

Vol. XV

Regd. No. M. 2347

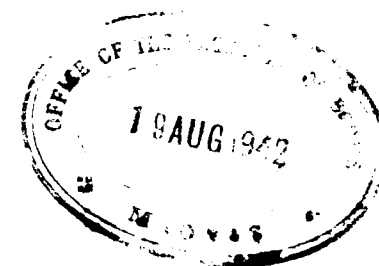
No. 7

The South Indian Teacher

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

319

120



JULY, 1942

उद्धरेदात्मनात्मानम्.—The Gita.

Raise yourself by your own efforts



ANNUAL SUBSCRIPTION:

Inland Rs. 4

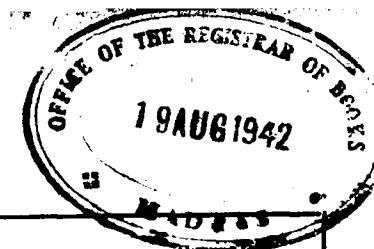
Foreign Sh. 8

Single Copy As. 6.

POSTAGE EXTRA.

CONTENTS

ARTICLES	PAGE
The Education Service	219
Youth Movements and how they originated and developed ...	220
The Teaching Profession in the U.S.S.R.	227
The War and the Schools	232
The Call to the Teachers	237
The S.I.T.U. Protection Fund, Ltd.	238
Editorial	241
The Eighteenth All India Educational Conference, 1942 ...	243



MACMILLAN'S NEW TEXT-BOOKS

prepared according to the current Madras syllabuses
and approved for Class use—vide Consolidated List dated 2-6-42.

ENGLISH

EVERGREEN READERS

Primer	66 pages	As. 6
Approved for Class V	{ Ele. Schools Page 13—1942 list. Sec. „ „ 15—1942 list.	
Reader I	100 pages	As. 7
Approved for Class VI	{ Ele. Schools Page 12—1942 list. Sec. „ „ 15—1942 list.	

Edited by Prof. E. E. SPEIGHT, B.A. and Prof. A. RAMA
AIYAR, M.A., *Vice-Principal, National College, Trichinopoly.*

Carefully prepared to meet the exact requirements of the
syllabus, especially with regard to the vocabulary and number of
essential words included and the grading of the lessons.

First Steps in English Grammar by L. TIPPING—Revised by J. C.
ROLLO, M.A., As. 6

Approved for Class use Form I—Sec. Schools Page 18—1942 list.

The original edition recommended in the syllabus, has been
simplified and additional chapters added to cover the complete ground
both Grammar and Composition as outlined in the syllabus.

TAMIL HISTORY

History of our Motherland by T. P. VENKATACHARI, M.A., L.T.
As. 10 each.

Book I for Form I and Class V	{ Approved for class use.
„ II „ „ II „ VI	{ Ele. Schools Page 37.
„ III „ „ III „ VII	{ Sec. Schools Page 52 — 1942 list.

SCIENCE

Children's Everyday Science by M. S. SUBRAMANIAN, As. 12 each.

Book I for Form I	Approved for Class use—Secondary
	School list Page 86—1942.
„ II „ „ II	Do. Page 88—1942
„ III „ „ III	Do. Page 88—1942

MACMILLAN & CO., LTD.

PATULLO ROAD, MOUNT ROAD, MADRAS



Published 7th May, 1942]

[Tagore's Birth Day

Tagore Memorial Number OF EDUCATION

EMBODYING THE RESPECTFUL HOMAGE OF INDIA'S
TEACHING PROFESSION TO THE MEMORY OF
RABINDRANATH TAGORE

20 articles from all over India, 18 illustrations and 24
extracts from the Poet's speeches and writings on his work as
our Educational Philosopher and Teacher.

Re. 1/4 (Post free). Free to subscribers of EDUCATION.
Annual Subscription Rs. 5/11.

A volume you should acquire and treasure.

EDUCATION OFFICE,

Post Box 63,

LUCKNOW.

EDUCATIONAL INDIA

A monthly record of education for British India & Native States

Edited by Prof. M. VENKATARAMAIA, M.A.

EVERY NUMBER CONTAINS

- * *Original Articles* written by eminent educationists.
- * Thought-provoking and inspiring *Editorials* on current topics in education.
- * *Through Different Provinces*—Educational News of British India and Native States during the month; *Public Opinion*—Utterances of eminent personages and educationists; *Foreign Currents*; *Correspondence*; Book-reviews, etc., etc.

IT IS INDISPENSABLE TO EVERY TEACHER, PARENT AND
EDUCATIONAL INSTITUTION.

INLAND Rs. 3—8—0

FOREIGN Rs. 5—0—0

"EDUCATIONAL INDIA" OFFICE
MASULIPATAM, (S. INDIA)

BLACKIE'S LATEST TEXT BOOKS & SUPPLEMENTARY READERS

Sanctioned by the Department for use as Text Books.

THE EVEREST READERS

with Supplementary Readers

A new Modern and Carefully Graded Series of Readers
for Indian Schools

Fully Illustrated in Colour and in Black and White.

Editor: Jean W. McFadyen, B.A. (Hons.)

		Supplementary Readers	
Primer	80 pages As. 6½		
Reader I	96 " " 7½		
Reader II	112 " " 9	King for a day and Other Stories	
Reader III	136 " " 12	Anangopal The Just and other	Grade I As. 3
Reader IV	160 " " 15	Stories	Grade II As. 4
Reader V	192 " Re. 1-2	Sindbad the Sailor and Other	Grade III As. 5
		Stories	

This is a New Series of Readers for Indian Schools. The books are based on modern methods of teaching English. The importance of learning through interest and enjoyment has been kept constantly in mind. The earlier books deal with the immediate environment of children and the later books cater for their widening interests. All the books have practical suggestions on teaching.

THE GOLD MOHUR ENGLISH READERS

Editor: M. S. H. Thompson, B.A., F.C.P.

Indian Educational Service (Retd.)

Primer I, As. 5	Primer Complete, As. 7
Primer II, As. 5	Reader I As. 7½

SUPPLEMENTARY READERS

THE KING OF THE GOLDEN RIVER — By JOHN RUSKIN, Illustrated with Exercises As. 7 (Graded Story Book Reader Gr. IV)

HEROIC TALES OF INDIA — By JUDITH AMES. Illustrated with "Aids to Study" As. 9.

INDIAN TALES OF WISDOM—By DONALD A. MACKENZIE, Illustrated with Exercises As. 9.

THE STORY OF SOHRAB AND RUSTUM — Retold by DOROTHY KING, Illustrated As. 6.

Complete Catalogue forwarded post free on application.

BLACKIE & SON (INDIA) LTD.,

3, RAJAMANNAR STREET,

THEOGAROVANAGAR

MADRAS.

LONGMANS' SELECT LIST OF TEXT BOOKS

Longmans' Literary Selections. Parts I & II (For IV & V Forms).

Longmans' Indian Readers. By J. A. Yates. Primers I & II (or Combined Primer) Introductory and Readers 1—3. (For Class 4 to III Form).

A High School Composition. By E. E. Speight (For IV—VI Forms).

Longmans' Pupils' Arithmetics. By T. S. Rajagopalan, B.A., L.T., Hindu High School, Triplicane. Based on the latest Departmental Syllabus. Revised Edition with new features.

Books I—III (For Forms I—III). *Tamil & Telugu* Editions.

Longmans' History of India. By M. K. Sundaravaradachariar, B.A., L.T. Written according to the latest syllabus.

Books I—III (For Forms I—III and Standards 6—8). In *Tamil* only.

Longmans' Stories from Indian History. By M. K. Sundaravaradachariar, B.A., L.T.,

Part I (For Class 4); Part II (For Class 5). In *Tamil* only.

A Brief Survey of Indian History. By H. C. (For Forms V & VI). Available in 2 Parts. *Part I.* Pre-British Period, *Part II.* British Period. In *Tamil, Telugu* and *English* (in one volume only).

A First Book of Indian History. By H. C. (For Form IV). According to the Syllabus issued by the S. S. L. C. Board. Available in *Tamil, Telugu, Malayalam* and *English*.

A History of Great Britain. By T. F. Tout. (For Forms V & VI). Available in *English, Tamil* and *Telugu* (In 2 Parts).

A First Book of British History. By Tout and Hartog. (For Form IV). Available in *English, Tamil, Telugu* and *Malayalam*.

Longmans' New Method Geography in *Tamil*, for Class 5. By S. Muthukrishna Ayyar, M.A., L.T., Lecturer in Geography, Teachers' College, Saidapet.

