

The South Indian Teacher

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

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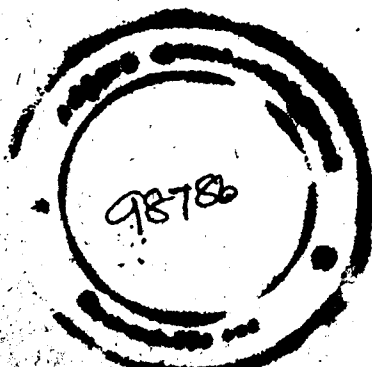
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THE SOUTH INDIAN TEACHER

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No. 5

DIFFICULTIES IN ADULT EDUCATION *

By

RAO SAHIB S. R. RANGANATHAN, M.A., L.T., F.L.A.,

Librarian, Madras University Library

AND

Secretary, Madras Library Association

(Continued from Vol. XV No. 4)

23 State Agency

In the present state of our country however there appears to be little chance either for the university agency or for the workers own agency to face the entire problem of adult education. Further the world has by now moved to a stage when the State itself has to take up several if not most of the functions necessary for the well-being of the community. It is misleading to quote the example of countries that forged ahead a century ago and blame private philanthropy for not shouldering the entire responsibility for adult education in our country to-day. The proper thing is to learn what obtains in countries that are now endeavouring with some measure of success to come abreast of those that had an earlier start. It is the experience of Mexico whose Ministry of Education has entrusted the problem of adult education to officially constituted 'cultural missions' that we should study. It is the efforts of the Ministry of Education of Czechoslovakia and of its Masaryke Insti-

*A lecture delivered at the Y. M. C. A. Lunch Club, Esplanade, Madras, at 1-45 p.m. on 11th March 1942.

titute that we should endeavour to emulate. It is the reading huts and the travelling libraries—thousands of them—which the State instituted in Russia for the liquidation of illiteracy and for the spread of adult education that should be regarded as our pointers. I am not unaware of the shyness with which non-official promoters of adult education would associate themselves with State agencies. But that is only a passing phase. Our adult education will not be solved satisfactorily unless the cause for this shyness disappears and the State adopts a vigorous, broad based, sympathetic policy of adult education, in which all agencies interested in the subject—be they private organisations, or statutory bodies like universities or the very limbs of the government itself—can join hands and work shoulder to shoulder with mutual trust, encouragement and cheer. In the Model Library Act which I have recently drafted for the Indian Library Association I have indicated the need for making the Department of Public Libraries an independent department to which the work of co-ordinating the agencies for adult education should be entrusted. The departments of public instruction in provinces which were founded a century ago under entirely different political, economic and social conditions ought to be relieved from this new responsibility. They have developed a tradition which may work all right in the institutionalised schools and colleges. But they are quite unsuited to the free atmosphere that should form the very breath of all adult activities like library movement and adult education. It is fatal to hand over the new-born library movement and adult education to the cold, benumbing, bureaucratic care of the already hypertrophied departments of public instruction. A fresh outlook, a fresh atmosphere and a fresh agency are called for.

3 Material Difficulties

Next we pass on to examine the material difficulties that stand in the way of a healthy development and spread of adult education. They centre round three factors (1) finance, (2) equipment and (3) books and library facilities.

31 Finance

There is a basic principle in natural philosophy that nothing can be created out of nothing. If the value of the human resources of a community should be stepped up to a high pitch, we must be prepared to spend energy on the process. And in these days of currency civilisation we cannot help drawing from the form of potential energy called finance and spend it if any improvement in the social sphere is aimed at. In fact etymologically the Sanskrit equivalent of riches, *Sri*, connotes a

handy instrument for service—personal service as well as social service. The personal noun *Sriman* connotes at once a rich man as well as one given to service. Carnegie had arrived at the same conclusion independently in his *Gospel of wealth*. If service of any kind is to reach far and wide, one cannot help the mediation of finance. Direct personal service can reach only the nearest few. But service can be transformed through the agency of money so as to reach many—near as well as distant. This means that finance is necessary for the promotion of adult education, on a national scale. But unfortunately many well-meaning enthusiasts of adult education imagine that their enthusiasm could by itself achieve everything without money. They plan to establish universal literacy in a community with ninety per cent illiteracy by an organisation *sans* funds. This reminds one of the Tamil saying about moving a car without an axle. The surprise is that even statutory local bodies often adumbrate schemes for universal adult education to be worked out purely on an honorary basis. They further feel that any unemployed person who had reached the school final stage can man adult schools and that he can be recruited without salary by the promise that work in the adult school would relieve him from the boredom of unemployment, which worries him otherwise. Some no doubt take a slightly wider view and are prepared to give the unemployed-turned-teacher his out of pocket expenses—say his bus fare to and from his home. In another instance a generous sum of Rs. 10,000 was promised to run fifty adult schools for six months. Out of this Rs. 10,000 a sum of Rs. 3,000 was earmarked for the out of pocket expenses of the fifty teachers for one hundred and fifty days. When asked why they should be so grudging in their allowance to teachers and what they were going to do with the balance of Rs. 7000, an extraordinary piece of information came out. The fifty adult schools had to be conducted in fifty school buildings owned by the Local Body. As the classes had to be held during nights, the school buildings had to be electrified, and the balance of Rs. 7000 was earmarked for the purpose. I think this gives an adequate idea of the financial difficulties that face the movement of adult education.

32 Equipment

We have already said that if adult education is to become popular among adults their curriculum should keep close to their avocation and that the teaching technique should stimulate the curiosity of adults to the highest possible pitch. One of the requirements of this implication is that every adult school should be provided with proper equipment. There should be an adequate supply of maps, globes, models, pictures and apparatus. There should also be a magic lantern and slides; cinema reels and apparatus should be in service now and then. It is impossible

to retain the custom of adult students if you are going to ask them to sit on the infants' benches without backs and listen to the teachers. The practice of assigning to the adult classes worn out black boards which are no longer black should be given up. The adult class room should on the other hand be made more trim and attractive than even the children's class-rooms. Comfort, quiet and attraction of every kind should reign in it. But these factors are all unfortunately overlooked in the adult schools of to-day. The drab, pensive atmosphere which hangs about them will depress and scare away even the most enthusiastic adult who wants to learn.

32 Books and Library Facilities

Lastly one has to remember that all adult education ultimately resolves itself into self education. The adult classes can but stimulate the desire for self education. They can serve the purpose of appetiser and not that of food. Providing adult schools but failing to provide the tools for self education would be like serving guests with appetiser but failing to provide dinner. The most common form of tools for self education is beyond doubt printed books and periodicals. In our country we have a two fold difficulty in this matter. We are yet to have a net work of public libraries to serve our adults with books. Even the few urban areas don't have libraries.

