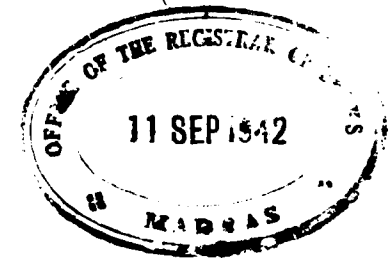


The South Indian Teacher

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

485 121



AUGUST, 1942

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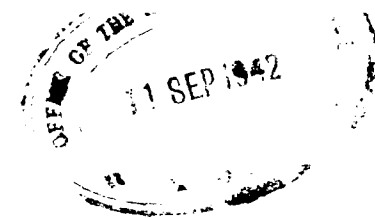
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THE SOUTH INDIAN TEACHER

Vol. XV

August, 1942

No. 8

THE SUCCESSFUL TEACHER NEEDS

The education of a College president,
The executive ability of a financier,
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The adaptation of a chameleon,
The hope of an optimist,
The courage of a hero,
The wisdom of a serpent,
The gentleness of a dove,
The patience of Job,
The grace of God, and
The persistence of the devil.

—From the *Syracuse Bulletin*.

* EDUCATING FOR DEMOCRACY

By

Upadhyaya Sangha Karya Praveena

SRI S. K. YEGNANARAYANA IYER, M.A.

I

It is with a firm conviction that Democracy is the best form of Government; that in spite of the dark days through which we are passing the future is with Democracy and that for Democracy to be strong, efficient and capable of producing the maximum benefit to its citizens it should be based on a good and universally available system of education that I am going to address you on "Educating for Democracy." It is true that Dr. Johnson said:

*"For forms of Government let fools contest
Whate'er is best administered is best."*

and there are many in this country who believe "what does it matter who governs us, Rama or Ravana." It does matter a great deal whether we are under Ravana's totalitarian rule or the beneficent Ramarajya. The terrible war that is going on all over the world is but the outer manifestation of the eternal conflict between two ways of life with opposite ideals and conception of values, the Democratic and the Totalitarian.

It is necessary, before we proceed further, that we clarify our conception of Democracy. That it is a very precious thing worthy to be preserved at a great cost is indicated by the fact that the last Great War was supposed to have been fought to make the world safe for Democracy; even in the present Titanic struggle, the United Nations claim to be its champions as against the Axis Powers who stand for Totalitarianism.

II

The most popular definition of Democracy is that it is the Government of the people, by the people, for the people. This is correct as far as it goes. But democracy like life is Protean in its external manifestations. It is easier to enumerate some of its implications than to confine it within the four corners of a definition, however neat, crisp and apparently correct. In the first place, let us realise this about Democracy. As life cannot be cut up into a number of mutually exclusive compartments, political, economical and cultural, so also Democracy cannot be confined to the purely political field. It is a way of life rather than a set of doctrines believed in

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

by the Faithful and hence a democrat in politics is sure to be a democrat in all other fields and would not tolerate, for example, vested interests and monopolies in economics.

Democracy stands for a rich and full life for all and not for a class only; it would put down injustice in any form. Democracy respects the opinion of minorities and ensures to all its citizens the four freedoms of President Roosevelt, i.e., freedom of speech and religion and freedom from want and fear. Democracy believes in Right more than in Might and would approach many of the conflict-situations of the present day with good-will and confidence in the good faith of the other party and use reasonable persuasion instead of force to solve internal and international problems. Democracy believes that the ultimate value of any institution or social arrangement is to be found in its consequences for human beings. Men must always be treated as ends and not as means only. An American writer says "For Democracy, human personality is infinitely precious and the source of all values and worth."

III (a)

Education of the people, important as it is for any form of Government is the very basis on which an efficient Democracy can be built. Even the most autocratic Government of the present day is interested in giving to its citizens a minimum amount of education, so that they may be its efficient slaves. For Democracy, education is vital. The complete identity of interest between the Government and the governed makes efficient education of the citizens indispensable for its smooth working. Disraeli summed it up when he said "Let us educate our masters."