Longmans' Descriptive Geography. By L. D. Stamp. Books I—III (For Forms I—IdI). Available in *Tamil, Telugu, Malayalam* and *English*. (Books I and II in *Tamil* and *Telugu* have been revised according to the latest Syllabus).

New Secondary School Geography. By L. D. Stamp. (For IV, V & VI Forms). In *English* (In one Volume) and in *Tamil, Telugu* and *Malayalam* in Parts: *Part I* for IV Form, and *Part II* for V and VI Forms.

Longmans' Introductory General Science. (For Form IV). By M. Ekambaranathan and T. S. Krishnaswami Iyer. Available in *English, Tamil* and *Telugu*.

Longmans' General Science. (For Forms V & VI). By M. Ekambaranathan and T. S. Krishnaswami Iyer. Available in *English, Tamil* and *Telugu*.

Books have been published in *Tamil* and *Telugu* for S. S. L. C. Optional Subjects, *viz.*, Geometry, Algebra (*Tamil* only), Physics and History of England and India. (*Particulars will be furnished on request*).

LONGMANS, GREEN & CO., LTD.
MOUNT ROAD, MADRAS.

B. G. PAUL & CO.'S

Popular and widely used Text-books in English

THE CORONATION ENGLISH READERS

(REVISED AND IMPROVED)

Edited by J. C. ROLLO, M. A.

Primer, As. 5. Book I : As. 6. Book II : As. 8.

Book III : As. 10. Book IV : As. 12.

There are many Readers in the field but we feel that this set is in refreshing contrast with almost all of them. —*South Indian Teacher*.

THE CORONATION ENGLISH SELECTIONS

Edited by J. F. THADDAEUS, B.A., L.T.

Junior : As. 12 ... Senior : As. 15.

In preparing these books, selection is carefully made with a view to present the original writings as far as possible. Short biographical sketches are given in the beginning of each passage and at its end are given notes and exercises in grammar, which are well graded. —*Karnatak School World*.

THE CORONATION ENGLISH GRAMMAR AND COMPOSITION FOR MIDDLE SCHOOLS

Edited by R. PATRICK, M.A.

Book I : As. 6. Book II : As. 9. Book III : As. 12

The treatment of subject matter is very well graded and the three books can very conveniently be followed in this Presidency (Bombay) in the III, IV and V Standards, in the Secondary Schools. —*Karnatak Journal of Education*.

THE CORONATION HIGH SCHOOL ENGLISH GRAMMAR AND COMPOSITION

Edited by W. G. EAGLETON, M.A. (Cantab.)

Rs. 2-4

A noteworthy feature of the book is its "asides" on what is current grammar practice so that one may distinguish between what is within the pale and what is not.....a suitable text-book for use in our schools. —*The Hindu*.

THE NEW ERA STORY POEMS

Edited by J. F. THADDAEUS, B.A., L.T.

As. 14

'This is an excellent compilation of Story Poems specially adapted for the use of High Schools.....great care and discrimination has been exercised in the selection of the poems.' —*The Cochin Argus*.

B. G. PAUL & CO.,—Educational Publishers
102, MOWBRAYS ROAD :: Alwarpet Post, MADRAS.



KEEP YOURSELF FIT for Work and Play with **LIFEBUOY**

There's so much to learn—so much to enjoy—you can't afford to miss a minute. Regular frequent washing with antiseptic Lifebuoy protects you from germs and infection. Lifebuoy Soap, with its health-protecting element, keeps you clean, healthy and fresh—fit and eager to enjoy each full day as it comes.



THE SOUTH INDIAN TEACHER

Vol. XV

July, 1942

No. 7

THE EDUCATION SERVICE

120

There is only one service that can increase the mental stature of the individual. There is only one service that can increase the mental and material stature of the Nation—the Education Service.

How much is the nation prepared to spend on this service of education? Let it never be forgotten that such expenditure is real saving—in that it creates wealth. It builds up the effective capital of the nation—capital found in the well being of our citizens and in our material equipment for effective production. To starve education is to cripple all those elements which make for economic and technical advance. Education is not a burden borne on the back of industry. Rather is it true that industry is carried forward on the breast of educational advance.*

Mr. William Griffiths—Presidential address at the N.U.T. Conference, April 42.

YOUTH MOVEMENTS AND HOW THEY ORIGINATED AND DEVELOPED?

S. K. DE, M.A. (Cal.), H. Dip. Ed. (Dublin), Cer. Psy. (Edinburgh.).

Many are acquainted with the name of "Youth Movement" but few have any distinct idea of the origin and development, work and object of the movement. Youth movements seem to be, to a great extent, related to the present world-conflagration that has let loose the hell on the ordered human society. Youth is ever restive, impregnated with noble thoughts and ideals; consequently, if the young people be united and organised, wonders can be worked. As soon as political leaders could guess it they organised them in different countries under different names. Some of them are non-political and non-religious, while others are with strong political bias. This is the genesis of Youth Movement. Today we see that the movement has spread all over the world. At first, the aim of the movement was the physical, social and moral welfare of youth and the harnessing of their energy and idealism for a definite purpose; but when Germany harnessed the energy of youth for furthering political cause, other states of Europe also organised the young folk and employed them unscrupulously for sordid political, communal or party purposes. This is no doubt, a great abuse of so noble a movement. Youth is restive, rebellious, creative and imbued with a vision for the future. There is no great sacrifice or arduous task that youth shrinks to perform. Youth wants to express itself, to follow a noble ideal, to drink life to the dregs and to direct its energy and emotion into the channel of useful activity. Storm and stress, death and destruction cannot obstruct the onward and forward march of youth. It is strange that such an all-powerful energy remained so long neglected and unrecognised. Youth movement is the living emblem of this energy and a hallelujah to youth. A poet has truly said:—

*I ustummet tenacem propositi virum
Non civium ardor prava iubentium,
Non voltus instantis tyranni
Mente quatit solida, neque Auster,
Dux inquieti turbidus Hadriae,
Nee fulmishatis magis Hæc Iovis,
Si fractus inlabitur orbis,
Impavidum ferient ruinae.*

That is, "The youth, who is just and tenacious of purpose, neither the enthusiasm of citizens bidding him do evil, nor the visage of a threatening tyrant, nor the East Wind, the turbulent leader of the restless Adriatic, nor even the mighty hand of thundering Jove could shake from

his staunch resolve. Should the world fall in pieces about him its ruins will strike him undismayed."

One characteristic of youth movement is that the movement is centred round about schools, colleges or universities. And as has been already said, its main object is the welfare of youth—social, physical and moral. But one cannot dream of one's society apart from one's own country; consequently very soon collectivistic, communal and political tendencies crept into it. Gradually the great movement degenerated into an instrument for furthering political or communal cause. We will try to show, in this paper, how youth movements in different countries started and received their familiar features.

Germany

Let us begin with Germany. Youth Movement started, first, in Germany. Of course, the form in which we find the movement, at present, in Nazi Germany, is quite different from its original features—its aim or object was quite different then. Germany first of all, recognised the unlimited power and possibility of youth, and realised that if this energy could be harnessed and utilised for constructive work, it would prove a great blessing to society. The movement first started among the Secondary School boys in Berlin in 1896 and by 1910 the movement became so familiar that not a single school, college or university in the whole of Germany remained outside its orbit. It was then essentially without any political bent and above class, clique or party politics. It was imbued with the noble ideals and aspirations of the young generation. The youth movement (*Yugend Wewegung*) became known as "Wondervogel" (flying birds) and soon a number of such youth associations *viz.*, "Yungdeutscher Orden" (The Fraternity of Young Germans), *Deutsche Freischar* (The German Volunteer Troops), the *Pfadfinder*, etc., were formed. Besides these there existed a few religious organisations such as "Katholische Bunde" (Catholic League), Jewish Leagues of youth, and others. The special feature of the wondervogel was its long tramps to the country side. German youths with their kits began to tramp over the whole country in small batches. They leave behind cities and go to the country: when the shade of evening falls in the way, they stop and pitch their camp at the foot of some hill, or on the bank of some river, or at the outskirts of some village; prepare their meal and pass the night in songs, talks and laughter. Next morning they march towards a village and halt there. They see the headman, arrange for meetings, deliver lectures on health, hygiene, sanitation, agriculture, every-day science and morals etc., to the immense benefit of the half-educated villagers, pay a listening ear to their wants and grievances, mix with them intimately and thus they break away the artificial barrier between the cultured and the uncultured, the rich and the poor, citizens and villagers. Next morning they go to another village. Thus they cross village after village on foot. Their familiarity with nature, grows intimate, their

health is improved by inhaling pure air and by long tramp, their idea of local geography, instead of being confined to the dull pages of text books, now becomes vivid and realistic. And thus after a successful tour of several weeks they return to their respective places, a few days before their schools or colleges reopen. Thus they spend their long vacations. The pleasure and experience that they gain in tramps, in their student life come to good stead in their future life. They themselves are benefited and at the same time their country gets some service from them. Besides strolls and camping expeditions it made arrangements for games and sports, physical exercise, weekly debates and socials, folk-dances, etc. The collection of folklores from villages is also included in their programme. At the beginning, the movement was non-political; but after the last Great War the noble ideals of German Youth Movement have undergone a considerable change.