In the few municipal libraries that have come into existence of late the conditions are so forbidding that there is hardly any chance of their becoming tools of universal self-education. The State itself is, in the first instance, responsible for this state of affairs. It has ruled that the municipal libraries are to be put in charge of dignified do-all-librarians on the magnificent scale of 19-2|2-25-1|2-30. If penury drives any educated lad or man to accept this scale and take up the work, the municipality is there to put further hurdles. Even the most tactful and reticent librarian is not left free from the repurcussions of local faction. Then there is the bottle-neck of a commissioner, who is usually drafted from among the subordinate revenue officials and finds his first opportunity in his new position to rule over others. He has had very little to do with education or with books. For him the librarian is only an attender. According to him there can be no adequate work for this attender in the library itself, whereas his immediate clerks are over-worked. Ergo comes the Commissioner's orders that the do-all-librarian should have also the additional duty of maintaining the records and the stationery of the municipal office. If the librarian submits he will be retained. If he shows such a thing as self-respect or professional consciousness, he must exchange place with the junior attender of the

commissioner's office! No doubt the self-respecting librarian may prefer an appeal and it will be tossed about from the commissioner to the Council, from the Council to the Inspector of Local Bodies, from there to the Director of Public Instruction, from there to the Secretariat and it may have to do this circuit several times, finding opportunity now and again to sleep for six months on the Commissioner's table! How can any municipal library run under such auspices ever serve the adults with the tools for self-education?

As for the majority of our countrymen who live in the rural area there is no thought whatever of providing them with a free supply of books. Such a colossal ignorance of adult psychology is displayed by the powers that be that when they are pressed to provide adult libraries in the rural areas, they glibly pass orders that the libraries of the local elementary schools which are so rich in elementary text books may be thrown open to the adults of the area if the headmasters would make themselves personally responsible for the safe and unutilised condition of these children's books. The sanction behind this last condition is usually the recovery of the cost of the lost and mutilated readers from the salary of the headmaster! To speak of adult education, to set about establishing adult schools and to spend time and energy in liquidating the illiteracy of the masses without providing a net work of free libraries filled not with school text books but with adult books giving information on all conceivable topics and manned not by do-all attenders called librarians molested from moment to moment by arrogant commissioners but by socially minded, professionally trained librarians who are given freedom, respect and initiative to serve the public with books, nay to persuade and convert every member of the public into a library-goer and reader of books, would be like building mudhouse without roofs.

Even supposing that the state provides the libraries, there is the difficulty of filling these libraries with an assorted collection of books; for our country has yet to produce books of the necessary varieties. No doubt we have the everlasting classics of old which are mostly of a religious or philosophical turn. They are quite in their place to serve the old retired adults who are thinking of the other world. In recent years we are having a fair supply of recreative books of the dreadful blood-curling variety, but as for informative books which alone count for the young and the middle-aged, we have to depend mostly—almost entirely—on imported books in foreign tongues which our adults could not read. In fact one of the greatest difficulties in the spread of adult education to-day is the famine of informative books in Indian languages. During the last ten years the Madras Library Association tried to persuade the book-trade to give the necessary famine relief. The book

trades' attention could not be weaned away from the field of school text books which alone pays. As a desperate measure the Association has by itself ushered in its "Everything about something series" in Tamil and has so far managed to publish four volumes in the series. But what an insignificant contribution this is when compared with the needs of the situation! One should expect the State to meet the situation in the initial stages and cut the vicious circle of supply and demand. But the State is stone-deaf in this matter. God knows how this famine of books is going to be lifted from our country and how adult education is going to thrive. But let us hope that the community's determination to have each one of its members fully and perpetually educated will become so intense that ere long all the nine groups of difficulties I have discussed including the apathy of the State will be overcome and that we shall have the chance to sit among the nations of the world with an erect head not merely on the ground of the past achievement, not merely on the ground of our being the descendants of the most ancient *rishis* and seers of the world but also on the ground that we are second to none in the matter of universal adult education.

THE DEMOCRATIC ORGANIZATION OF THE GLENCOE SCHOOLS

(Continued from page 182)

in divisions (primary, intermediate, upper school) and list areas in which they and other educators believe children should have experience.

4. A democratic organization must move slowly enough to allow for maximum participation from all of its members. In a school this problem is twofold because maximum participation from the community as well as the staff is desired. Our committee plan allows teachers to change from one committee to another each year and also includes parents upon many committees. By taking part in the planning and working out of all curriculum problems, teachers have an opportunity to try out new ideas. They gradually come to feel their importance as a part of the working unit. Close co-operation between parents and teachers creates a real need for parent participation in school affairs. Illustrative of this is a small volume, a sort of curriculum for parents, as yet unnamed.

5. A democratic organization should put equal emphasis upon inservice training and fair evaluation of services rendered. Obviously, when an organization does not vest absolute authority in one person or a group of individuals, there must be some means within the organization for a fair evaluation of an individual's contribution. This is a difficult problem to face in a school organization, and it is one which we, as a group, have just begun to face. Of course, there is more than one way to evaluate services rendered. Our Teacher-Pupil Planning Committee arranged last year to have each member of the staff visited for at least one half day by some committee member. Each visitor looked for evidences of good and poor planning. The results of these observations and the following conferences with the teachers visited were incorporated in an objective bulletin of suggestions.

THE WORKING OF GUILDS AND ASSOCIATIONS

By

S. SRINIVASAN,

Board High School, Chengam.

The more I think of it, the deeper is my conviction that the teaching profession will come into its own only by a complete change in the attitude of the teacher. The statement may seem perhaps too sweeping to go without an explanation. Presiding over the Conference of the Mysore State Education League recently Mr. M. S. H. Thompson said "the teacher needs protective armour of some sort to withstand the darts of criticism levelled against him. There is perhaps no more effective armour than that which they forge for themselves out of a sense of the dignity of their profession." It is my humble view that the teaching profession is not to-day what it should be, because we do not as yet have this "protective armour."

A sense of the dignity of our profession does not come by the teacher assuming an air of importance. It is not an intellectual pose. It is, on the other hand, a feeling that he is one of the great teaching fraternity which is perhaps the largest single body of public servants in any country. Nay, it is a lively sense and a keen appreciation of the noble calling which he, in common with so many others, has chosen as the mission of his life. The fulfilment of this mission and the realisation of a status in life which befits so noble a purpose are the twin goals towards which every teacher should feel a constant urge and make a steady drive. That these things can be achieved only through co-operative efforts and professional solidarity needs no emphasis. No amount of single-handed and isolated efforts will avail.

The question naturally arises; have we this feeling and this consciousness with regard to our profession? Let me be more concrete and prove that we have not got it. Till about three decades ago, there was not a single organisation of teachers worth the name through out the length and breadth of this vast country. The S. I. T. U. is, so far as I am aware, the earliest to be started in the whole of India.

According to the latest annual report of the S. I. T. U. the number of Guilds and Associations affiliated to the Provincial Organisation is 20

and 22 respectively. Reducing this to a common denomination, we have according to the figures given in the report, 281 affiliated associations.

Now we have about 500 high and middle schools in our Province. That means as many associations. Taking the average strength of each Association as 25 the total strength of the Affiliated Associations comes to 12500 members whereas the total of all the 500 associations is 7025. To this figure we have to add the large army of about 75000 Elementary School Teachers making a grand total of 87500 teachers for the Province. Just consider what proportion the number of teachers in the S. I. T. U. bears to the number of teachers who are outside its fold. About five per cent of the total strength of the teaching profession are members of the S. I. T. U.

