object as your centre piece.

(iii) Make a sketch of the vase shown in the group illustrated and shade it. The sketch should be not less than 6 inches in height and the light source should be imagined as coming from the right hand top corner instead of the left as illustrated.

NOTICE

Meetings of the Executive Board and the Working Committee of The South India Teachers' Union, will be held on Saturday, the 14th March, 1942, at 11 A.M. and 4 P.M., respectively in the Office of the Union.

T. P. SRINIVASAVARADAN,
Hony. Secretary.

ART AND CRAFT

By

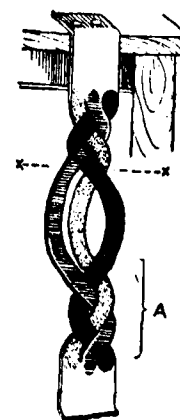
R. M. SAVUR,

Divisional Inspector of Schools, Coimbatore.

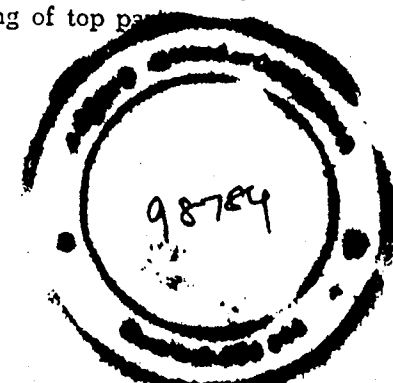
The reader who has actually tried thonging with cellophane ribbon would have solved the problem of how to insert the ribbon into the slits made by the thonging tool. In case he has not succeeded I shall tell him that I found it easy using a large needle with a long 'eye'. The 'eye' end of the needle is passed through a slit until it protrudes a little, the end of the cellophane ribbon is inserted into the eye, and the needle pulled back with a slight edge-ways twist much as a button-hook is used to pull a button through a button-hole.

Extension of the use of laces and thongs are "plaiting" and "interlacing".

"Plaiting" needs no explanation for the reader to understand what is meant. Leather plaits can be used for making belts, handles for bags and suitcases, and for many other purposes which may be left to the hobbyist's imagination. The following illustration shows a simple plait of three strands made without cutting the parts at each end. This is very suitable for belts as the only sewing required is for fixing a buckle at one end.



A. Bottom part to be taken out before proceeding with plaiting of top part



The illustration shows three strands used. Practise with this first, so long as the number of strands is odd any number can be used.

Study the illustration and the description of the method will be simple to follow.

First note that the leather taken should be longer than the length of the finished work. How much longer can be decided by a trial with a short sample exercise. Cut it into three strips of equal width leaving enough of the leather whole or uncut at either end, at one end for fixing the buckle and at the other end for punching holes for the buckle-pin.

Begin plaiting in the usual way. It will be simpler if you fix one end of the strap to the edge of a table with a couple of nails driven into the waste leather at one end. When the right hand strand (shaded in the illustration has returned to the right hand side as shown in the illustration fix the top part with a spring clip at X..X so that it wont unwind. Both your hands will thus be free.

Now take out (unplait) the bottom part leaving strands straight again. Repeat taking out or unplaiting the bottom every time the right hand strand has returned to the right.

Caution. Work the plait rather tight so that when you come to the end there will be room at the bottom for taking out without the plaiting when finished becoming too loose.

NOTICE

The attention of all affiliated associations is invited to the Circular from the Secretary of the Union. The last date for sending the delegation fee together with the full name and address of the delegates is 15th April 1942.