After the treaty of Versailles, dejected and down-trodden Germany was groping in the dark for a ray of light. Young men (most of whom were members of the Wandervogel) who returned home disillusioned and discontented, at the termination of the World-War became restless at the sad plight of their country; consequently the movement required complete overhauling. Very soon many party youth organisations such as Bismark Youth, Communist Youth, Hitler Youth, etc., sprang up. Of the various party organisations, Hitler Youth became a tremendous success. This Hitler Youth was founded in 1926 as a branch of "Sturm Abteilung" (S.A.) and at the inception, it was marked by all the characteristics of the original youth movement; but in 1933 when the administration of the country passed into the hands of the Nazis, all such movements were liquidated, except the Catholic organisations. In 1934 Hitler Youth became a compulsory institution and in 1939 failure to register all children in Hitler Youth was declared a punishable offence. Wandervogel was a free and voluntary institution, but there is no such thing as personal freedom in Hitler Youth; and the State having taken control of it, it became a full-fledged official organisation and henceforth it began to serve as a tool in the hands of Government. Long strolls became a thing of the past; now compulsory marches, military drill, mass exercise in the open, singing military songs, Nazi form of salute (Heil Hitler) and delivering lectures on subjects, pre-arranged by state, all these became part and parcel of the movement. Instead of voluntary leaders, paid chiefs were appointed. And their motto is, "We educate and train young Germans, we mould them into men of action, into men of victory."⁽¹⁾ Hitler Youth aims at making the body of young men as hard as steel from the factory of Krupp; training young men to bear all reverses of life without murmur, bringing a dead uniformity in their thought *viz.*, "Deutschland Uber Alle."

Race hatred is also being preached in the garb of preserving racial purity. Hitler himself thinks no other nation except the Germans are

(1) Lieutenant Jiri F. Vranak, Ph. D.

worth the name of a nation. They are all 'animals' or 'undermen'. Even coloured peoples who coming in contact with European civilisation have carved their seat in the Comity of nations are also 'trained monkeys'. Germans alone are 'super men', 'real type of men' and 'as the master race they have a right to take possession of the globe.'

"It was solely the Aryan who founded the highest type of men and he is therefore to be considered the prototype of what we to-day term 'Man'".⁽²⁾

"Only the nations around the North Sea are real Men. All the others are only a cheap imitation of God".⁽³⁾

Rauschnig, a man of the inner circle of Hitler group has inculcated deadlier thoughts than this in the mind of the German Youth. His advice to them is not to sink or shirk to show the utmost cruelty, if necessary, to prove the superiority of the German race. He says:—

"It is our duty to depopulate. We shall have to develop a technique of depopulation. What do you mean—depopulation—you were going to ask? Did I intend to exterminate whole nations? Yes, that is probably what it will amount to. Nature is cruel, so we may be cruel as well..... should I not have the right to exterminate an inferior race that increases like vermin?.....After a lot of nonsense has been talked about the protection of the poor and miserable for centuries, it is about time to stand up for the protection of the strong against the inferior..... The natural instinct of every living thing demands not only that it should conquer but also exterminate its enemy. In former times it was considered the right of the Victor to exterminate entire tribes, entire nations."⁽⁴⁾

Another startling characteristic of Hitler Youth is the contempt for women. It has kept a keen eye on the moral character of men and women. It does not approve of the mixing up of boys and girls, not only that, it thinks that women are at the root of all evils. Of course, Hitler Youth has not closed its door to women, but they have separate organisations—they have nothing to do with men's organisations. Like other youth organisations, on the continent Hitler Youth does not allow mixed hiking. The movement is very keen about physical exercise, simply because strong constitution greatly helps to the extension of empire. The members of Hitler Youth are well disciplined, they are ever ready to sacrifice everything for the good of the state, they know that they have no right on their body and mind, no scope for free thinking and that they should pledge everything for the welfare of the German Reich. A favourite marching song of Hitler Youth is given below:—

(2) Mein Kampf, P. 317.

(3) "Heimat brief, Nachrichtenblatt fur die Deutschen in alter Welt"—1936, Heft 3, P. 11.

(4) Rauschnig, "Gesprachernit Hitler" p. p. 129-130

"Though the whole world be ruined around us after the day of war,
What the devil do we care—we don't give a hoot any more.
We will go marching forward though everything fall away
For the world will be ours to-morrow as Germany is to-day."

Undoubtedly Hitler Youth is a great success. No other youth movement can approach it in point of success. A great revolution has come over the mind of the young generation; specially of the boys and girls from 14 to 20. They have come to learn Hitler as their saviour and the German nation as the "highest type of men." This mentality is a source of success to the German army. Until and unless this mentality is changed, permanent peace on the earth cannot be expected.

Soviet Russia

Nothing is heard of youth movement in Russia during the time of the Tsars. Youth movement in Russia began with the 1917 Revolution. Youth movement in this country is intimately connected with its system of education. Perhaps no other state of Europe witnessed so many experiments on education as Soviet Russia. Various educational methods were tried and tested during the first fifteen years of Soviet Union. At first, extreme liberty was provisioned in the educational system. Complete freedom was given to students in studies, in drawing routine and curriculum and even in school administration; but at present, this freedom has been curtailed to some extent, and self-government has been substituted for it. Henceforth a much more rigid organisation of instruction began to be followed. Owing to the introduction of self-government, tremendous responsibility devolved upon students. So needs for organisation began to be felt. During the first period of five-year plan (1918-22) Youth movement did not get any impetus, as educational methods did not follow any regular course. All on a sudden, students got freedom, unprecedented in the history of Russia. Much of their time now began to be devoted to the organisation of political and social meetings in schools and factories. After 1922 the necessity for youth movements was felt for making students communistic minded.

This time an attempt was made at special youth organisation and the outcome of this effort was "Komsomol", i.e. the Union of Communist Youths—an organisation of adolescent citizens of the Soviet Union whose aim was to monopolise the youth movement of Russia. Now began the real type of youth movement. Like Hitler Youth, 'Komsomol' aimed at bringing the young generation within the orbit of Communism.

Soon after, another organisation viz. the Pioneers of communism sprang up to absorb boys and girls of 10 to 15 years of age. They came under schools in villages and under factories in towns. The Pioneers observe a few very simple rules viz. making pledge concerning their personal behaviour, cleanliness, sanitation, health, alertness, truthfulness and their loyalty to the working community. Besides this, there was organised

"The Union of the Little Octobrists", founded in 1925 to enlist children up to the age of 11. The youth movement of Russia is confined to these three organisations which provided an outlet for the spirit and enthusiasm of the young people who are always hungry for work. They infuse in the heart of the young people the habits of self-government and prepare them to be loyal Soviet citizens and members of the Communist Party. There is a great resemblance between these organisations and Hitler Youth. Like Hitler Youth they did not grow of themselves; rather they were brought forth by state emergency, and they are directed according to the dictates of the state. Just as Hitler Youth aims at making the Nazi Party the supreme body in the state and thus make Germany the strongest state of Europe; so the aim of the youth movements of Soviet Russia is to make the communist party the strongest party of Russia and thereby to filtrate their idea to the different parts of Europe. Regular physical exercise, discipline, holding meetings, etc., are in the programme of the Russian youth movements. To preserve the interest of the newly formed state, the young people of Russia had to undertake various duties, conducive to the welfare of society; but soon after it was found that the work was too heavy to perform them properly and they proved harmful too to their health; consequently they had to be stopped. At present, their activities are confined to campaigns against drunkenness, dirt, disease and illiteracy. It is said that the Pioneers and Komsomols are now organised in one single system and are allowed to function more independently than before. But it is difficult to vouchsafe how far it is true. It is very doubtful whether one has any power to function independently in Russia as in Germany; for freedom of thought and movement seems to be incompatible in totalitarian and dictatorial states.