Let me now give a picture of contrast. The National Union of Teachers (short: N. U. T.)—that great organisation of the British teachers of all grades founded in 1870, had on its roll 138,307 members in 1931. This is about 73% of the total number of teachers in Great Britain. We may well despair of our situation when we look at this and our own membership.

It is sad to think that teachers who, of all, have great facilities to unite and co-operate, are lacking in professional sense. Many teachers still think of organisations and co-operative efforts in terms of personal and material gains of pay and prospects—in short of better service conditions. There cannot be greater mistake than this. We have to understand that organisation and co-operative efforts is as essential to the cause of education and the professional usefulness of the teacher, as it is for the promotion of trade union aims. Herein lies the fundamental difference between trade unions and teachers' organisations.

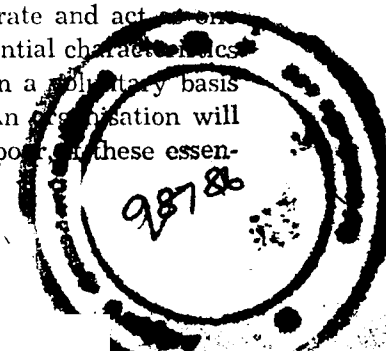
The dignity of the teaching profession and the influence and usefulness of the teacher can best be raised only by organising the members of the profession into a closely united body working collectively for their common cause. The Government itself must be the first to realise this truth. They must come forward to help teachers to organise themselves so that they can not only become professionally more efficient but also, at the same time, collectively advise the Government in all their Educational measures. As the 'Irish School Weekly' says, "*A teacher who remains outside his organisation is professionally blind and a teacher, who, while a member of his organisation, attends none of its meetings and does not read its official paper, is professionally deaf.*" I fear that most of our teachers are, according to this test, either blind or deaf professionally.

Almost every District in our Province has its own Guild and we may presume that every school—at least Secondary—has an Associa-

tion. What is the work done by these Guilds and Associations? With a few noble exceptions, they are mere names. Occasionally the local correspondent of the leading dailies, earns a few rupees by reporting the stale and stereo-typed proceedings of the Guilds. Many of the Guilds do not serve even this purpose! From a perusal of the proceedings of the Guild Conferences, it is evident that most of them do not come to grips with the many problems of Education that agitate our mind in these days. Attendance at the Guild meetings is very poor. The Associations do not frame definite rules; they have no programme of work to be done during the year; they do not provide funds even for one of them to attend the Guild Conference as their representative. I know of Associations that do not get even the official organ of the S. I. T. U. Is it not a bitter irony to expect such Associations to take any interest in Education? It is painful to note that there are teachers who do not know what the S. I. T. U. is; who runs it, and what it does from year to year. When a teacher is up against some trouble to himself, then he asks "What is the S. I. T. U. doing?" He does not stop for a moment to think where from the S. I. T. U. derives its strength. He does not ask himself "What have the individual members, the Associations, and the Guilds done to arm the S. I. T. U. with an authority that will command the respect of the powers that be"?

In his message to the Trichy District Teachers' Guild on the occasion of its golden jubilee celebrations in December 1940, Sri M. S. Sabhesan, the President of the S. I. T. U. said "It is my firm belief that the strength of the S. I. T. U. lies in the strength of its constituent Guilds. Nothing will give greater satisfaction to me than the knowledge that every District Teachers' Guild is able to look after its own affairs in a satisfactory manner and to build up a public opinion in the respective localities." What he said of the Guilds is with greater force, applicable to Associations also, and to the individual members of the Guild. But what is our condition to-day?

The Secretaries of the S. I. T. U. have been repeatedly observing in their annual reports that "A satisfactory solution of the bread and butter problem together with professional efficiency is possible only when the S. I. T. U. becomes strong and efficient. A feeling still prevails among many workers of the union that associations are not what they ought to be. Readiness to comply with the rules, regularity in payment of affiliation fee, quickness of response, willingness to co-operate and act as one man with one mind, general alertness etc.; are the essential characteristics invariably associated with an organisation working on a voluntary basis and setting before itself a difficult, but noble task. An organisation will cease to be healthy and its out-turn of work will be poor if these essen-



tial characteristics should tend to disappear one after another." Can it be said of any body of teachers that it has come up to the standard laid down in the foregoing observation by the Secretaries of the S. I. T. U.? A perusal of the report presented by them year after year, will show that the S. I. T. U. is still in a hotch-potch. Its organisation into an effective instrument must begin with the awakening of the individual member to a sense of his own responsibilities.

The 'Hindu' has done well in a recent editorial, to draw the attention of teachers to the post-war conditions in which they will find themselves and the need to organise and discipline them to act as a closely knit professional body under changing conditions. Mr. Frazer the President of the Association of Protestant teachers of Canada, whom the 'Hindu' has quoted in its editorial, observes, "If the teacher to-day does not command the respect to which he is entitled, the fault is his own". He contends that the school teachers are "Underlings" of their own making whose low standard and estimate of themselves has brought about the divergence between the almost "Universally high opinion of teaching and the almost universally low rating of the teacher". To counter this attitude, he suggests, discipline must come from teachers themselves and to achieve it there must be high standard of action and conduct.

These are wise words which we teachers should ponder. Men and women of light and leading all over the world have begun to think furiously what the future world order should be. And no future world order can be considered safe and enduring that is not based on a sound conception of the kind of education that we are going to give to the children under that order. It may seem tall talk to claim the teachers will have their own hand in the shaping of the future education. No doubt the ultimate principles and policy of education will always remain with those who wield political power in any country. But that is no reason why teachers should fail to give a definite lead to political leaders in their educational reconstruction. The failure to give such lead will always redound to the discredit of the profession and weaken its claim to higher status.

Those who have closely followed the activities of the S.I.T.U. will find that even in its present loosely organised state, it has been able to influence the Government to take many steps towards improving the general conditions of teachers. With an efficiency in organisation comparable to that of the N.U.T. and the American Union, the S.I.T.U. can achieve much greater things than it has so far been able to do. The N.U.T. has a full time secretary who is paid out of the funds of the Union. Some of these secretaries have been Members of Parliament and Knights. They are ever vigilant and watchful over the interest of the

British teachers. They have had a definite voice in the fixing of the salary scales of British teachers by the Burnham Committee at a time when the British Government were actually going through the last great war. Over 300 scales of salary were reduced to only four under the able lead and guidance of the then secretary of the N. U. T. The service conditions and scales of salary in our own country are chaotic and very unsatisfactory. In fact they have bred a lot of discontent sometimes resulting in strikes and protests by fasting. I wonder whether teachers realise that the ending of this miserable state lies in their own hands. If they have not, let them study the condition of teachers in the more advanced countries and learn how they were able to achieve great results by organising themselves. It is certainly no good to teachers to remain in their own splendid isolation like oysters with supine indifference and then dreaming of an Utopia wherein things will order themselves. Those days are gone. To-day the teacher lives in a different world. He has not only to cry for his bread, but also to prove that he is worthy of his place. Every teacher must realise that he has to organise not only for earning his bread but also to further the cause of education by grappling with its problems and finding suitable solutions for them. It is foolish to think that somebody else will think out these solutions for him and that his business is simply to accept them and to work them within the four walls of the class room. The more we close this inalienable right to others, the weaker will become our claim to a recognition by the public, of our status.