PROBLEMS OF THE ELEMENTARY SCHOOLS *

By

S. T. RAMANUJA IYENGAR,
Joint Secretary, S. I. T. U.

Teacher Problems

It is necessary for me as a confirmed worker of the S.I.T.U. for a quarter of a century to ask you to declare yourself unequivocally in favour of the S.I.T.U. objects and programme. In doing so we have to face and fight the handicaps of the profession from within and without. We have in our province a Department of Education which declines to give assistance to Teachers and Teachers' organisations in studying educational progress through circulars and proceedings, a knowledge of which alone will enable the Teaching Profession to be well informed. There is the danger of the limbs of the S.I.T.U. and other Teachers' organisations pulling away from one another on account of differences of agency, grade and salary, which militate against the growth of a united profession. But the greatest handicap is in ourselves not yet realising the need for discharge of our organisational and professional obligations. The result is we stand divided within our ranks and we remain educational malcontents, with no enforceable salary-scales, no statutory status and no recognition of our right to redress. Such a task requires preparation and for this, I commend to you the S.I.T.U. Constructive programme of organisation, vigilance, publicity, protection and teaching efficiency. The pursuit of this programme, under the moral and professional control of the S.I.T.U. will give us all that we individually and collectively desire and the ability to enforce our demands as Teacher Unionists. It will get us the status of being vital parts, instead of being spare parts as we are to-day, of the educational machinery and thus we would have the satisfaction of raising ourselves by our own efforts, which is the motto of the S.I.T.U. The motto of the S.I.T.U. implies steering clear of party politics as a body. But it presupposes participation in Nation Building activities like eradication of mass

* Presidential Address delivered at the All-Malabar Aided Elementary Teachers' Conference held at Panoor, N. Malabar, on 14-2-'42.

illiteracy, spread of basic education, revival of indigenous schools through co-operative efforts and creation of a parliamentary wing of Teachers' association officials in local and legislative and educational bodies. I believe it is legitimate selfishness for the Teaching profession as national servants to demand the conditions and safeguards and indemnity acts necessary for the teacher to labour honestly in his vocation without fear or favour of Departmental Nabcbs or Educational slave-drivers. Such a stand is perfectly in keeping with the stand of the National Union of Teachers who began to think educationally, only when they were given professional guarantees of Tenure, Scale and fair treatment. An educational policy that keeps foundation teachers starved and discontented is a disservice to the child and the nation and it is high time for all concerned to emancipate the Teacher.

Elementary Education Problems

As teachers, it is our duty not only to tackle the problems of the Teacher but also the *problems of Elementary Education* created by the Government Mass Education policy relating to purpose, grants, curriculum, administration, organisation and teacher education as adumbrated in the Government Communique of 1936.

Does the plan with multiple agencies and complex grant formula and regime of rules help or hinder the child? Does it make it easy for the child to move from home to School? Does the Elementary School make the child acquire and use knowledge, habits, skills and attitudes? Does the School make the child better prepared to meet each situation as it comes and make its contribution? Is Elementary education a succession of achievements towards the development of a stable personality? Does the Elementary School as designed, approved, recognised and run by the department contribute to the growth of such a personality? Is school provision adequate for the needs of the country?

Let the public instruction reports answer. In 1936-37 there were 45,935 Schools for boys and girls and in 1940, the figure became 40,796, leading to closing down of 5000 and odd schools. The increase in enrolment for four years has been 124,094 at an average of only 31,016 per year. The number of complete schools has during years increased by 4916 at an average of 1229 per year. There are 2810 school-less centres with a population of 500 and above. There are only 28 urban centres and 7 rural centres that have started compulsion. The cost per pupil is Rs. 11-8-0 in Government Schools Rs. 9-4-0 in local Board Schools and Rs. 7-5-0 in aided Elementary Schools and Rs. 63 in European and Anglo-Indian Schools. Departmental control has been established in

recognition and supervision and popular control has been reduced to a minimum and even the Taluk education committees are awaiting their death warrant. Visits, normal and surprise of Inspectors, officers and Divisional Inspectors are increasing. Syllabuses have been revised and refresher courses and exhibitions and handicrafts have been growing "at no expense to the State." Service conditions, salaries and grants have all been improved. Teachers' associations and Teachers' unions, including those in Malabar are working normally. The plan is bringing a return of increasing school literates and it is expected to liquidate mass illiteracy. These are the achievements of the Government's Educational policy during nearly a quinquennium.

Defects of Government Policy

But *this policy is defective* in more than one respect. The aim of achieving mass literacy though child literacy is a retardation of national progress. The policy of achieving literacy of the child through a five year course in our land is a waste of child energy. Literacy of the department variety is in practice impossible to achieve because of movement of children, migration of parents and absence of effective teaching plans in single and plural teacher complete schools. Structural perfection is not necessarily a guarantee of effective literacy in terms of the Elementary School Syllabus. Closure of schools on the ground of an arbitrary economic strength in terms of attendance can only lead to an educational blackout of rural areas and a restriction of educational provision. Distribution of pupils by restriction of admission and inflation of pupils in required numbers in 4th and 5th standards is leading to manipulation and this is no guarantee of elimination of wastage and stagnation. Educational guidance of the Inspectorate is nil as all their time is spent on statistical work to ensure the success of the Departmental plan. The syllabus is far above the heads of teachers and is a heavy load on children who are "emasculated" by 220 working days and the five hour day. Departmental dictatorship rules out non-official Educational endeavour and co-operation. The emphasis on environment is defeated by a province wide Scheme backed by guides, Text books and notes in elementary Schools. The measures taken to improve Service, Salary and grants, though welcome, have not prevented acquittance arrears, binami salaries, sub-contracts, teacher terminations and arbitrary fines.