The Democracy, as a recent American writer puts it, "must have schools, more schools, better schools, schools that can serve the varied needs of young and old, schools adequate to their profound responsibilities." These schools, standing for efficient educational agencies are necessary for three main purposes of paramount social significance. Firstly, to train the younger generation to become worthy citizens, able to receive the torch of culture from the present and hand it on to the future; secondly, to keep the adults of the nation loyal to the democratic ideals, and thirdly, to serve as a centre of research in human affairs, mutual relationship and adjustment in general and about Democracy in particular, so that transition from one kind of social environment to another may be made without any revolutionary changes.

III (b)

The last point deserves to be elucidated, as the idea is comparatively strange. Man has succeeded in compelling Nature to reveal many of her secrets by scientifically studying her. Production of goods has been increased and its transportation also and both are being efficiently run, but man has failed to conquer himself and has not organised his relationship

with other humans on a scientific basis. Traditional wisdom and accumulated experience used empirically subject to violent human passions and weaknesses, rule this field instead of science; we can no longer afford to neglect this important sector of life. One of the chief functions of Democratic education should be to have a body of experts to conduct researches in social matters keeping democratic ideals steadily in view to watch over the affairs of the democratic society in all their aspects, to give timely warning, if there be falling off from the ideal, and to suggest changes which, effected in time, would prevent revolutionary cataclysms.

III (c)

Educating the adult for Democracy may also be disposed of before we take up educating the young for democracy. When we speak of education, we associate it only with schools and colleges and do not think of the grown-ups; but efficient education for Democracy has to take care of the adults as much as the young. It is true that the ideals inculcated and habits formed in schools and colleges last through life; yet one cannot, with confidence, say, "once a democrat always a democrat." In the vast arena of life with its infinite variety of opportunities for gathering experiences, the ideals so loyally clung to in student days are likely to be subjected to severe strain and disruptive forces may, at a times, prove too strong to be resisted. The adults, therefore, must have ample opportunities for refresher courses as it were in Democracy, and this post-school education should be organised so as to influence the citizen throughout life and keep him loyal to the democratic ideals impressed on his plastic mind in his school days. Not only by lectures and radio talks, should the loyalty of adult citizens be retained, but their very life should be so organised as to give them ample opportunities of putting into practice the ideals learnt in schools and colleges, so that with every act done their loyalty to Democracy may get strengthened. The Research institution, mentioned above, would be of great help in devising effective means of retaining such loyalty.

III (d)

Coming now to the question of educating the young for Democracy in our schools and colleges, I shall indicate briefly my own conception thereof, leaving it to my listeners to find out how far the educational system now existing and functioning in our own country comes up to this ideal.

In the first place, educating for democracy implies that all educable young should be in schools and kept on till everyone reaches the highest stage he or she is capable of. Democracy more than other forms of Government, has to realise that its real wealth consists of its citizens and should make the most of them without neglecting any section of them. Poverty is to be no bar and stupidity backed up money bag should enjoy no special privileges; snobbery and the cult of the school tie would

not be tolerated. Secondly, democratic education would be so organised that there is no divorce between school and life, that the school manufactures no misfits and that the so-called educated unemployed do not exist. As far as possible, pupils' aptitude would be studied and tested and expert advice given both as regards the course of studies to be pursued in schools and the profession to be adopted in life. Thirdly, boys and girls would have the same privileges and opportunities for study and self-development though the courses of studies may be suitably varied. Even in the matter of subjects to be taught, Democracy would not be frightened by the label 'Utilitarian' and would see that all children do get the minimum indispensable knowledge to enable them to lead a rich and useful life. Children in democratic schools would be taught the dignity of labour and would consider no task too mean for them. They would learn many things by doing them, but the most important point of difference between an ordinary school and the school for democracy would be in the spirit in which the teacher conceives his task and executes it. The teacher will not be a military sergeant expecting implicit obedience and aiming at uniformity of product; democracy being a respecter of personality, each individual child will be allowed maximum opportunity to develop its own special gifts. Moreover, the true democratic ideal will ever be kept before the students by their being given ample opportunities for developing—the qualities of originality, courage, responsibility and initiative, so that they may be prepared to meet any unexpected situation in life and tackle it successfully. They will have their own courts of honour where branches of discipline would be dealt with by the elected representatives of students themselves. The school and the college magazine will be run by an Editorial Board, consisting of students with a member of the staff to advise and guide. The students' theatre and their co-operative book-shops would be under their own management, again with a few members of the staff co-opted for expert advice and guidance. In their games and sports, they would learn not only the spirit of 'give and take' which would later on lubricate the machinery of life; but the difficult lesson of subordinating one's personal interest to the larger interests of the team or of the institution. In their Parliaments, they would learn the difficult art of governing men by representative institutions. In their Rover moots and Boy Scout clubs, the young will be taught to practice the ideals of service and self-sacrifice, lessons which will stand them in good stead in the wider field of life. Above all, very much more attention will be paid to the physical welfare of the students than is being done now in schools, for Democracy wants all its citizens to be ready to fight its righteous battles, if necessary. There would be complete harmony of aim between the teacher, the state and the parent, everyone vying with the other in promoting the real interest of the child, the future citizen of the Democratic state. Expenditure incurred in educating the young will be looked upon as an investment and Democracy will not, in case its own normal resources be found inadequate, hesitate to borrow and spend on education.