Italy.

Before the last European War very little was heard of youth movements in Italy. After the war when Italy was disillusioned and saw that her claim to the promised ports and harbours was disregarded, she became highly displeased with the allied party; specially with Great Britain. Now Italy was up and doing to stand on her own leg and to prove herself as a first class power in Europe. As a result of this attempt, Fascist Party was organised under Signor Mussolini. Gradually he absorbed all powers and functions of the state. To strengthen this Fascist Party very soon an appeal to the young generation was made and students and youths had to be organised and united. The aim of all organisations of the youth of Italy was closely connected with the attempt to strengthen the hands of Signor Mussolini. The members of these associations began to harden their body by regular physical exercise. They were engaged in the uplifting of villages and prevention of Malaria. They filled up marshy lands and made them fit for cultivation and habitation, and carried on propaganda for the increase of population and for reviving the lost glory of the Roman Empire. Fascist form of salutation, marches and military drill, goose steps exercise, etc., were introduced. These organisations opened avenue for the future career

98788

of the young Fascists. Thus in the garb of the welfare of society, political purposes began to be served.

Czechoslovakia.

The Youth movement in Czechoslovakia had its origin in the physical welfare of the young people who were considered as a means of regeneration of the entire Czechoslovak nation. In 1862 Dr. Miroslav Tyrs and Dr. Tindrich Fugner founded the Sokol gymnastic movement. The aim of the movement was the development of both the physical and normal individuality of every citizen. Dr. Tyrs was first to find out the rhythm that is created in the mass physical exercise, and he gave gymnastics its importances as a fundamentally educational, aesthetic and philosophical function. Sokol mass physical exercises are held every six years, in imitation of Greek Olympiads. Originally the Sokol movement was open to men only; but Dr. Tyrs very soon observed that to make a movement nation-wide and really successful, it should include all men and women, young people and children. So women too were permitted to be members of this movement. Sokol has grown into the largest gymnastic association in Slavonic countries. It is a non-religious and non-political and purely voluntary organisation and its membership is over a million in a nation of 13 millions.

The Sokol organisation has some two thousand branches, all over the country, and most of them possess excellent equipment in the form of gymnasia, swimming pools, ski jumps, skating rinks, camping grounds, riding schools, houseboats, etc. All the expenses are met by voluntary contributions, subscription, and the sale proceeds of the various enterprises undertaken by the organisers of the movement. Some of the branches have their own theatre and cinema houses and meeting halls. The Sokol movement is strictly democratic in character, and all the members are brothers and sisters to one another. Besides the Sokol, there exists in Czechoslovakia similar other organisations such as Boy Scouts, Girl Guide the Eagles (a Catholic political party organisation of physical training for both the youth and adults) and the Workers' Physical Training Association, with a strong political trend; but of all those Sokol is the most popular organisation. Its contribution to the welfare of society and the youth will be admitted on all hands.

(To be continued)

THE TEACHING PROFESSION IN THE U.S.S.R.

BY

BEATRICE KING

Like all other professional or trade unions, teachers' unions were forbidden in Tsarist Russia. Life bore particularly hard on the teacher in the elementary school. Recalling those days a retired teacher from a Leningrad school says: "I spent 53 years of my life in school. To-day the past with its hideous memories shocks and horrifies us. I was not regarded as a human being. The Tsar's bloodhounds could mock me with impunity. In fear and terror I would often wait for the appearance of gendarmes in my flat. To be a teacher in Tsarist days was held to be dangerous and suspect, a person with dynamite in his brains and his bosom."

With the advent of the Bolshevik government, teachers received the same rights of professional organisation as all other workers. Originally there was one Education Workers' Union for all engaged in the work of education. This was found to be unwieldy and generally unsatisfactory. While the principles underlying education were the same for university staffs as for staffs in nursery infant schools, the problems arising out of their work were obviously different. In 1936 a change was made and education workers were organised according to stages of education. There is an Education Workers' Union for pre-school education; for school education (8—18 years), for technical and professional, which embraces teachers in technicums (technical secondary schools 15—18 or 19 years), and professional schools of a similar grade; and finally there is a union for those engaged in higher education. Within the E.W.U. for higher education there are appearing associations for different branches of science. These are all the unions. To each union belongs everyone connected with that particular phase of education, including school cleaners, caretakers, secretaries, etc. It is argued that since the work of these people centres round education their interests must do so likewise and obviously their union is the Education Workers' Union. There are no separate professional organisations for the sexes. That strikes Russians as very odd. Nor under their conditions do they find it necessary to have associations for different spheres of education such as P.T., music or art. Each aspect of education is planned as part of the whole of education, which in its turn is related to the needs of the community at a particular stage in the country's life. That does not mean that teachers accept uncritically the part assigned to their particular subject. Through their professional papers and through their meetings they voice their criticism and state their case with much vigour. But though, for example, in the narrow sense art only

concerns teachers of art, in the wider sense as a cog in the whole educational wheel, art as a subject in schools concerns every educationist. Finally, all the teachers' unions are an integral part of the central body of unions of the U.S.S.R.

The Function of Unions

The question is sometimes put what is the purpose and function of unions in a socialist country where everything is planned?

Their purpose is to improve education and the conditions under which education is carried on.

Their functions are manifold. First and foremost it is to look after teachers, that is, the material conditions under which teachers live and work in the republics. They have a say in fixing salaries, and one of their tasks is to see that salaries are paid up in time everywhere.

In that vast country with large tracts across which communication is as yet very rudimentary, there are still, or there were up to June 22, 1941, to be found local authorities very slack about their duties. Instances were reported of salaries owing for weeks and sometimes months.

Again, in a country which inherited the appalling Tsarist housing conditions, rooms continue to be a problem. It has happened more than once that a new teacher arrived in some village or township and found nowhere to live.

In the Soviet Union with its long cold winter, in remote rural places wood for fuel is vitally important to the comfort of the teacher. It has happened on occasions that a slack local authority had made no fuel provision. The appropriate branch of the Education Workers' Union had to deal with all these problems, to see that L.E.A.s discharge their obligations. Elsewhere there may be a case of what a teacher or head considers wrongful dismissal. It is the task of the Union to investigate, and if the teacher or head is in the right, to obtain restitution.

In order to obtain the best possible conditions for work for its members the E.W.U. carries on education among the inhabitants, that is, the parents and workers.

One of the most important activities of the E.W.U. is education for and among its members. The education takes a variety of forms. There are courses in politics, not merely that teachers may be intelligently interested themselves, but that they may know how to guide the children along the path to communism, rather in the way scripture and religion is given to British students in training colleges, so that they may guide their children along Christian paths. The politics includes the systems prevailing outside the U.S.S.R.

There are many courses on psychology, teaching methods, education abroad as well as in the U.S.S.R., and the unions organise regular con-

ferences on education problems. In addition there are courses of lectures on the various arts, on scientific discourses and scientific problems.

An E.W.U. Club

In the cities and important rural centres these activities are carried on in the clubs belonging to the E.W.U. One of the finest of these that I have visited is the one in Leningrad, which has its own small theatre, a variety of beautiful rooms for lectures and concerts, a large reading room where teachers, particularly the inexperienced, can work with aid from specialists. Every club has a library, some are very large; and rooms for amateur activities: music, drama, art, sport, workshops, etc., according to the size of the club. It goes without saying that a dining room and buffet is an essential part of a club. Every club has a variety of amateur circles and with some of these the standard of attainment is very high. The Moscow Teachers' Club has a very fine sports circle. Clubs are free to members.

Holidays are another concern of the teachers' unions. They have an increasing number of holiday homes and sanatoriums and many thousands of teachers avail themselves of these very fine places. The E.W.U. carries on the usual activity of teachers' unions of organising travel tours, visits to distant parts, exploratory and mountaineering holidays.

Likewise they have taken on the responsibility for the health of their members. All medical service is free and the branch will see to it that whatever is necessary is done, whether it be the service of one or several specialists or treatment at home or in hospital. The unions pay sickness allowances. In addition they care for the children of members. They own several holiday homes which accommodate yearly many thousands of children.

Titles for Good Teachers

Just as there are L.E.A.s who do not discharge their responsibilities to the teachers, so there may be found teachers who do not take their work seriously. In 1940 for example there was a report of some teachers who overstayed their holidays for inadequate reasons, of one teacher who took time off during the day to attend to frivolous personal affairs. With a great yearly increase of teachers there are bound to be some unsuitable ones. In September, 1940, 110,000 new teachers entered schools in three republics alone, the R.S.F.S.R., Ukraine and Belorussia. The Unions take on the task of educating such teachers to a sense of their duties. This is done through their own paper, through discussion and whenever necessary the teacher will be called before the branch committee and be severely reprimanded.