The educational drive is one-sided as Schools under local bodies are immune from the fear of statutory or prorata or emergency cuts. Going to School is only one part of each child's education. Measuring the *ele-School* by the departmental yard stick is not measuring the growth

of the child. The School record in vogue of a child is only a record of the artificial progress of the child in terms of class promotion to avoid stagnation and not a record of child achievements. The child at the elementary school level has an experience which unfits him physically, mentally, and socially, judged by the per pupil cost of the Indian child. The Kind of learning conditions created by a system of multiple agencies fed on doles called subsidies and grants, and of teachers reared up under galley-slave conditions, is making each child's experience the very antithesis of being rich, broad and deep as in free countries. The state facilities provided for the Indian child are the last word in comfort, efficiency, planning and progress. The sooner the existing plan and the philosophy of the structural perfection of the school temple governed by the educational agamas controlled by the Educational Endowments Board cum indemnified Trustees and hired priests goes, the better for the child and India. It is for the Teachers' Union to mobilise public opinion so that a system really satisfying the needs of the teacher, the child and the country could be evolved.

Wanted a new Policy

Let us therefore work for a new policy. We have to assemble facts through area surveys by Teachers' Soviets. We have to form and run co-operative schools. We have to agitate for the creation of Statutory Local Education authorities which we may call education panchayats. The Elementary Education rules have to be amended to make a distinction between urban and rural and isolated areas. The grant rules have also to be re-made so as to provide for grants to Managements and for grants to Teachers and for grants to cater for children's needs. Statutory cuts must be abolished. All schools must get the par grant. Good schools must be given efficiency grants in terms of final year literates produced. G.O.'s, Circulars and proceedings of the Department must be issued and made available to all schools and Teachers' organisations, with no official secrecy at least in matters of education. Admission rules must be remodelled to suit emergencies whether in war or in peace. The record sheet which involves extra work without any return must go, especially in view of parental and other evasions. Transfer certificates should be issued and insisted upon. Service registers must be replaced by a Teachers' registry and a code of service rules with minimum scales, and leave relating to the vacation department's. Insistence on school places must be relaxed in urban areas and government must provide land free and building rent for all schools.

The provincial syllabus must be replaced by area schemes prepared by Range Teachers' Associations. Single teacher and plural teacher schools must have teaching plans made separately. Training schools must be modernised and attached to Secondary Schools. The Inspectorate and Teachers must have periodical efficiency tests in Teaching. The Inspectorate must be reorganised separately for teaching and for policing. Supervision must be provided for through non-official visitors for schools. Complete Schools with at least 5 teachers must have an extra teacher. A sort of compulsory attendance scheme of children must be enforced with exemptions, Government making the rural police, rural revenue staff and the parent responsible for bringing children to school. The Elementary Education Act must be amended, so as to make provision for aid to adult schools. Parent's evasion to bring the child and Parental illiteracy must be punished. Adult-schools should be attached to every elementary school for the education of the parents of each school and Teachers have to work in shifts for educating both the child and the parent. An Elementary Education Fund should be started, pooling all resources. The organisation of local education programmes must vest in the local education authority. Budgetary provision for education must increase by at least 25% and an Educational Endowments Act should be created to canalise educational charity.