Mr. M. H. S. Thompson whom I have already quoted at the outset observed further on the occasion that "Progress in education, as in any other form of human activity, is impossible without experiment and enquiry, so that, in a sense, research forms part of the normal work of the teachers." One really wonders whether there are teachers who take to their calling under such noble urge. That it should have members fired by such lofty aims is my vision of the S.I.T.U. That is the hope that sustains me in the profession in spite of the perverse and cramping system of feverish coaching for examinations which passes for education to-day.

There are one thousand and one problems with which education of to-day bristles. What do our teachers' associations do? How many of them discussed the Government communique outlining the scheme for the reorganisation of Secondary Education? "Every controversy on educational topics in recent times" wrote the 'Hindu' some time back in its editorial, "lends itself to be studied by experiments." We have to tackle such problems as the school hours, the examination system, the elementary school syllabus, school holidays, place of English in the curri-

culum, adult education, size of classes, basis of class promotion, classification of pupils, schools in backward areas, the effect of the school system on the health of children, the education of poor and backward children, determination of aptitude, eyesight of school children, the grant-in-aid system, age of admission to colleges etc. Is it any exaggeration to say that the conclusion to be drawn on these questions are based on the experience of the teacher gained from his day-to-day work in the class room, on the play field and in the hostel?

Teachers should study these problems as a part of their daily work and express their collective views in the official organs of the S.I.T.U. To direct research and study on these problems, the S.I.T.U. must have at its head men who can command leisure and vast facilities. At present, they have neither of these. They are honorary officers who have to earn their living by working in schools and colleges as much as any of their fellow teachers. The S.I.T.U., to be able to cope up with the volume of the work which, under a better organisation, it is bound to have, will need full-timed men who are experts in the field of Education. The S.I.T.U. under such expert guidance, should have sectional committees to deal with the various problems. A research committee must be permanently engaged in co-ordinating educational experiments and in recording their conclusions. The S.I.T.U.'s official publications should embody these conclusions and should serve as authority for all educational administrators.

How can all this become a reality unless every teacher in the Province is a regularly paying and active member of the S.I.T.U. At present its finance is so poor that the Secretary and the President cannot even think of travelling within the Province to do propaganda work on behalf of the S.I.T.U. It is the earnest and constant prayer of the writer that teachers should have "That broad vision which sees in the daily routine and drudgery associated with their work a creative activity of the highest order shaping of a better world through the cultivation of the best in the individuality of every child." Through this vision, may we hope, they will see the vast utility and good that will come of an efficient professional organisation.

SRI R. K. KUPPUSWAMI AIYAR—A GREAT TEACHER

By

K. N. PASUPATHI,

Kurnool.

"Great teachers are seldom made; they are born"—is a well-known saying. It is not the training one receives at the training college that contributes in any appreciable degree to the making of a great teacher. But it is certain natural aptitudes and inherent virtues in a person, his mental and moral personality which really contribute to his success in teaching. And one can hardly be a great teacher in the real sense of the term without setting an example in one's own personal life and character, of lofty ideals of conduct.

Sri R. K. Kuppuswami Aiyar is one of the rare teachers of to-day. After a service of more than thirty years as schoolmaster, he retired from the Municipal High School, Kurnool, about five years ago, having served the institution for about a decade as its headmaster. He combined in him all the excellent graces of the great teachers of old with the good features of those of the modern day. Teaching was a passion with him to the last day of his service. And, whatever he taught, he did so thoroughly and interestingly that the young people who listened to him were deeply impressed.

What were the qualities that made him a great teacher? First, his innate enthusiasm for his work. He was imbued with a remarkable zeal for teaching Science, his special subject, and English, the language subject. He was a highly conscientious teacher who thoroughly prepared his lessons from day to day, and never let his work suffer on any account from slipshodness or indifferent preparation. He evoked the interest of his pupils in the classroom by his skillful and constant questioning, his clarity and effective simplicity of presentation, and by his own enthusiasm which seemed infectious. He was the milk of human kindness in his relations with students: he hardly knew how to frown on them. As headmaster of a pretty large institution, he had few occasions to handle the cane; and if ever he was compelled to use it, one could see how his heart withheld the rigour of the strokes his hand was attempting to give the delinquent pupil. Invariably he won over such pupils by love and kind advice to them and an appeal to their higher moral instincts. Indeed,

such kindness as characterised this able teacher and head-master, few people are capable of.

The same kindness characterised his relations with the staff of the school. As headmaster, he was invariably courteous, considerate and cordial in his dealings with the assistant masters, clerks and even the menial servants. If a teacher was absent from school, he would take up the absentee's work, as many periods as possible, instead of making his assistants do all the extra work. He set an example to the staff by his own diligence, punctuality and promptness in school work. Till the last day of his service, it was a wonder to see him attend to the correction of pupils' composition scripts and other written work with punctilious care.

Mr. Kuppuswami Aiyar was closely associated with the Kurnool district teachers' guild right from its inception in 1924. In fact, he was its first President, and he rendered it every help he could till his retirement. He never aspired for public laurels and recognition and he shunned the limelight. In the end of 1926, when the Provincial Educational Conference was held at Mahanandi, in the Kurnool district, he would have been easily elected President of the Reception Committee by virtue of his claims, but he willingly forewent his own claims in favour of another headmaster. He never pushed himself to promote his own interests. At the fag end of his service, for three years, he acted as a Joint Chief Examiner in Elementary Science, in the S. S. L. C. Public Examination, a job offered to him rather belatedly.

Sri Kuppuswami Aiyar always won high praise from Inspecting officers throughout the three decades he worked as teacher, both assistant and chief. He upheld the prestige of his staff while dealing with educational officers. The writer is reminded of an occasion when a D. E. O., during the annual inspection of the Municipal High School, Kurnool, asked him: "Do you supervise closely the work of the senior assistants?" The headmaster replied, "I have the fullest faith in their capacity and work. Each one of them is worthy of being headmaster, and where is the need for a close supervision?" The officer did not pursue the matter further, but felt impressed with the earnest words of Mr. Kuppuswami Aiyar.

Now, he lives a retired life in the Coimbatore district. Aged 60, he is still in the vigour of life, and takes a living interest in educational and school problems. May he live long a happy retired life, and may this humble tribute to his work serve as an expression of love, regard and admiration of the writer of this article for him with whom he has had the privilege of working for 16 years!