Whenever possible, however, positive rather than negative measures are used and the Commissariats of Education and the Governments co-operate with the Unions in this. At the end of the year teachers whose work has been judged very good receive money awards. Teachers who

have done very good work for a number of years are honoured by the State and receive the title Honoured Teacher of the Republic—a title much coveted. The factors that are taken into consideration are not only examination results. They are the class behaviour for the year, its social activities, the relations between the teacher and the parents, and the social activities of the teacher.

Reports are made by the Head, the inspectors, the parents' committee, the school staff and any other body concerned with the school. Through the press, through films and plays, respect and honour for the teacher are encouraged not only among the pupils but amongst the adult population.

Salaries

The lowest salary in urban schools was in 1940, 300 rubles and in rural schools 250 rubles. In the latter teachers live rent-free, have free fuel and lighting, and are very often given a cow or pigs and chickens. Specialist teachers in senior forms receive an increase of from 25 per cent. to 50 per cent. and Heads or Directors of Schools may get twice or even more of the basic salary. Extra duties are paid for. In rural schools a teacher who has to take two or even more classes, when the numbers are few, receives extra pay, so does a Head anywhere for any teaching done. Each class beyond the age of 12 years has a teacher responsible for character training, called the class guide. There is extra pay for the duty of guide. The marking of homework in senior forms also receives extra pay. A teacher is pensioned after 25 years service. He may continue teaching and receive both pension and salary. It is impossible to compare salaries of teachers in the U.S.S.R. and Great Britain. All that can be done is to describe how Soviet teachers live.

Housing and Clothes

As far as housing is concerned Soviet teachers are on the whole worse off than their British colleagues. The same applies to the quality and cut of the clothes. On the other hand they have greater economic security, and the knowledge that every increase in the general wealth of the country will bring an increase in their personal share of it. Their rent is never more than 10 per cent. of their income. They have free medical service, non-contributory insurance, very cheap travel, free education for their children until 15 years, and if they are able, free university education. They have easy access to the best music and drama, and free access to every kind of education. Contrary to the general impression they are free from interference with their personal life. An applicant for a post does not have to state the religious persuasion, if any, nor the political membership, nor whether she is married or has children. All that is required from a teacher is that he shall do his work well as a teacher, which embraces more than giving instruction; and that he shall be loyal to his country. If he satisfies these demands he has considerable scope for

improving his position in the sphere of education, and he has the opportunity to play an important part in the life of the country. For teachers can be, and are, elected to the Supreme Soviet, both of the Union and of the separate republics, as well as to their local councils. But if he proves himself unsuitable for his task then he is dismissed. His security depends on his work.

(From the School Master and the Woman Teachers' Chronicle).

EASY TO TEACH

EASY TO LEARN

ENGLISH READERS

Primer to Reader IV

By WILLIAM MCLEAN, M.B.E., M.A. (Hons.), B.L., (Glas.).
(REGISTRAR, UNIVERSITY OF MADRAS).

This series of Readers follows a natural approach to the learning of English on logical lines, combined with visual training.

It is neatly illustrated and carefully graded with matter on variety of topics appealing to young minds with apt illustrations.

It is a model of Simple and idiomatic English.

PRIMER As. 6; READER I As. 8; READER II As. 10; READER III As. 12; READER IV As. 14.

TEXT BOOK OF ENGLISH GRAMMAR & COMPOSITION

By INA DEAN, B.A. (Hons.).

For Middle School Classes. Book I for Form I As. 6;

Book II for Form II As. 9; Book III for Form III As. 12;

For High School Classes Rs. 2.

P. VARADACHARY & CO., PUBLISHERS.

Lloyds Road, Gopalapuram—MADRAS.

THE WAR AND THE SCHOOLS

BY

H. G. R. MASON, *Minister of Education for New Zealand*

(A radio address to parents and teachers)

I want to talk tonight specially to teachers and parents and all who have to do with children in these troublous times. Those of us who have children in our care, whether it be in our own home or in the schoolroom, must feel a great responsibility resting upon us. For the world the past year or more has not been a child's world. It has been full of sights and sounds that no child should know, of things that our children's children, pray God, will never know when once we have won this war.

All of us have had to wonder daily what we should tell the children and what we should hide from them. Most of us, I think, if we had our way, would hide all knowledge of the war from at least the younger children and let them spend their early years in the world of peace and sunshine and laughter that should be theirs. But that cannot be. War and its effects are everywhere, in the newspaper, on the radio, at the pictures and in the conversation of every grown-up. You can see the effect on even very young children. The other morning one watched a very small boy on his way to school. He had a ruler and a few pebbles in his hand, and from the way he was gliding his ruler through the air and casting his pebbles one knew that he was zooming in imagination over German towns and dropping high-explosive bombs. But from the perfectly cheerful look on his small face one was equally sure that it meant nothing to him emotionally and that there was no more horror or cruelty in the game for him than there would be in cowboys and Indians or hide-and-seek.

I believe that the same is true of most of the war news that comes over the air or in the papers. It is, mercifully, so far removed from the child's experience that, even when he sees pictures of bombings and fighting and struggling refugees, it does not rouse the same horror in him that it does in us grown-ups. I don't mean by that that I would expose children to such influences any more than I could help. Some very sensitive children in particular can be badly affected by them. What I do mean is that we need not be frightened that our children's minds will necessarily become warped and distorted simply because they are being ceaselessly bombarded by war news. Their minds, fortunately, are generally pretty tough, and little permanent harm may be done—on one condition that the grown-ups around them do not themselves show the emotions they may feel. A child who will hear with perfect calm broadcast stories of bombed cities and pitiful refugees will pick up in a second

the horror and the fear of his mother or father beside him. One knows a girl of twelve who will scarcely listen at all to the war news herself, but she watches her parent's faces as they listen. At the slightest sign of fear or despair in their faces she would feel the same herself, but when they smile and take it all lightly, good and bad, she quietly goes on with her work or her reading and the war scarcely exists for her at all.

Children are very sensitive to the emotions of their elders, even when they are too young to understand the causes. So the best thing we can do to protect the minds of the children in our care is ourselves to appear as cool and cheerful and unconcerned as possible no matter what news comes in the paper or over the air. Children are worried by what worries us, and if we seem unconcerned to the very worst news will just pass them by. Incidentally, of course, that is also the attitude we need to win the war, so that in this case to be a good parent is also to be a good patriot.

Needless to say that wild rumours and gloomy forebodings should be neither discussed with children nor discussed in front of them. Even when they are too young to understand the words, they pick up the moods, and idle words or casual pessimistic prophecies of ours may cause terror in the child. He possibly won't show it, but it may be none the less real. The one thing that the young child needs above all others is a sense of security of living in a firm, sure world where people and things are solid and reliable. Deprive him of that, and you have taken away the basis of his happiness. Though you and I know that the grown-up's world is not very secure at the moment, we are old enough to understand that and brave enough, I think to face it. But the children in our care have a right to that sense of security that only we can give them, and now more than ever before we must help them to feel safe, give them the sure and solid basis on which their own character and their own courage can be built.

It has been said that parents and teachers should act as buffers between the child and the war. It is impossible, as I have said before, to shield children altogether from the impact of a world at war, but at least it is possible to soften the blows, to pass on only so much as the child at each age can bear. For the very young child I would, as far as it humanly possible, withhold all knowledge of the war, but it is amazing—and distressing—to discover what distorted fragments of facts and of fears even a five-year-old will pick up from the adults around him.

By the time a child is seven or eight, or even earlier, he will begin to ask questions about the war, and you will have to answer them. Explanations, of course, must be given in the very simplest terms. You can draw a comparison with a big boy hitting a small one and explain that sometimes big countries try to do something the same. Britain is fighting to stop a bully. The small child will understand that all right even though any understanding of the meaning of democracy is far beyond

him. The child of ten or twelve will perhaps be doing some war work, something perhaps for refugees or for the Red Cross. That is quite a good thing from any point of view. To teach children to relieve suffering and help others who cannot help themselves is always good, and children, like adults, get some relief from the tension of war by doing some kind of work that is helping the general cause. That does not mean, and should not mean, that the child of twelve feels about the war in the same way as grown-ups. It certainly does not mean that he should have instilled in him the hatred and bitterness that is almost inevitable at times in the adult world at war; it doesn't mean that he should have his young imagination fed with atrocities and horrors. These children of ours, after all, must build a better world when we have done our fighting. Let them thrill to the great deeds that are being done for them and honour the men and women who are doing them: let them help to the best of their childish powers in the succouring of the helpless victims of war; but let them do it all calmly and with happiness and with no hatred in their hearts. For in their small hands lies the future of this war-ridden world. They must have a deep faith that the things we are fighting for are good, and a calm belief that we must win. But they must have more—they must save for the race the gaiety and laughter and deep faith in human nature that are going to be so necessary in the years that are ahead.