The Malabar Teachers' problems—a provincial question

I am reserving the Malabar aided Teachers problem to the last. The aided Elementary Schools of Malabar are consuming nearly 1/5 of the total Teaching grant and yet why is it that Malabar aided Teachers are seething with discontent? All over the province, before the District Educational Council and during the period of the D.E.C. and even now when the Department is in sole control, lax conditions of recognition of Elementary Schools have played havoc. Managements have been recognised with or without status, without material or moral endowment. Teachers have been and are recruited without regard to qualifications and teaching ability on extra-educational considerations. With the expansion of Elementary Education, undesirable managements and in-effective teachers have made the Elementary school stable as bad as the classic stable. Aided schools have had to struggle for existence and to earn grants and the greater the rules and restrictions invented by the Department, the greater have been the loopholes and subterfuges adopted by the Managements and teachers to get on. The Statham drive has exposed the weakness of the old aided school system and the Teachers and Teachers' organisations have begun to expose the evils of the Statham system. Managements have begun to take note of rules advantageous to them in earning grants and not paying teachers in

full while teachers have learnt to stand up for their rights. The issues have been clinched:—

- (a) need for a minimum scale, not a variable 85% grant
- (b) need for payment of salaries, in time and directly, by the Government as the super master
- (c) need for compulsory adoption of G. Provident Fund irrespective of salary
- (d) need for treating all teachers of a particular grade on a par in the matter of salary scales, irrespective of agencies
- (e) need for reviewing the whole past recognitions, cancelling bad managements enforcing registration of managements with stake
- (f) need for removing teachers who are not qualified by training and equipment to teach
- (g) need for the regime of rules and threats being substituted by a plan of common understanding for the good of the child and frequent social contact between Teachers and Inspectors and between organised Teaching opinion and the Inspectorate.

Briefly put, the problem is one of conflict between the educational haves and educational have-nots and the hungry teachers, under the influence of political currents which can be suppressed only to revive with increased momentum, have taken to direct action. It is the path of wisdom to recognise facts and not ignore them or suppress them in an authoritarian way.

The immediate need

If I were Director, I would establish a benevolent Dictatorship and purge bad managements and bad teachers. I would immediately fix in the M.E.R. a minimum scale for each grade of Teacher in any recognised school or college under any agency, taking powers to cancel all previous statutory obligations. I would order payment of teaching grant; through the state Treasury, direct to the Teacher to eliminate the rampant abuses. I would make the Provident Fund compulsory for all, irrespective of salary, the teacher contributing his quota and the Government an equal quota. I would pay reasonable compensation to such managements as desire to retire from the field and start co-operative teacher schools.

It is the duty of this conference to stoop to conquer those who do not see eye to eye with them. I trust this conference will avoid talk and concentrate on a few resolutions for agitation on a provincial scale within the frame work of the Educational Rules.

REORGANISATION OF SECONDARY EDUCATION

A REPORT OF THE EDUCATION SUB-COMMITTEE OF S. KANARA DISTRICT TEACHERS' GUILD

Two main criticisms are levelled at the present position of Secondary Education—that it is overloaded with too great a literary and University bias and that the material admitted into the University Courses is of an inferior quality. To remedy these defects, two proposals have been put forward (very often in connection with the re-organisation of Education). One is that the University should conduct its own Matriculation Examination, the other, that at the end of Form IV such of the students as are not likely to be benefitted by University studies should be diverted to vocational studies.

By conducting its own Matriculation Examination, the University hopes to improve the attainments of students entering the University. But a little consideration will show that that is not likely to be achieved. Even now the Universities have a considerable voice in the S.S.L.C. Board which draws up the scheme of studies and syllabuses; in addition, the Universities have their own Boards to decide as to which of the candidates should be declared eligible for University courses of study. These Boards on which non-University people have no representation, have found it necessary year after year to condone poor performances in one or more subjects. Why has it been doing this? Is it not because that a higher standard cannot be expected taking into consideration the condition of students and schools in the Presidency? Will these factors suddenly disappear as soon as the letters S.S.L.C. are replaced by the word Matriculation?

What the University should first try is a thorough reorganisation of its B.A. and Intermediate course of studies. The course of studies for the B.A. is to-day a mixture of English literature, an Indian Language, and Mathematics or History or Science. It should be recast, so that it may be a study of allied subjects parallel to the B.Sc. We suggest that a student for the degree course may be expected to study three subjects (one Main and two subsidiary as in the B.Sc.) from not more than two of the following groups:

I—Languages.

II—Social Sciences.

III—Applied Sciences or Fine Arts or Commercial subjects.

Then a student will be enabled for instance to study English, German and French or English, Latin and Greek thus gaining a greater mastery over English. Or he may study a group of Indian languages or a group of Social Sciences. If the suggestion made hereafter about the duration of the Intermediate course is accepted the degree course may extend over three years.