In short, the whole educational system devised and run by experts would be one continuous preparation for a fully democratical life by the young, the future citizens of the state.

III (c)

The supreme importance of schools as propaganda agencies has been accepted and acted upon by those states that have a definite plan of life to be placed before the young. The most outstanding examples in recent times of successful indoctrination through schools are Germany, Italy, Russia and Japan. Though there may be differences regarding the ideals to be placed before the young in these four countries, there is absolute unanimity among the statesmen at the helm and the educationists in all these countries about the importance of schools as agencies for propaganda. The democratic countries of the world have to borrow this technic from the totalitarian states and use them for their own purposes.

IV

In the days of Peace, which would follow the victory of the Allies over the Axis Powers, a new Order will be inaugurated all over the world. We all hope that this earth of ours would be made 'a planet untroubled by war, untroubled by hunger or fear, undivided by senseless distinctions of race, colour or theory.' We then expect to have our full share of Democratic Government in our own country and the task of overhauling our educational machinery has to be started even now. Let us remember the prophetic words of Mr. Wells that 'the race is between Education and Catastrophe.' Let us all do our best to see that the race is won by the right kind of education so that the threatened alternative may be avoided.

YOUTH MOVEMENTS AND HOW THEY ORIGINATED

By

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

(Continued from page 226)

France

Youth movements of France were connected in the early part of this century with the Church or Party. There are numerous youth organisations in France but most of them, as has already been said, are either under the church or some political party (extremist or moderate). Non-political and non-religious organisations that look after the intellectual and physical welfare of the youth are really very few. Let us name a few of these. Majority of the people of France are Catholics. They have no less than three organisations, of which "Les Eclaireurs de France" is the most important one. The members of the organisation in Khaki, with a priest in black soutane, as their head are often seen rambling in the country side. The "Jeunesses Ouvrieres Chretiennes" (Christian Workers' Association) is another organisation. They are engaged in various social activities such as organising rallies and outings and delivering lectures etc. The third one is "Les Patronages de France." They organise sports and games and various other athletic activities of the members. The Protestants too, have their own organisation. The "Eclairours Unionist" owes its allegiance to the Protestant Church. Besides these there are other organisations with strong political bias.

Two rival political parties have for a long time guided the destiny of the nation in France—the Rightist and the Leftist—one is extremist and the other is moderate. These two parties have their separate organisations of the youth. "Canclots de Poi" is the foremost organisation which draws its members from among the middle and upper class youth. There is another organisation *viz.*, Jeunesses Patriotes which later on amalgamated either with the Croix de Fow of Colonel de le Rosque (later called the Parti Social Franchis) or to the Parti Populaire Franchis of Jacques Dariot. The members of this organisation are numerous and they are in direct concern with many political agitations of the country and as such their influence at the time of general election is easily felt. The Leftist too, have many organisations. The "Groupe des Etudiants Socialistes" is one of such organisations which draws its members from among school and college students, and their aim is to raise the moral, intellectual as well as physical standard of the student community. Radicals and Communists have again their own organisations. Jeunesses Radicales and Jeunesses Communistes propagate their own

views. Let us mention another organisation and we will finish the Youth Movements of France. This is the only non-communal and non-religious organisation. The name of this organisation is Centre Loique der Anberges de le Jeunesses. After the fall of France, Petain Government tried to control the entire French Youth by means of Compulsory Labour Camps which compelled every able-bodied French youth to eight month's service in these camps. To solve the food problem of France they are engaged in agricultural work, and games and sports are occasionally arranged for them. The Vichy Government has organised another party viz., Les Commons de France which is nothing but a fascist organisation with fascist ideology and uniform (blue shirts, breeches, beret). The largest number of youth organisations sprang forth in France, but as all of them were guided by diverse motives, none of them has been able to do real good either to society or to the student community.