The adolescent of sixteen or seventeen must, of course, be treated quite differently. Even in his case I still think that the breeding of hatred can do no good, but in a year or two the youth may be joining the Air Force, and he must be given a clear knowledge of what he will be fighting for. It isn't enough that he knows how democratic institutions work, how parliaments debate and law courts give judgment. He must have a firm belief that the democratic way of life is a good way and that its virtues—tolerance and justice and freedom—are worth fighting for and, if need be, dying for. When he knows that fully he is no longer a child but a man, and he has no more need of elders to stand as a buffer between him and the real world, however grim it may be.

Now for a few minutes I am going to ask you to think particularly about the problems that will arise in the classroom because of the war. But what I have to say is not just for teachers. Parents are really just as much concerned as teachers, and I am most anxious that each should understand the difficulties of the other in these unsettled times. I know that many teachers are really worried about what they should say to their pupils concerning the war. The modern school is too closely in touch with real life to let the teacher ignore the war altogether. He cannot go on teaching the usual school subjects and pretend that the war does not exist. It will break in on his work in a score of ways—in the teaching of history and geography, in the morning talks, in casual contacts with pupils throughout the day. No matter how much he tries to keep out of it the teacher will be drawn into discussions about the war. He will be

asked questions; he will have to contradict fantastic statements that crop up in class; he will find children who through unwise treatment will have developed fears and nervousness about the war that he must use his quiet authority to dispel.

Now this may give the teacher a difficulty. Some children may misunderstand what he says. They are going to seize hold of distorted fragments, to take home to shocked parents garbled accounts of the most innocent statements. A child is not always a reliable witness on matters that are strange to him and will with the best intention in the world sometimes distort the sayings of his elders beyond all recognition.

When his child comes home with some story of a teacher having made a subversive or disloyal statement, the parent will probably find that it all arose from a misunderstanding; but, if he isn't satisfied he shouldn't rush into print or begin to spread a rumour that will soon get beyond his control. He ought to go to talk it over with the headmaster or with the teacher himself. In the great majority of cases he will not find it necessary to go any further. Several instances have been brought to my notice lately of accusations of disloyalty against teachers being proved completely unfounded in the clear light of an impartial investigation. But by then the damage is done.

It is the teacher's business to present the truth in such a way that it will be understood by children of the age he is dealing with. Therein lies his skill as a teacher. He must choose his facts and his words in such a way that it is practically impossible for his children to misunderstand and he must assure himself that they have not misunderstood.

This isn't easy. The very essence of democracy is the clash of opinion, the weighing of points of view, and you cannot prepare a child for adult life in a democracy simply by hiding from him that differences of opinion exist. Our children must have their critical abilities trained; they must have cool judgment that will enable them to see through false arguments and mass propaganda: they must learn to recognize and reject all that is false and shoddy and cheap, while they still respect the honest differences of opinion that inevitably arise in a free community.

But this is only half the story of education—no, less than half. A child or an adult who can criticise everything and appreciate nothing is a sorry creature. There must be something positive. And in saying this I wish to stress the emotion of the child rather than merely its intellect. The critical faculty can readily become associated with and, perhaps one might say, may intensify and develop unhappy emotions. If the Victorian age was unduly given to hero-worshipping, perhaps in our reaction from it we have gone too far in the opposite direction. We live in an age in which it seems to be a popular occupation to depreciate everybody and everything. This tendency shows itself sometimes in our estimate of the people of the various nations. It is a good thing to cultivate the spirit of brotherhood

towards all nations, and to have a proper respect for everything in them which is worthy of respect, and by no means to despise them as being beneath us. But the unhappily critical type of mind which I have mentioned seems to think that the readiest way in which to achieve a proper sense of the relative states of his own country and of others is to depreciate his own country. There could not be more profound mistake. This, as I have said, is less an intellectual matter than an emotional one. I do not desire to attempt any abstruse psychological investigation; indeed, I am not competent to do so. The elementary facts, however, are plain to all. There are two fundamental emotions—love and hate. Depreciation rarely indeed can be said to have in it the quality of love. If therefore, we accept the saying 'God is Love' we shall see virtue in honouring the good in all nations, and not least in our own. It is proper then for us all to take pride in our country, and above all I hope this sentiment will inspire every teacher in the Dominion.

Our children must learn that the differences of opinion that occur in this or any other democracy are only superficial, and that underneath there lies a common purpose—the safe-guarding of all that is best in our democratic way of life, the freedom, the tolerance, the justice, the rights of the common man. I never want to see our schools made places of propaganda but it is no propaganda to instil into every child in every possible way a deep and living faith in these great human values. It is no propaganda to tell him and tell him again that the great Empire to which we belong is based on these ideals. No matter if it has not yet achieved them fully, they are its ultimate aims, and citizenship in such an Empire is a thing to be proud of.

There is a curiously twisted and sour type of mind that can see only the flaws in its own country, that tries to contract jingoism and the narrower kinds of nationalism by seeking instances to prove that its own country is just as bad as any other after all. That kind of person has no right to have dealing with children, whose immature minds are easily confused and whose simple and even crude faiths must be respected if they are to grow into decent citizens. Criticism we must have, but it must be based on solid and unshakable faith. It is a teacher's duty to let his pupils see all sides of the world's problems, but it is first and greatest duty to implant in them an unassailable belief in the virtues for which democracy is striving.

It would appear that the Nazis have managed to develop in a proportion of the German youth an almost fanatical faith in their leader and their system of government. God forbid that we should ever try to imitate their dreadful methods or to achieve the same results, but the democracies cannot afford to let their children grow up without faith in their own race and country, for that faith is the root source of the nation's power for either peace or war.

Teachers have a great part to play in the generation of this faith. It is a difficult task, much more difficult than the Nazi teacher's task, because it isn't a blind brutal faith we aim at; it is a faith that is reasonable, tolerant, just, and yet strong and sure as steel. The school itself must be a model of what a democratic community should be. The child should learn at first hand in his dealings with teachers and other children what makes up the democratic way of life, the principles of justice, the tolerance of opposition, the final cheerful acceptance of the will of the majority, the ordered freedom, the rights and duties of the citizen.

There has been some talk of late of daily or weekly saluting of the flag as a method of generating patriotism. I hope I shall not be misunderstood when I say that I personally have very grave doubts whether this method will do what it is intended to do. It is a fine thing that children should respect the flag as the symbol of all the ideals of our Empire, but I wonder if saluting it as a matter of daily routine will not rather tend to dull the emotion that should be aroused by such a ceremony. To salute the flag or perform any other ceremony to mark a special occasion can make an impression that may last through life. To do the same thing daily may reduce it to an effortless drill that demands no attention and arouses no feeling. It is my respect for the flag that makes me fear to see the honouring of it become a meaningless habit.

I know that some may disagree with me on this, and I respect their point of view, because I know that however we may differ as to the methods to be adopted all of us concerned with education must agree that the present struggle of the Empire will be in vain unless we can make our children believe that the things we are fighting for are worthwhile, and unless we can prepare them in our homes and in our schools to build anew, when the fighting is done, a world where tolerance and justice and the quiet virtues of peace can be taken for granted.

THE CALL TO THE TEACHERS

There can be no new world without equality of opportunity. That equality must be found in the class rooms of the nation. We as teachers *Can and Must* play our part in securing this real democracy. Events will compel us to write for safe-guarding our professional interests. But we shall never safe-guard these interests unless we demand and secure the rights of the common child. This union, large and powerful as it is must become the voice of a completely united profession. It must also become the most powerful force for educational advance. We are teachers; we are also citizens. We must exercise both these experiences for leadership in a new world that must arise out of the ashes of the old. We must demand a real democracy where poverty is no more; where insecurity is banished and where every child shall have the chance to grow to the full stature of his nature.