With regard to the Intermediate we suggest that it be looked upon only as a single year preparatory class for the Arts Colleges or Professional Colleges so that it will be a miniature B.A. or B.Sc. Those that study the languages or

Humanities will proceed for the B.A., those that study Mathematics and Sciences will proceed either for the B.Sc., or the Professional Colleges of Medicine and Engineering. The instance of Prof. Ramanujam has very often been quoted. Many other students have failed to do well in the Inter just because of English to which they devote so much time and attention that they do not do adequate justice to their optionals. If English should be taught at all as a compulsory subject let there be a paper or two similar to the present B. Sc. preliminary paper but of a lower standard. Those that have an aptitude for English will naturally choose that as an optional and do well.

If these suggestions are accepted, the University will find a great improvement in the performances of its Intermediate students and in the material taking up degree courses. Each one having chosen a group which has caught his imagination, he will display an enthusiasm for studies which very few exhibit at present. Students of 16 or 17 will be in a better position to choose properly than those of 14 or 15.

The qualification for admission into the Intermediate should be not more than an ability to follow a class conducted through English (that being assumed as the medium at present) and a fair study of the general knowledge subjects. The principals of colleges may be allowed to test a candidate's ability or, if the University feels this to be much too great a responsibility cast on them, the candidate may be expected to produce his S.S.L.C. Certificate testifying to his ability in English, a second language, Ele. Mathematics, History of the World, Civics, Geography and General Science. Students may be allowed to choose only that group of subjects in which they are likely to progress very rapidly. If a Public Examination at the end of Form VI is considered absolutely desirable, one may be held; but on simpler and less centralised lines than the present S.S.L.C. Public Examination, but the performance in this alone shall not determine the eligibility of the candidate for University Courses.

So there is no need for the University to conduct a Matriculation Examination for the High School students. The English Universities, it is true, conduct a Matriculation Examination. But that is an examination which qualifies one to be admitted into the B.A. or B.Sc. or one of the degree courses in Medicine or Engineering. In practice our Inter is analogous to the English Matric. When the student has to study one optional as at present, or two as in previous years during his High School Course, each school adopts a combination which it can afford. When students from diverse schools enter the College, the combinations are such that each optional subject has to be taught ab initio. But if the Scheme of studies suggested above is adopted, the University may hold an examination at the end of the first year itself. For when the Languages have been taken off, the present standard of attainment in the optionals at the end of two years may be achieved at the end of the first year alone. In fact when the proposal for the revival of the Matric was first made it was linked up with the abolition of the Intermediate Class and the lengthening of the High School stage. To retain the Intermediate and also to add a Matriculation Examination is too much to be approved of.

The proposal for diverting students to Vocational courses at the end of Fourth Form requires very careful study. Fortunately for us we have had before us that excellent report prepared by Messrs Abbott and Wood. Though

their recommendations are fresh in the minds of many of our educationists we consider it necessary to refresh public opinion with the conclusions of their report.

They say that "the assumption is often made that education for work in industry and commerce is necessarily on a lower plane than is literary education. Such an assumption is unsound since it is based on a belief that a country can maintain and develop its trade and industry through the efforts of second-rate men." They suggest "that the conditions in India, as in every country engaged in the difficult task of developing its industry and trade, demand that business shall have at its service a fair share of the best brains available."

From their experience of other countries, in which technical education has reached a high state of development they advise that "it is unwise to have in the same school pupils who have not yet made up their minds which career to follow, and, at the same time, other pupils for whom the decision to enter upon a particular career in life has already been made." In short the proposed Vocational Courses should not be a "B section" of a High School form but a class with a separate Headmaster and staff specially qualified for their job.

Even in the starting of these schools they advise a certain amount of caution. They repeatedly advise that there should be a properly conducted survey of the possibilities of employment and that "the expansion of vocational education should not be so swift as to overtake the expansion of Industry itself. It would be a great misfortune if a large body of men received a prolonged technical training, and on its completion found that they had no opportunities of using the knowledge they had acquired."