THE DEMOCRATIC ORGANIZATION OF THE GLENCOE SCHOOLS

By

PEGGY BROGAN

In the Curriculum Journal

When one first becomes a part of the Glencoe Schools, either as teacher or interne, one does not immediately realize the importance of the staff organization. However, there are certain obvious deviations from "standard practice." There is no dividing line between administrators and teaching staff, but rather, equal familiarity, informality, and friendliness among all. There is an elasticity in curriculum activities and a co-operative attitude towards "sharing and pooling" experiences. Teachers feel free to express their opinions and to ask for advice and help on any problem at any time—either at faculty meetings or in informal conversation with the superintendent, principals, or counsellors. Gradually one begins to understand the reasons for these differences and to find a place as an active contributor.

The staff is divided into committees for study and work. Teachers may choose the committee in which they desire membership. The plan of organization of a faculty of 50 people into workable groups follows:

1. *Socialization Committee*: Composed of the chairman of each committee together with the superintendent and principals. This group serves as the co-ordinating agency for the faculty and as a clearing house for all committee activities.
2. *Teacher Affairs Committee*: Takes care of business important to teachers such as the study of salary schedule policies, information regarding school legislation, and recreational activities.
3. *Community Relations Committee*: Works with Parent-Teacher Association and other civic groups to help interpret the schools to the people and to encourage parent participation.
4. *Curriculum Recording Committee*: Works on means for recording experiences which will make our curriculum a cumulative and ever-growing document.
5. *Teacher-Pupil Planning Committee*: Studies means for providing children with experiences in self-direction, selfevaluation, selfcontrol, and co-operation.
6. *Language Arts Committee*: Studies the needs of children in the fields of literature, reading, and language.
7. *Mathematics Committee*: Studies ways to make children's experiences further their understanding and use of number concepts.
8. *Teacher-Education Study*: Reports to the faculty, information from the New Trier Township Teacher Education Study Group.

In addition to the committee organization, the staff includes the following administrative agencies:

1. *Counsellors* in physical education, singing and instrumental music, art work, shop, science, guidance, and curriculum are on call to help children or teachers.

2. *Guidance Staff*: Plans and supervises the gathering of such facts as are essential to the understanding and guidance of each individual child in the Glencoe Schools.

3. *Curriculum Counsellor*: To act as adviser in all matters pertaining to the progressive improvement of the entire curriculum program. To help teachers determine how the individual needs of learners are being satisfied.

4. *Service Council*: Composed of superintendent, principals, guidance staff, curriculum counsellor, and health counsellor. Co-ordinates work of all resource persons, plans the testing program, and makes decision regarding retentions and other adjustment problems.

5. *Co-ordinator of Community Education*: Co-ordinates out-of-school activities with school and village program.

With this outline of internal organisation in mind let us consider the essential elements of democratic organization.

1. *A group of people cannot work together democratically as the result of an administrative order.* A superintendent cannot change his staff organization by announcing at the beginning of the year that he has "seen the light" and from that time on expect significant group and individual participation. It is doubtful if members of the Glencoe staff would be able to tell exactly when the organization changed from whatever it used to be to the democratic organisation it is now. It has been a slow and ever-widening process. About seven years ago the group decided to work on the problem of seeking better relationships among the members of the working unit; the school and community. However a group of people cannot suddenly begin to work together without leadership, careful planning, and much group thinking.

2. *The guiding principle for such a plan must not be a search for a permanent solution.* Rather it must be a continuous working together with common purposes in the search for improvement. In school practice, this means that teachers are not seeking one "right" procedure for teaching children. It is always interesting to notice the reaction we get from visitors who come to our schools, obviously expecting to find the same signs of 'progressive' teaching emanating from the doorway of each classroom. One is frequently asked such a question as, "But tell me, why does that teacher on the second floor still have her desks arranged in straight rows?" The idea seems to be that "progressive" rooms must be helter-skelter affairs.) Then it is necessary to explain that we are not attempting to arrive at one final answer to the problem of teaching children, not even in the arrangement of class-rooms. We are constantly seeking to improve and if we were to refuse to allow an individual teacher the opportunity to work a thing out to her own satisfaction because "the answer had been found," we would inevitably block progress.

3. *A democratic organization is not a disorganised "free-for-all," but rather a working unit which follows a well-rounded plan.* It is true that we do not have lesson plans or rigid curriculum restrictions. However, each teacher does not set her classroom up as a unit apart from the rest of the school. The "sky is not the limit" in selecting subject matter for pupils. Teachers confer together

(Continued on page 172)

ETHICS FOR UNION TEACHERS

"Recently one of my former students who is now secretary of one of the larger A.F.T. locals wrote to the national office stating that the local had appointed a committee to study practical ethics of union teachers and requesting that I write a statement of my own views on this subject. The statement, of course, does not represent an official code of ethics of the American Federation of Teachers, but is merely a personal statement" writes Irvin R. Kuenzli in the January issue of the American Teacher.

- I. The first duty of a union teacher is to teach efficiently in the classroom,.....
- II. Under conditions of war or other emergency, teachers should assume responsibility for the safety and welfare of the pupils and should never abandon a post until all pupils have been properly cared for.
- III. The good teacher conducts himself or herself in such a way that the classroom becomes a model of democratic government. The authority vested in a teacher's position should never be used to create a dictatorship within the classroom. Democracy is best taught as it is lived in the classroom.
- IV. The good teacher will respectfully but firmly demand that he or she be treated by his or her superiors as a member of a democratic society. The authority vested in the position of a Supervisor, Principal, or Superintendent should never be used to create a dictatorship within a teaching faculty. Democracy can be taught efficiently only by those who live in an atmosphere of democracy.
- V. The good teacher will report any grievance to the proper authorities of the professional organization of his or her fellow workers which has the democratic right to protect the interests of all members of the group. No teacher should be required or permitted to carry on individual collective bargaining with his employer.
- VI. The use of the Union for personal political purposes and for personal advancement or for seeking and creating positions for the good of the individual rather than for the good of the school is emphatically to be condemned. However, the advancement of union teachers, who have demonstrated their ability and leadership through union activities, to positions

when vacancies legitimately exist, should be encouraged and professionally approved. The advancement of capable and devoted union teachers to executive positions is an important method of extending democracy in education.

- VII. Union teachers in America should strive for the goal which has been attained by the National Union of Teachers in England, that is, no teacher will accept the position of a teacher who has been unfairly or unjustly dismissed.
- VIII. Any teacher who attempts to advance himself by undermining another teacher for the purpose of securing his position should be considered too dishonourable to deserve the name of teacher and should be ostracized by the profession.
- IX. The good teacher will employ the scientific method in all matters related to the educative process. Actions taken and statements made should always be based upon careful research and reliable information rather than upon unfounded rumours and false reports.
- X. Any teacher who accepts a position with organized interests opposing the public schools for selfish reasons and thus uses his knowledge of his profession to destroy the public schools rather than to improve them is a traitor to his profession.
- XI. The good teacher will interpret the school not merely as a propaedeutical preparation for life but as an important part of life itself and will attempt to make his part of the child's life happy as well as useful.

FROM OUR ASSOCIATIONS.

The Ramnad District Teachers' Guild.