We must all sacrifice for Victory—but to achieve that Victory it is Youth who will make the greatest sacrifice. There can be no recompense for the sacrifice of Youth unless out of the travail a new world is born. In that new world the foundation stone must be—"Equality of Educational opportunity for every child in the Land".

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

Proceedings of the Fourteenth Ordinary General Meeting held on 7-6-1942

The Fourteenth Annual Meeting of the General Body of the South Indian Teachers' Union Protection Fund, Ltd. was held at the office of the Fund, Villupuram, on Sunday, the 7th of June 1942 at 3 p. m. with Sri M. S. Sabhesan, the President in the Chair.

Thirtytwo members were present.

Sri. V. Srinivasan, the Honorary Secretary, read the notice of the meeting dated 9th May, 1942. He read letters from Messrs. R. S. Subrahmanya Aiyar, E. H. Parameswaran and S. Srinivasa Iyer regretting their inability to be present at the meeting.

The Secretary presented the Annual Report and Statements of Accounts for the year ended 31st December, 1941. On the motion of Sri. T. P. Srinivasavaradan and seconded by Sri. E. Narasimha Iyer, the Report and the Statements were taken as read.

Sri. T. P. Srinivasavaradan moved that the Report be adopted. Sri. V. Jayarama Iyer seconded the proposition Messrs. C. Ranganatha Iyengar, R. Swaminatha Iyer and a few others spoke about the advantages the Fund offers to Teachers in general and Elementary School Teachers in particular. The Report was adopted unanimously.

Election of office-bearers was next proceeded with. The following were elected unanimously :—

- Sri. M. S. Sabhesan, President.
- „ R. S. Subrahmanya Aiyar, Vice-President.
- „ V. Srinivasan, Secretary.

The following six members were proposed and seconded for the membership of the Board of Directors.

1. Sri. K. S. Chengalroya Iyer of Krishnagiri
2. „ A. Nagarajan of Villupuram-
3. „ K. N. Pasupathy of Kurnool
4. „ S. T. Ramanujam Iyengar of Trichinopoly
5. „ C. Ranganatha Iyengar of Gooty
- and 6. „ S. Srinivasan of Madanapalle.

They were declared elected.

The meeting placed on record its appreciation of the services to the Fund by the retiring Directors Sri. E. H. Parameswaran and Sri. S. Srinivasa Iyer

Election of Auditor.—Proposed by Sri. V. Srinivasan and Seconded by Sri V. Jayarama Iyer, Sri. V. Soundararajan, B.A., G.D.A., R.A., was elected unanimously Auditor for the year 1942.

Remuneration of Auditor.—Sri. V. Srinivasan proposed and Sri. S. Srinivasan seconded that the auditor's remuneration for the year 1942 be Rs. 125 plus a consolidated allowance of Rs. 50 to enable the auditor to audit the accounts at the office of the Fund now at Villupuram. The proposition was unanimously carried.

Sri. K. S. Chengalroya Iyer being absent, Sri V. Jayarama Iyer moved the following Resolution as a Special Resolution :—

“Resolved that the following additions and alterations be made in the Articles of Association of the Fund :—

Article 25.—Line 3. For ‘six other members’, read ‘eight other members’.

Para 2.—For ‘The President, the Vice-President and the Secretary’, read ‘The President or the Vice-President and the Secretary’.

Para 4.—For ‘The Directors election’ read ‘Six Directors shall be elected at election. The President shall nominate the remaining two Directors’.

Article 38 (a) :—For ‘before the 15th of the month’, read ‘before the end of the month’.

(b) For ‘15th’, read ‘end’.

This was seconded by Sri. E. Narasimha Iyer. There was a discussion on the resolution at which several members took part. Sri. V. Jayarama Iyer withdrew the resolution with the permission of the house.

The Secretary moved on behalf of the Board the following Resolution as a Special Resolution.

“Resolved that, after paragraph 3 (ii) in the Memorandum of Association, the following be added as 3 (iii)—

To invest the monies of the FUND, in Banks or with private persons, or Companies on security or otherwise, or in Government Securities or Loans of the Government of India or any Provincial Government or Indian State or in the purchase or acquisition of Share in other Companies and undertakings.”

and paragraph 3 (iii) be renumbered as 3 (iv).”

This was seconded by Sri S. T. Ramanujam Iyengar. Sri T. P. Srinivasavaradan proposed the following amendment :—

Delete the words ‘or with private persons’.

He said that in the present uncertain conditions it was not wise to invest money with private persons on house property and that proper safeguards should be taken before such investments were made. After the Secretary had replied, he withdrew his amendment. The Resolution was passed unanimously.

The Secretary proposed a vote of thanks to the President.

The Meeting terminated at about 4 p.m.

Bazaar Road,
VILLUPURAM,
8-6-42.

M. S. SABHESAN,
President & Chairman
of the meeting.

V. SRINIVASAN.
Hon. Secretary.

Suggestions for the teaching of English Pronunciation and Spelling in India: By Henry Martin, M.A., O.B.E., Published by The Oxford University Press—Pp. xxvi plus 222. Price Rs. 2-8-0.

When the spelling of plough is changed to 'plou', listen to 'lisn', hymn to 'him', lick to 'lik' and so on, there is no doubt that the teachers and the taught not only in India, but throughout the English-speaking world will heave a sigh of relief that a great burden has been lifted off their shoulders. English spelling, as the author says, has lost touch with English pronunciation. "It does not amount to a divorce, nor even to a judicial separation; but like too many married couples, these two have simply drifted apart; and nothing but a radical spelling reform can bring them together again into a state of holy wedlock." A reform not radical but suited to the genius of the language, has been advocated by the author. The spelling reform movement has been supported by such great writers as Bernard Shaw. The author is in favour of the plan proposed by the simplified spelling society with a few modifications.

As for the teaching of pronunciation and spelling, the book contains numerous illustrative lists of words indicating the variations. These illustrations would be helpful to teachers. At present, a lot of time has to be wasted in schools in teaching the boys to master the idiosyncracies of English spelling. Some practical suggestions in regard to the *methods* of teaching spelling will form a valuable addition to the book. We gladly recommend the publication to school libraries.

R. M.

The Indian Educator MADURA

A HIGH CLASS JOURNAL DEVOTED TO
TOPICS OF EDUCATIONAL AND
LITERARY INTEREST

*Started in 1925, and widely circulated
throughout India*

**Patronised by Schools, Colleges
and Libraries**

A good advertising medium to
publishers and others dealing in
educational requisites

Annual Subscription Rs. 2/-

V. ARAVAMUDA AIYANGAR, B.A., L.T.
Managing Editor.

THE INDIAN GEOGRAPHICAL JOURNAL

Formerly

The Journal of
The Madras Geographical
Association

is a valuable Companion
to the Teacher.

*Apply to:—THE SECRETARY,
INDIAN GEOGRAPHICAL
SOCIETY,
Gopalapuram,
MADRAS.*

EDITORIAL

Schools and Paper Scarcity :

The schools have re-opened; and almost all schools are faced with the problem of an adequate supply of books and note-books. Thanks to the scarcity of paper, it is said that sufficient number of copies of textbooks is not available in the market. This situation could have been easily averted if the local government had taken sufficient precautions earlier in the year and ensured the supply of printing paper for the purposes of the publishing trade and for the requirements of schools. There are a good number of prosperous paper mills in South India and if these had been definitely instructed to prepare the amount of paper that would be needed by publishers for the purpose of printing text-books, such a situation would not have arisen. Unfortunately the government seem to have ignored the requirements of Schools and Education in this regard. There have been orders for the control of paper and for fixing the price of certain qualities of paper; but no effort has been taken in the matter of conserving the supply of paper for this particular need. Even now it is not too late. The government ought to issue early orders compelling paper dealers and manufacturers to give priority to orders coming from publishers. They should also issue orders fixing the price of paper intended for this purpose. Paper which was selling at three annas per pound before the war broke out, is now being sold in the market by a process of black-marketing at such fabulous prices as one rupee and more per pound. We are sure that the government are anxious that Education should go on even in these war times and we therefore urge that prompt action should be taken so as to make available sufficient quantity of paper at a reasonable price. If they fail to do so, Education may suffer seriously in this province and what is more the cost of Education would increase enormously.

School authorities should also co-operate in this matter and as far as possible minimise the use of paper in schools. In recent years the number of note-books that are used by our secondary school students has increased considerably, and one wonders often whether so many note-books are necessary and the use of so much paper is warranted by the results. School authorities must seriously consider how best they could carry on efficient work with the minimum use of paper. In olden days slates were used for class work and for rough work. The slates may now be re-introduced in the class-room, and possibly the use of slates may improve the hand-writing of our pupils and even help them to write their numbers more clearly.