They recommend two grades of Vocational Schools, the Junior and the Senior. The Junior Vocational School will admit pupils who have completed the Middle School Course and the Senior School will admit those who have completed their High School Course or the Junior Vocational Course. "Junior Technical Schools" which they commend "are appropriate in industrial centres only, and it will be unwise to establish them unless the areas from which they draw their pupils have a population of at least 50,000." A Junior Technical School should provide accommodation as in a High School; a laboratory (about 1,000 sq. ft.); a wood-work room (900 sq. ft.) and an Engineering Workshop (1,000 sq. ft.). The equipment for the last was estimated to cost £1,000 in 1937, on the basis that 20 to 25 pupils would work in it. As regards the education of clerical workers they have these very sound remarks. "If it were not for the fact that so many clerks need a knowledge of English, which can only be acquired by an education prolonged to the High School stage, we should have recommended that the Governments concerned should establish in suitable centres 'Junior Commercial Schools.' The requirement in so many instances of a working knowledge of English is a factor which cannot be neglected; and accordingly we recommend that 'Senior Commercial Schools' should be established in those centres where a survey of the needs indicates that they will serve a useful purpose."

It may be argued that for want of funds such schools are not going to be started in the near future. But merely sanctioning a wing to the present High Schools is not going to create them. If we do not press for the establishment of really good vocational schools we will get ill-equipped, ill-conducted vocational

side-shows which will do more harm than good to those that will be misguided into them.

The changes in the High School studies recommended by us can be briefly stated. "The teaching of English" to quote Messrs. Abbott and Wood once again "should be made more domestic, and less attention should be devoted by the average boy to the study of English 'prose and poetry'." A novel proposal is that a short list of periodicals containing stories and articles of current interest be recommended for reading and discussion in classes. The Examination will be on such topics as synthesis and transformation of sentences (no parsing or asking for plurals and other genders) letter-writing and precis; passages which appeared in the periodicals during the year may be reproduced in the question papers and short questions may be asked to test how far the student has understood them. Other subjects recommended are an Outline History of the World, Civics, a simpler Outline of Geography, General Science and so much only of Elementary Mathematics as is really used in everyday situations, Moral Science, Physical Education, Handwork and Art.

To give a concrete indication of the manner in which due importance should be given to all these subjects, the following allotment of periods in a week may be adopted:—

Two languages (one Indian and the other English)—4 periods each: this includes library work and also occasional debates and discussions—8 periods.

Everyday Mathematics—4 periods.

History and Civics—3 periods.

Geography—3 periods

Physical Education—5 periods (includes Hygiene and First-Aid).

Handwork and Art—6 periods (including practical application of things learnt in General Science).

Moral Instructions—2 periods.

Total 35 periods.

The system of formal teaching—often times degenerating into lecturing—should be substituted by more intense active work and learning on the part of the students, and a careful, systematic progressive record of each student's progress should be maintained.

FROM OUR ASSOCIATIONS

A Conference of the Labour Schools Teachers of the Trichy District was held at the Guild House on 8—2—1942 under the presidency of Sri. S. T. Ramana-
nuja Iyengar, E.A., L.T., Joint Secretary, South India Teachers' Union. Sri. A. M. J. Danaswami Pillai, B.A., B.L., Member, Labour Advisory Board opened the Conference. The following resolutions were passed:—

1. This Conference prays for the victory of the forces of the Democracy and for the speedy termination of War;

2. This conference resolves to form the Trichy Teachers' Guild branch of the Labour Teachers in the District;

3. This conference requests the Government to make the necessary budgetary provision for the supply of free mid-day meals to all children in Labour Schools;

4. This conference requests the Government to make the Labour Educational Service a permanent agency with the right to provident fund on the lines of the P. F. Scheme obtaining in local bodies;

5. This conference requests the Government to enforce the grant of travelling allowance on transfer to teachers in Labour Schools;

6. In view of the fact that the Labour School teachers were granted sick leave and the allowance paid with difference in pay between the acting teacher and the permanent teacher not exceeding the half average pay till 1939 and in view of the fact that the same was discontinued, this conference hereby requests the Government that the conditions prevalent prior to 1939 on sick leave payment may be renewed as early as possible.

7. This conference requests the Government not to enforce the rule regarding the elimination of the Lower Grade teachers in the Labour Department, as it would cause serious hardship to existing incumbents who form the majority of the Labour Subordinate Educational Service.

8. This conference requests the departments to drop "removal as a punishment to teachers guilty of irregularities in the observance of Educational Rules as it amounts to termination.

9. This conference requests the District Labour Department to reduce the number of working days from 248 to 220 to enable the Labour teachers to enjoy the Government recognised holidays.