The annual conference of the Guild was held on 4-4-42 at Karaikudi, in the premises of S. M. S. Vidyasala. 65 delegates representing eleven affiliated associations were present.

The Secretary's Annual Report having been adopted the following office bearers were elected for the year 1942-43.

President :

A. Ramanuja Ayyangar, B.A., L.T., Headmaster, S. M. S. Vidyasala, Karaikudi.

Vice-President :

G. Sam Victor, B.A., L.T., Headmaster, Schwartz High School, Ramnad.

Secretary :

K. R. Srinivasa Iyer, B.A., L.T., S. M. S. Vidyasala, Karaikudi.

Joint Secretary :

S. Srinivasan, B.A., L.T., S. M. S. Vidyasala, Karaikudi.

Auditor :

M. B. Sundaresa Iyer, S. M. S. Vidyasala, Karaikudi.

Representative on the Executive Committee of the S. I. T. U.

M. Raja Iyer, M.A., L.T., Raja's High School, Ramnad

The following are the resolutions passed :—

1. This conference requests the Government to grant war-time bonus to teachers in the affected areas like the city of Madras, as an emergency measure as is being done in England.
2. This conference requests the Government to allow co-education upto standards 1 to 5 and consider the desirability of amalgamating all denominational schools into schools of a single-type elementary schools.
3. This conference requests the Director to allow choice to parents to admit their girls in any school and withdraw the restriction that, in places where there are girls' schools no girls should be admitted into Boys' schools.
4. This conference requests the Government as a war-time measure to allow a decent increment in the teaching grant to teachers of aided elementary schools.
5. This conference requests the Government to grant an extra allowance of Rs. 5-0-0 per month in the case of aided schools with an average attendance of 100 to meet the contingent charges for the Red Cross, preparation of teaching aids, supply of water to pupils and other incidental charges.
6. This conference resolves, with regard to Rule 13 of the Guild Rules, relating to the holding of three quarterly meetings per year, to amend it as "the General Body shall ordinarily meet at least three times a year at different centres".

After the passing of the above resolutions the conference adjourned to tea.

Then there was a public meeting with Sri. T. S. Viraraghavachariar, M.A., L.T., in the Chair. After prayer, Sri. A. Ramanuja Iyengar, B.A., L.T., Headmaster, S. M. S. Vidyasala welcomed the guests in a fitting manner. This was followed by a welcome song in Tamil by Vidwan K. Dosikan, one of the Tamil Pandits of the above school. Then Sri. N. Kuppuswami Iyengar, M.A., Retired Professor of Mathematics, Training College, Trivandrum, addressed the gathering on "Education, the only hope for mankind" and Sri. T. S. Viraraghavachariar on "The teaching of English composition in schools." With a vote of thanks proposed by Sri. A. Ramanuja Iyengar, the meeting terminated.

The S. M. S. Vidyasala Teachers' Association was 'At Home' to the delegates in the evening and also entertained them at a dinner at 8 P. M.

North Arcot District Teachers' Guild.

The semi-annual meeting of the North Arcot District Teachers' Guild was held in the Voorhees' College Hall on Saturday the 11th instant at 2 P.M. Sri R. Kuppuswami Aiyer, B.A., L.T., Headmaster, Board High School, Arni, the President of the Guild presided.

Rao Sahib V. P. Adiseshiah, M.A., L.T., Principal, Voorhees' College, Vellore welcomed the delegates in a short speech and declared the conference open. In the course of his speech he said that the teaching profession was once having great influence especially on the younger generation. They were training the future citizens of the country and as such a great responsibility devolved upon them. They must examine themselves and see whether they come up to the level expected of them. The teacher though called a 'Master' was really a servant of society. A teacher must be full of optimism.

Sri. R. Kuppuswami Aiyer, the President then delivered his Presidential address. He said that the war clouds that were only threatening for a long while had actually burst on this presidency. This had affected the members of the profession and the managements considerably. But fortunately we had in our Director of Public Instruction, one who was sympathetic to the profession and had given assurances of all possible help. The Government were trying to improve Elementary Education in all directions, and make it more useful and efficient. It was the desire of the Government to increase the percentage of literacy among girls; but the insistence of a 25 per cent of girl pupils in mixed school was having dire results leading to the closure of a number of schools. It was necessary that schools should be granted sufficient time to adjust themselves to the new standard required of them. On the question of re-form of secondary education, the President said that the views put forth by the S. I. T. U. were very sound and worth accepting by the Government.

The Secretary then read the minutes of the last general body meeting of the guild on 6-12-41 and also made a statement on the progress of arrangements made to hold the Provincial Conference at Vellore in May next. Next the Conference took up the considerations of resolutions.

After tea Sri K. Kalahasti, M.A., L.T., Assistant, Sri Mahants' High School Vellore read an interesting paper on Geography and Education. This was followed by a paper on *Education-Dynamic v. Mechanical* by Sri. K. Vaidyanatha Aiyer, B.A., L.T., Mahants' High School, Vellore.

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

FROM OUR ASSOCIATIONS

Teachers' Association, Board High School, Kodavasal

A meeting of the pupils and teachers of the Board High School, Kodavasal was held in the school premises on 14-4-42 under the presidency of Mr. C. Irudayam Pillai, the acting Headmaster, to condole the demise of Sri. P. Swaminatha Pillai, the former Headmaster of the school. Speeches were made both by pupils and teachers extolling the qualities of head and heart of the deceased. Resolutions were passed conveying their condolences to the members of the bereaved family and for concerting measures to perpetuate his memory. Sri. P. Swaminatha Pillai breathed his last at his residence at Kumbakonam on 11-4-1942 at the early age of 46. He entered service under the Tanjore Dt. Board in the year 1924 and became the Headmaster of the Board High School, Thiruvavur in the year 1928. He was the convener of Common Examinations for the Tanjore Dt. Board Schools for several years and one of the Vice-Presidents of the Tanjore Dt. Teachers' Guild. He was also a member of the executive committee of the Tanjore Dt. Athletic Association for a number of years. The School was closed for the day as a mark of respect for the departed soul.

S. I. T. U. Propaganda

Sri. K. N. Pasupathi, Secretary, Kurnool District Teachers' Guild and member Propaganda Committee for the Ceded Districts, toured in the Kurnool district from 23rd March 1942 to 28th March '42 and addressed Teacher's Associations in the Board High Schools, Atmakur, Koilkuntla and Markapur, and in the Municipal High School, Nandyal and the S. P. G. High School, Nandyal. He pointed out the need for strengthening the Kurnool Guild and thus the Union. He explained the prospects of the Protection Fund and the great progress made by it and appealed to all teachers to join it in their own interests and the cause of the teaching profession. He distributed leaflets relating to the Fund and copies of its rules. He appealed to teachers to attend the District Conferences in greater numbers and also the ensuing Provincial Educational Conference at Vellore.

News

Rose Hips for Oranges

Nine British Factories Turn 200 tons of them Into Syrup.

Two hundred tons of rose hips gathered from the hedges of England and Scotland last autumn have been turned into syrup for the older children in Britain who cannot get a regular supply of oranges.