Sweden

If we compare the youth movement of Sweden with the youth movements on the continent, the main difference that will first arrest our attention is this: that youth movements all over Europe owe their allegiance either to the Church or to any political party; but they do not do so in Sweden. All over Europe, youth movements have been utilised as a camouflage or smoke-screen to serve some ulterior motives of the diplomats. It matters very little to statesmen or administrators whether youths are really benefited or not. Youths have always been used as a pawn on the chess-board of national and sometimes, international politics. Sweden is the only exception. This country has never utilised her young people for any work other than their own good. Swedish organisations are numerous—at least thirty of them have been trying to administer to the physical, mental and moral welfare of the young generation. These organisations cover a great variety of activities: sports, games, gymnastics, amusements, squad drill, music, folk-dance, social services etc. The National Gymnastic Association founded in 1962 is the most important of all. It has about two hundred thousand members and some 2700 clubs in different parts of the country. Another is the Amateur Athletic Association with about four hundred thousand members and six thousand clubs. It organises ten miles cross-country race.

England

Though England had not the exact counterpart of the youth movements on the Continent, still she had long made provision for organisation of her youths and the service of society by them by various organisations such as the Boy Scouts, Girl Guides, Boys' Brigade, Church Lads' Brigade, Boys' Club, Y.M.C.A., Y.W.C.A. etc., but they are so international in character that they may no longer be called peculiar to England alone. Since the last European War these organisations have been doing lots of good not only in England but also all over the British Empire. The aim

of all these organisations is social service; consequently we hesitate to enlist them in the category of Youth Movement. England has, at last shaken off her lethargy, on seeing youth movements as the roots of victory in the lives of the Nazi who have impressed the world by their power of achievement. So Mr. Kurt Hahn, Headmaster, Gordonstoun School, Morayshire has organised The Country Badge Scheme, based on the experiments carried out by him at his school. Very few people have any idea of this organisation; so we should discuss it in detail. The aim of this movement is to organise men and women of England and thereby to increase her national strength. Mr. Hahn has so arranged that boys and girls between ages 14 to 20 may take keen interest in their physical development and may devote themselves to the welfare of society. And for this it presents tests of a threefold character.

The first test is athletics, swimming, middle distance running, long distance running or walking, throwing, jumping etc. The examination consists of two standards—the Ordinary Standard and the Silver Standard. The ordinary standard is within the easy reach of every candidate, but the Silver Standard requires some special aptitude which athletics alone are capable of. The second test is the expedition, Walking, climbing, sailing, canoeing, cycling, riding, historical or exploring expedition etc., are included in this test. The final test must be passed through training in map-reading, compass work and Scout-craft. The third test is the Project which has an endless variation. It can be anything and every thing; the making of a table, or a model of an aeroplane, drawing a picture, a translation from a Greek masterpiece, planning a garden or a city etc. Boys may take up any project, but whatever they should take up, they must do it with care and caution, patience and precision. All the tests must be completed within a year. During the training period self-control is insisted on and smoking or drinking is not allowed. From the programme, it will be seen that every possible step has been taken to forge out a nation, full of men and women with healthy body and strong character. In explaining why all these have been included in his programme, Mr. Hahn says:—

“He will have a trained heart and a trained nervous system which will stand him in good stead in fever, exposure and shock; he will have acquired spring and powers of acceleration; he will have built up stamina and know how to tap his hidden resources. He may enjoy the well being which goes with a willing body. He will have trained him tenacity and forethought, his power of observation and his power of care.”*

The Board of Education too undertakes responsibility for the welfare of the youth through the “Service of Youth”, an organisation which teaches leadership throughout the country. The young people are taught the best way of using their leisure and of rendering voluntary national service.