10. As the teachers in Labour Schools belong to the Scheduled Classes and as they are not able to complete the probationary period according to the G.O. 1864/34 the Government is hereby requested that such lower grade teachers who have passed the 8th standard within 4—9—1933, though they have not completed the probationary period within 4—9—1933, may be made eligible to obtain higher grade certificates.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS

At a joint meeting of representatives of the Canadian Teachers' Federation and of the American members of the Board of Directors of the World Federation of Education Associations, held in Montreal on October 25, it was voted by the representatives of the World Federation of Education Associations to accept the invitation of the Canadian Teachers' Federation to hold a meeting in Montreal, Canada, July 8, 9 and 10, 1942. At this meeting a local committee was appointed to make plans for the entertainment of attendants to this meeting and to assist in preparing a programme for the sections of the World Federation.

Mr. C. N. Crutchfield, Secretary-Treasurer of the Canadian Teachers Federation, in extending a written invitation to the World Federation of Education Associations, says:—

"The least that we teachers on this side of the Atlantic can do is to keep the torch of freedom burning through our support of the one Federation which represents the teachers of the world. We teachers of Canada feel that there will be a great need for a World Federation after the present disastrous war is won by our allies. The teachers of the devastated areas will be looking to us for leadership, and if we really have faith in Democracy as a living, pulsating force we should unhesitatingly give that leadership when the necessity arises."

Washington, D.C.,
November 18, 1941

PAUL MONROE,
President,

ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

THE SECRETARY'S CIRCULAR FOR SUGGESTIONS

Post Box 52,
Cawnpore, February 8, 1942.

Dear Sir/Madam:

The 18th All-India Educational Conference will be held at Madras during Christmas holidays in December 1942, and in order that its work may not be delayed, the Constitution provides that suggestions should be invited from Constituent Associations, Individual Members, Members of the Federation Council, the Reception Committee as well as from educationists in general, on the following:

- (a) Topics of discussions for General Sessions and Sectional Conferences.
- (b) Subjects on which papers should be invited for General Sessions and Sectional Conferences together with names and addresses of educationists who specialise in those subjects.
- (c) Resolutions for consideration at General Sessions, Sectional Conferences and Annual Council Meeting.
- (d) Changes in the Constitution of the Federation, if considered desirable.

The following Sectional Conferences have been decided upon:

- (1) Childhood and Home Education; (2) Primary and Rural Education; (3) Secondary Education; (4) University Education; (5) Vocational Education; (6) Adult Education; (7) Health and Physical Education; (8) Moral and Religious Education; (9) Teacher Training; (10) New Education including Research and Experiment; (11) Examination; (12) Internationalism and Peace; and (13) Women's Education.

The undersigned will be obliged if constituent associations, individual members, members of the Federation Council, the Reception Committee and educationists in general would kindly send suggestions to him regarding each of those matters for the General Session and for each of the Sectional Conferences separately. All such suggestions should reach the Head Quarters by the 30th April 1942 at the latest to enable the undersigned to place them before the Executive and Council Meetings for final selection.

Yours fraternally,
D. P. KHATTRY,
Hony. Secretary,

THE TEACHERS' BOOK-SHELF

Thesaurus of Sentence forms. By Mr. P. T. Ramaswami Mudaliar, C.C.C. High School, Perambur.

Mr. P. T. Ramaswami Mudaliar has brought forth a very useful publication indispensable to the High School Students in framing their sentences in composition-writing. The author has struck a new vein in arranging a series of practical assignments in applied grammar. His "Thesaurus of Sentence Forms" will surely be recommended by each and every High School teacher to his pupils in order to help them to speak well and correctly and to write pertinently and perfectly.

K. NATESAN,

EDITORIAL

Education in the Coastal Areas :

War is casting its long and gloomy shadows over Madras and the Coromandal Coast. The success of the enemy in Malaya, the fall of Singapore and the continuance of his advance in Burma have contributed not a little to create a feeling of insecurity in the minds of most of the civilian population in the coastal areas of this presidency. In spite of exhortations by government officials and popular leaders not to be panicky, the panic continues and each day sees an increasing number of people leaving the City of Madras. While we may deplore the existence of such a panic, we cannot condemn it, for, people should be allowed to secure for themselves and the members of their family a reasonable measure of safety and security. The recent Communique advising managements to accord immediate permission to parents desirous of taking their children to places of safety would therefore be welcomed. But what we are unable to understand is the demand from a section of the public, that the schools should be closed. The recent decision of the Corporation of Madras to close their schools with effect from 1st March 1942 must be considered unhappy. The facilities offered, viz., (a) promotion on the basis of earlier examinations, (b) exemption from attendance, (c) continuance of fee concessions and scholarships will remove all obstacles in the way of parents desirous of taking their children to places of safety. But what about the children who have to stay in Madras? They are mostly the children of parents who are too poor to afford dual establishments and who have to stay in Madras to earn their livelihood. A considerable depletion in strength on account of this panic can by no means justify the closure of schools and thus deny the benefits of education to a section—a section mostly in need both of education and protection—that is somehow compelled to stay. It will be a tragedy if teachers should join in the cry for closure of schools. On the other hand, every effort should be made both for the continuance of education and for the proper protection of those who stay in these areas. We are sure teachers will not fail in their responsibility in an hour like the present.