Like the orange, rose hips are a rich source of vitamin 'C', the anti-scurvy vitamin.

Before the war it never occurred to anybody to use rose hips, but when the supply of oranges dwindled a small army of Boy Scouts, Girl Guides, Teachers and Women's Institute members turned out into the lanes with their baskets.

Even housewives who were expert jam makers found it difficult to keep the hip hairs out of the syrup and the hips were therefore sent off to nine factories which have now produced from them 600,000 bottles of syrup. Young children are sipping it with relish at the rate of one teaspoonful a day. Two teaspoonfuls in the twenty four hours give all the vitamin C which older boys and girls require.

Britain's Ministry of Health are so pleased with the result that they are hoping for a much bigger collection of rose hips when autumn comes round again.

THE TEACHERS' BOOK-SHELF.

General Science for Colonial Schools: F. Daniel. Books I and II. Oxford University Press.

These are the first two of a series which the author has planned with his rich experience in the tropics—particularly in Malaya. Book I includes elements of simple chemistry, plant life and very elementary hydrostatics. Book II covers properties of matter, some more elements of chemistry and a continuation of the chapter on plant life and the soil. The different subjects are treated in a very interesting manner. The language used is simple. The suggestions given for practical work at the end of the chapter involve only very simple pieces of apparatus and materials which can be had easily. Tropical plants have been chosen to illustrate elements of plant life. If the series be completed we dare say they may form an ideal set for a general science course in our high schools.

A Text Book of Electricity and Magnetism: G. R. Noakes, M.A. (Oxon). Macmillan & Co., Ltd. 8 sh. 6 d.

An excellent text book prepared to meet the needs of higher school certificate and University scholarship examinations in England. It may well answer the needs of those students who pursue the B.Sc. course. Accounts of the latest determination of the electronic charge of electron optics and the electron microscope, of the cathode ray oscillograph and its applications in the laboratory and in television and of the electronic devices used in television transmission have been included.

Adventures into English Poetry: Junior books I to IV, Selected and arranged by W. M. Daunt. Macmillan & Co., Ltd. Books I and II 9 d. each, Books III and IV, 1 sh. each.

In recent times English Poetry is becoming a neglected subject in our middle schools. Many are the causes that have brought about the situation but some suggest that if the pupils in the junior forms, nay, even in the higher forms of our secondary schools are to appreciate poetry, it should be taught by Englishman. The suggestion may be good but it is clearly impracticable. It is unfair to say that Indian teachers cannot help the pupils to understand and appreciate English poetry. We have amongst us many good teachers. The defect seems to be in the very unscientific and haphazard way in which poems are selected for inclusion in the text books. Apart from having a good teacher, a great deal will depend upon the presentation of the poems and most will depend upon the selection of the right poems. To the modern child, poems by modern poets have a fascination. The Editor of this series has therefore done well in including a large proportion of poems by contemporary writers, Bridges, W. H. Davies, Maxfield, Newbolt, W. B. Yeats, etc. Simple examples of the work of the great classic poets, Tennyson, Wordsworth, Keats, etc., are also included. They are arranged in the order of difficulty. The books have been attractively got up and many coloured pictures are included. We may well say with the Editor 'all lovers of good poetry will find in this series of Adventures a unique collection which ensures a sound foundation for further study and exemplifies the genius of the modern poet. The series would certainly be enriched if it included some of the simple English poems by non-English poets, like Rabindranath, Sarojini Devi or Toru Dutt.

Namadu India Charittirangal: Books I, II and III in Tamil. By V. Bhuvaram-murthi, M.A. Oxford University Press.

These two books complete the series of Elementary Indian History books for forms I to III. The books closely follow the departmental syllabus. They are written in simple language and can easily be read and understood by the pupils of forms I to III or standards VI to VIII for whom these are intended. The author may well be congratulated on his steering clear of the many pitfalls that face authors of Indian History. He may be said to have succeeded in enabling the young readers to understand how India as it is today is the result of the many historical events that took place in the past. The books are well illustrated. A special feature is the pictorial Time Chart. Revision exercises are given at the end of each chapter.

Good English through Seat Work: Martin-Books I to IV. Book I, 4 annas. Book II, 5 annas. Book III-7 annas. Book IV 7 annas.

These form a new series of Seat work. Seat work, Desk-Work, etc., are forms of play way and in recent years the method is increasingly used as being a sure mode of introducing in an interesting manner good English grammar. Each book of this new series is like a large exercise book. Each lesson is either a game or an exercise bearing on a grammar or composition topic. Space is provided in each page for pupil's work. The lesson starts with directions written in simple and clear language. The lessons are illustrated though in some cases the illustrations do not seem to have any bearing on the lesson but certainly they have a brightening effect. They may well be used in forms I to IV.

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G. T., MADRAS.

EDITORIAL

Schools vs. Offices

A fortnight ago a paralysing panic prevailed in Madras. The Government Communique regarding the threat to Madras caused a terrible rush of the civilian population. All government offices moved out of Madras to various parts of the Presidency. The movement was so sudden that some offices left, it is said, without any definite plan. Even the office of the Director of War Publicity was shifted away from Madras! No wonder then that the morale of the civilian population fell and the panicstricken people rushed from the city in thousands. It is doubtful if the best efforts of Government and popular leaders will succeed in getting the people back to Madras. We have therefore grave fears if it will be possible for schools in the city to reopen under normal conditions. Managements of certain institutions contemplate the transfer of their schools to safer areas and if necessary conduct their institutions on a residential basis. The idea is very commendable and we trust other managements too will consider some such plan for the conduct of their schools.

In times like the present the administration is apt to ignore the claims of education. An example of such disregard was noticed when the offices left the city. The school buildings in mofussil places were requisitioned in order to house the offices and their employees. While we realise that in an emergency, school buildings will be found to be the most suitable for accommodating large offices, we should like the Government to know that such occupation should not mean the closure of schools or the curtailment of educational facilities in the areas concerned. There is now a fear that in places like Coimbatore, Salem, Vellore, and Bangalore where government offices have moved, the normal educational facilities will be considerably reduced in the new academic year, unless these offices are immediately removed from the school buildings. We trust the Director of Public Instruction is watching the situation closely and we hope he will make strong and effective representations to government so that all the school buildings may be made available to the schools as they reopen after the summer holidays. Offices are no doubt necessary for the administration to go on, but schools are very essential for life itself.

The Teacher and his Responsibilities

Very often teachers ask 'what has the Union done' and 'why should I become a member'. Some even say, if the Union does secure any good for the profession it will not be limited only to Union members but will extend to all those engaged in teaching. To most teachers Union membership would mean a claim for certain privileges only without any feeling of responsibility. The individual teacher must realise that as the

profession advances every individual will benefit but in doing so, the individual member must learn to forego some of his immediate personal interests in the interests of the whole profession. The following Editorial observation in the December issue of the Ontario Secondary School Teachers' Federation is well worth pondering carefully.