It is noteworthy that the Travancore Government have already taken action in this regard and circularised to all institutions advising

them to use slates. Our schools may do well to follow the spirit of that circular and encourage the use of slates in our class-rooms.

The Madras Text Book Committee :

The difficulties of schools at the time of reopening have been considerably increased by the inefficient way in which the Text Book Committee prepared its consolidated list of books and the extreme delay in the publication thereof. Text-books were submitted to the Committee for scrutiny so early as January 1942 and there should be no justification for the issue of the consolidated list so late as June when some schools had reopened. Many schools had to wait for nearly a fortnight and more after reopening to come to a decision regarding the text-books to be used. We trust that arrangements would be made in future years for the publication of this list immediately after the meeting of the Text Book Committee in March. The list of books approved for the five years prior to the current year could be published earlier than March and the books approved at the March meeting could be sent as a supplemental list to all schools.

The consolidated list is published in two parts. This procedure was commenced in 1940. The first consists of books suitable for elementary schools and the second of books suitable for secondary schools. From 1940 onwards books intended for elementary and secondary schools are being submitted separately to the Text Book Committee and listed accordingly. In the earlier years there was only one Committee but there was no classification as elementary and secondary. The earlier consolidated lists were governed by an order that books in either lists could be used in the corresponding classes in elementary and secondary schools. This year the rule has been removed. In the list for elementary schools are found books approved prior to 1940 and suitable only for the highest classes in secondary schools, as for example, books in geometry and books in advanced History of England. It is evident that the classification of books approved prior to 1940 has been done in the most careless manner possible. This has caused considerable inconvenience to school authorities. Certain books were prescribed in Secondary schools as they were in the consolidated list issued last year; but in the absence of the provision that books could be used in secondary or elementary schools irrespective of their classification in the consolidated list, school authorities are now under a disability to continue the book prescribed only last year. It is therefore necessary that an order must be issued on the lines of the order in force last year until such time as the consolidated list of books is properly classified. We are afraid that all this inefficiency is due to this department of Text Book Committee being tagged on as a branch to the Office of the Secretary to the Commissioner for Government Examinations. That officer, however efficient he may be, is already over-worked in connection

with the main work of his Department. He is responsible for the conduct of several large examinations at each of which several thousands of candidates appear and almost all these examinations are held in March and October, just the time when the Text Book Committee meeting is also arranged. It is unfair to over-work one particular department in this matter and allow inefficiency to grow in regard to text-books. We are told that publishers were asked late in April as to what books they submitted to the Text Book Committee, an information which they should have obtained from their own records if they were properly kept. Publishers who are paying a registration fee and also a scrutiny fee every time they submit a book have a right to expect more efficient work from this Department. School authorities who are compelled to prescribe only such books as are approved by the Text Book Committee and included in the consolidated list will also be justified in expecting the list at least before the school closes for the summer recess so as to enable them to prescribe the books in advance and plan their work for the new year in time. The late publication dislocates school work and must lead to inefficiency in schools too. It is likely that the Secretary to the Text Book Committee is so over-worked that he has little time even to consider how best he can improve the working of this branch of his department. Is it too much to hope that the Director of Public Instruction would take this matter in his own hands and put this branch of the Department of Education on a very efficient basis ?

THE EIGHTEENTH ALL INDIA EDUCATIONAL CONFERENCE 1942

All India Educational Conference will be held now at Indore (C.I.) during the Christmas Week of 1942. At the last Conference at Srinagar it had been decided to hold the Conference at Madras. But as Madras expressed its inability to hold the Conference this year, the late Principal Seshadri approached the Educationists of Indore to invite the Conference there. The Education Minister of Indore has invited the Conference there and has informed us that his Highness the Maharaja Holkar has kindly consented to be its patron.

VENKATRAMA & CO.,

EDUCATIONAL PUBLISHERS,
ESPLANADE, MADRAS.

Latest publications, in English, Tamil and Telugu for High Schools and Middle Schools, according to the Latest syllabuses.

Readings in English Literature.

(with a foreword by M. S. H. Thompson)

BOOK I FOR FORM IV ...	As. 12
BOOK II FOR FORM V ...	As. 14

Tamilaga Ilakkiyakkovai

(By S. G. Ganapathi Iyer, B. O. L. and Miss Mary Massillamani, M.A., L.T.)

BOOK I FOR FORM IV ...	As. 12
BOOK II FOR FORM V ...	As. 14

Sahityamanjusha—(Telugu Selections)

(By Ch. Venkateswara Sarma and K. V. Krishnamacharyulu)

FOR FORM IV As. 12	FOR FORM V As. 12
--------------------	-------------------

Tamil Chudar Vachakams

(By S. G. Ganapathi Iyer, B. O. L. and Miss Massillamani, M.A., L.T.)

Class IV 0-5-6	Form II 0-8-0
Class V 0-6-6	Form III 0-9-0
Form I 0-7-0	

New Andhra Readers

(By D. Balaramakrishnaiah etc.)

Class IV 0-5-6	Form II 0-8-0
Class V 0-6-6	Form III 0-8-0
Form I 0-7-0	

New Model Tamil Readers IV Class to III Form

Geographies ...	1 to 3	Forms in Telugu
Histories ...	1 to 3	Forms in Telugu & Tamil
Science ...	1 to 3	Forms in Telugu & Tamil

(IN TELUGU)

Andhra Vidyarthi Ganithams

FOR FORMS I, II, III

AS PER THE NEW SYLLABUS

MARTIN'S A DICTIONARY OF ENGLISH USAGE

IS

A MIRACLE OF COMPRESSION

Pages 181.

Second Edition.

Price Re. 1.

What the leading educational journals say :

1. A MIRACLE OF COMPRESSION.

"It is in fact a miracle of compression. It is astonishing to find how much information is gathered within the covers of this book."—*The Educational Review*, Madras, April 1942.

2. AN INDISPENSABLE REFERENCE BOOK.

"It is always dangerous to say that any particular thing in this solid-seeming world of ours is absolutely indispensable, but it looks as though Mr. Martin has written an indispensable work of reference for our students and teachers in schools and colleges."—*The Educational Review*, Madras, April 1942.

3. ENTRIES EXTREMELY GOOD.

"Several of the entries, which are arranged alphabetically, are extremely good and will be read with profit by those who are doubtful about particular points of grammar, spelling or idiom."—*Teaching*, Bombay, June 1942.

4. AN INFORMATIVE AND ENTERTAINING BOOK.

"On the whole, this is an informative, even entertaining, little book and it deserves to be brought to the notice of teachers and senior pupils in secondary schools."—*Teaching*, Bombay, June 1942.

5. DEFINITELY USEFUL TO MATRICULATION CANDIDATES.

"A useful book of a Dictionary of English Usage, for the benefit of pupils studying English and reading for Matriculation in particular. The Matriculation candidates felt the need of such a book for a long time and Mr. Martin should be thanked for removing this want."—*The Karnatak School World*, Gokak, April 1942.

6. WHY PRINCIPAL MARTIN HAS SUCCEEDED.

"This book is the production of a master of language who has a wide experience of schools in this country and who may reasonably be expected to have a good knowledge of where the average Indian student is likely to stumble and flounder."—*Educational India*, Masulipatam, April 1942.

7. REFERENCE QUICK AND EASY.

"The Dictionary method of arrangement renders the work of reference easy in the extreme."—*Educational India*, Masulipatam, April 1942.

8. LOW PRICE.

"Its low price brings it within easy access of even the poorest student."—*Educational India*, Masulipatam, April 1942.

9. INVALUABLE VADE MECUM.

"We have no hesitation in declaring that the book is an invaluable *vade mecum* to every student who aspires to acquire a sound command of the English language and an exact knowledge of its idiom and grammar usage."—*Educational India*, Masulipatam, April 1942.

K. & J. COOPER - PUBLISHERS - BOMBAY, 4

Sole Selling-Agents for the Madras Presidency :

The Christian Literature Society for India,
PARK TOWN, MADRAS.

All Text Books, in English, Tamil and Telugu in all the other subjects are available with us.

UNCERTAIN TIMES?

Face them boldly with a policy

in

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

Slogan for 1942

Every Teacher, A Member

This is the Valuation Year

JOIN AT ONCE

* * *

BAZAAR ROAD,
Villupuram.

V. SRINIVASAN,
Hony. Secretary.