Another aspect of the problem must be of grave concern to teachers, government and the public. If this exodus continues and if the panic should continue to prevail it is very doubtful whether schools in these areas will re-open with their normal strength. Managers of aided

schools are necessarily faced with the problem of continuing the services of their teachers. It is unfortunate that an official circular should have been issued to managements of aided elementary schools worded in such a way as to suggest the issue of three months' notice to the extra staff. We understand that several teachers employed in aided elementary schools have already been served with notice, thus complying with the provisions of the Contract. The managers that have done it have done so with a safe conscience as such a suggestion came to them in an official circular. We also learn that a few secondary schools too have acted in a similar manner. We would ask whether government considered the hardship to which such teachers as are thrown out of employments, will be subjected? In England, the position of teachers was thoroughly examined long before any scheme of evacuation, voluntary or organised, was begun. No teacher was thrown out of employment there. What is more, the Burham Committee recommended a war bonus and on the terms recommended by the Committee, teachers are being paid a bonus in addition to their usual salary. The estimated cost of the bonus only will come to £300,00,000. It may be argued—that is an oft repeated argument—that there will be little money in our province to pay the salaries of teachers. Where there is a will there will be no difficulty. England with its huge war expenditure can incur an additional 3 crores on its teachers. Cannot Madras spare a few thousands of rupees towards the salaries of teachers employed in these areas?

Teachers employed in aided schools will have to look to the Department of Education for help. The Department may have a registry of teachers in the affected areas. It may circularise the various educational agencies in the province that when making fresh recruitment they should consult the Department and thus it may be possible to appoint temporarily the teachers in the affected areas in places where teaching personnel is needed. Mr. R. M. Statham, our Director of Public Instruction, has indeed done a lot to better the conditions of service of teachers in aided schools. It is hoped that he will give his best consideration to this problem and find a suitable solution and thus help to avert what may become a great tragedy if large numbers of teachers are now thrown out of employment. Only last month he declared that he strongly deprecated any tendency to retrench the staff or reduce the salaries of teachers under the plea of war emergency. He will earn the gratitude of several thousands of teachers if he would take early steps to safeguard their interests.

33rd Provincial Educational Conference:

We are glad to learn that Sri K. Rangaswami Iyengar, B.A., B.L., L.T., Headmaster, Hindu Theological High School, Madras, has kindly consented to preside over the 33rd Provincial Educational Conference to be held at Vellore in May 1942. The conference will meet under critical circumstances in view of the gathering war clouds which hover over India. So long, war was at a distance; but now we may well say that the war has reached our doors. The conference may have to discuss such problems as *Education during war* and *Education after war*. The war must sooner or later come to an end. But when the war comes to an end, it is to Education that the world will look for a solution of those problems that the world will then be faced with. If war is to be banished, society must be re-organised and people must be re-educated and the whole system of Education must be completely remodelled so as to avoid all those factors that are likely to bring about disharmony and strife.

It is therefore a matter for congratulation that the South India Teachers' Union should be able to have for the presidency of its conference Sri K. Rangaswami Iyengar who is well-known for his great organising abilities. We hope that under his guidance the deliberations of the conference will be both successful and fruitful. To Mr. Rangaswami Iyengar we offer our congratulations, for the presidency of the Provincial Educational Conference is one of the highest honours which the teaching profession in South India can confer.



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Printed by G. Srinivasachari, B.A., at the G. S. Press, Narasingapuram Street,
Mount Road, Madras and Edited and Published by M. S. Sabhesan, M.A.,
for the S.I.T.U., at 520, High Road, Triplicane, Madras.