"Many a Federation member finds the ethics of his profession in conflict with his own immediate and personal aggrandisement. There are sure to be occasions when unethical conduct may temporarily pay dividends to the individual. Under such circumstances the socially-minded teacher—the only one worth his salt as a teacher of youth—will have no doubt as to which course he must choose. The conflict between one's immediate personal interest and the interests of our profession arises in most of the activities in which our professional organization is engaged. A certain teacher assured us some time ago that he had no intention of ever contributing to a Reserve Fund, because he was already receiving as much salary as he could ever hope to receive in his present position. He failed to realize that his present security is to a large extent due to the co-operative efforts of four thousand of his fellow-teachers over a period of twenty years to improve the status of their profession. He failed, moreover, to assume any responsibility for maintaining that status. How many of our debates on Superannuation are motivated by a desire to improve the status of the profession and how many by personal reasons? We dare not attempt to answer that one. All we urge is that we never lose sight of the fact that the individual will in the long run benefit as the profession benefits—that democracy involves a compromise between the rights of the individual and those of society—that it carries certain obligations and responsibilities—often personal sacrifices as well as rights, and freedoms and advantages. Responsibility without rights is slavery, but rights without responsibilities is parasitism. There is no place for the latter in the teaching profession."

We would commend to the notice of our readers the personal statement of Irvin R. Kuenzli on Ethics for Union Teachers and S. Srinivasan's note on The Working of the Guilds and Associations, published elsewhere in this issue.

Principal Seshadri

It is with profound sorrow that we have to record the sudden demise due to heart-failure of Principal Seshadri, President of the All-India Federation of Education Associations and Principal, Princes College, Ajmere. In his death Indian Education has suffered a great loss. An eminent Professor of English, a brilliant scholar—he has given the whole of his spare time to the cause of the Teachers. Even while a student, he considered himself, to quote his words "already dedicated to the teaching profession. 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 insisted to be a teacher, to the dismay of my well-meaning friends." The poor material rewards in store for a teacher are well-known but Principal Seshadri found in his profession a sense of joy and happiness which he strove to infuse into his colleagues in the profession.

That he was quite successful as a teacher can be gathered from the following observation he made in a recent broadcast talk. "If I started life again with all the experiences of these years and a knowledge of the profession's handicaps and limitations I would again become a teacher, without the least hesitation." Only those who have found a satisfaction and a happiness in their profession can express such a wish.

Principal Seshadri may well be described as the founder of the All-India Federation of Educational Associations. He with a small band of fellow-workers organized the federation nearly eighteen years ago when he was the Principal of the S. D. College, Cawnpore. Ever since its inception he has been its President in which capacity he has constantly strove to organise the teaching profession all over the land, so as to secure for it the conditions of service and material emoluments so necessary for the efficient discharge of its duties. It was his constant endeavour to rouse teachers to a sense of their responsibility urging them to higher standards of efficiency and character. He was of opinion "that the teacher must feel proud of his destiny as the custodian of his peoples' culture, the moulder of the younger generation and the real hope of his country's future."

Principal Seshadri was of a very cheerful disposition. His pleasant smile, and his sweet voice, took away all opposition and bitterness. He was a robust optimist. To the end he maintained a very active life. Needless to say that his sudden death at a time of National crisis is a great loss to the country. The teaching profession in India has lost its greatest leader. We offer our most sincere condolences to Mrs. Seshadri and her children in their very sad bereavement.

Our Conference is Postponed

From an announcement published elsewhere our readers will learn that the XXXIII Madras Provincial Educational Conference is postponed to sometime in September. It is regrettable that the Conference has to be postponed. Many important problems were expected to come up before the conference. But circumstances have so shaped themselves as to compel the Reception Committee reluctantly though, to decide upon the postponement. Vellore has been experiencing a heavy influx of evacuees. The municipality we are told is facing a real problem in the matter of sanitation and water supply, as the population of the town has increased by 100 per cent. There was difficulty of accommodation. But in spite of all the handicaps the Reception Committee went on bravely with its arrangements. Unfortunately on the 12th of April the exodus of Government offices from Madras necessitated the requisition of all school buildings thus making it impossible for the Reception Committee to arrange for the Conference. We sympathise with the Reception Committee and we feel sure that the delegates though disappointed will appreciate the circumstances necessitating the postponement of the Conference.

NOTICES

THE SOUTH INDIA TEACHERS' UNION

In view of the postponement of the XXXIII Madras Provincial Educational Conference, the General Body meeting of the S. I. T. U. announced to be held at 10 a.m. on the 13th May 1942 at Vellore is postponed. In the next issue of the South Indian Teacher and Balar Kalvi the date of holding the General Body meeting will be notified.

TRIPPLICANE, }
29th April 1942)

T. P. SRINIVASAVARADAN,

Hony. Secretary.

THE S. I. T. U. PROTECTION FUND, LTD.

The 14th Annual Ordinary General Meeting to be held at Voorhees' College, Vellore on the 12th May 1942 at 2 p.m.

The Meeting has been postponed as the College buildings are not available. The date and place of the meeting will be announced in the *Hindu* of Madras.

(By order of the Board)

V. SRINIVASAN,

Hony. Secretary.

29—4—'42.

THE S. I. T. U. PROFESSION TRUST FUND.

S. I. T. U. Profession Trust Fund General Body Meeting has been postponed. The date and place of the meeting will be announced later.

V. SRINIVASAN,

Hony. Secretary.

29—4—'42

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XXXIII MADRAS

Provincial Educational Conference,

VELLORE (N. A. Dt.)

POSTPONED

Office of the Reception Committee,
Voorhees' College, Vellore,
24-4-1942.

Dear Sir,

At a meeting of the working committee of the XXXIII Madras Provincial Educational Conference held in the Voorhees' College, Vellore at 11 A. M. on 23-4-1942, the following resolutions were unanimously passed. They are communicated for your information.

Resolution 1.

In view of the present war situation, which has deprived us of the use of the Cobb Memorial Hall, Voorhees' College Buildings and other local buildings, resolved to postpone the 33rd Madras Provincial Educational Conference to a suitable date in the last week of September or the first week of October 1942.

Resolution 2.

Resolved to request the finance sub-committee to go on with the collection work and the enrolment of Reception Committee members and remit such collections to the Treasurer as usual.

Sri C. Perumalswami Reddiar, M.L.C.,
Chairman,
Reception Committee.

Rao Sahib Sri. V. P. Adiseshiah, M.A., L.T.,
Principal, Voorhees' College, Vellore.
(Working President.)

Yours sincerely,
M. S. Subramania Sastri,
C. A. Samuel,
K. C. Gopalachari.
Secretaries.

The South Indian Teachers' Union
Protection Fund, Ltd.

The office of the Fund is
temporarily shifted to
BAZAAR ROAD, VILLUPURAM

Office Hours : 10 a.m. to 4 p.m.

Communications may kindly be sent to the above address.

Join the Fund at once
This is the Valuation Year

TRIPPLICANE
23rd March 1942.

V. SRINIVASAN,
Hony. Secretary.

Note : Members are informed that payments can be made at all the branches of the Indc-Commercial Bank, Ltd., with whom Challan forms in triplicate are provided.