* From an address at the Annual Conference of the National Association of organisers of Physical Education, London, Sep., 1941

China.

Youth Movements in China date from 1935 and when the Chinese Republic was established in 1911 the movements got fresh impetus. China was split up in three great major factions some years after the Great war. Chang-Tso Lin ran the Peking Government in Manchukuo, while the National party (Kuomintang) which ruled the rest of China was split up again into communist and non-communist groups. By 1927, however, Chiang-Kai Shek had ousted the communist party from their position and now only the two main factions remain the Kuomintang under Chiang-Kai Shek and Manchuria under Chang-Tso Lin, the Dictator. The Chinese Nationalists were openly hostile to Japan and Japan, therefore, backed Chang Tso Lin. Manchuria and China proper then became formally united under the Kuomintang. Thus Chang-Kai Shek being anti-Japanese was able to draw the sympathy of the young generation who vowed to bring regeneration of their country. In 1933 Madam Chiang-Kai Shek inaugurated the real type of youth movement in China. The New Life Movement which she launched, had for its main object the promotion of civic sense among the masses, and thus to unite them as a nation. Another organisation also became prominent at this time. It was the Young Vanguard. The name of the Young Vanguard will go down to posterity for its brilliant achievements. They have shown, how youth can be inspired with noble ideals, disregarding even the perils of their lives. The organisation has left its mark on whatever work it has undertaken—social service or village uplift. By the repeated attacks of Japan, the capital of China and her universities have been ruined but the members of the youth organisations have gone from one village to another with the torch of knowledge in their hands and have kept it ever burning. They arrange meetings in villages, spread literacy among the illiterate villagers, explain them the situation of the country and help the cultivators at harvest time. In short, the role played by the youth of China is in no way inferior to the role of the young generation of Russia who have greatly helped in the building of the socialistic state of Russia. Even the girl members of the New Life Movement are so organised that they too, are greatly helping for the promotion of war against Japan. They are working in factories, workshops and hospitals, collecting subscriptions and helping the spread of literacy among the tillers of the soil. Generalissimo Chiang-Kai Shek has held a new ideal before the youth. He says, "Modern life is a war time life, and individuals and communities failing to adapt themselves to the war time conditions cannot escape extinction or elimination by others. Educators today must regard themselves as workers storming forts and braving death, as forerunners in social reform, as founders of a new nation who defy all hardships, as sages and heroes who play decisive role in critical moments of the nation."

"Modern life is a war time life, and individuals and communities failing to adapt themselves to the war time conditions cannot escape extinction or elimination by others. Educators today must regard themselves as workers storming forts and braving death, as forerunners in social reform, as founders of a new nation who defy all hardships, as sages and heroes who play decisive role in critical moments of the nation."

This ideal of Chiang-Kai Shek is being literally followed by the members of the New Life Movement.

India.

India has no youth organisation which can be properly called her own. Since the last war the Boy Scouts, Girl Guides, Red Cross Society etc. of England have been doing various social services in this country. Dr. Rabindranath Tagore organised "Brati Balak Dal" at Santiniketan in tradition of the Boy Scouts of Lord Baden Powel; but that was done with necessary changes to suit the local condition, and he framed some rules for the members to follow. This "Brati Balak Dal" is engaged in various social services such as village uplift, resuscitation of ponds, spread of education, prevention of malaria, nursing the sick and afflicted etc. Mr. Subhashchandra Bose of Calcutta also tried to organise a party in imitation of the German Youth Movement but being entangled in the coils of politics and public affairs, he could not proceed far in this connection. Perhaps, he had a mind to organise the youth of Bengal for which he made his last attempt to found the Mahajati Sadan.

Bratachari Organisation founded by the late G. S. Dutt, I.C.S. may be said to be the only real youth organisation which India can boast of as her own. All the ideals of youth movements are to be found in the programme of this movement. It is really an indigenous organisation. It has not been baffled by mere imitation of the West. Let us describe it in a nutshell.

This is really a non-political and non-religious organisation. It has nothing to do with party politics. The principles and ideals of this movement are so universal in character that though it is a Bengali organisation, still there is no bar to make it an all-India organisation. Its principles have not been marred by narrow provincialism or communalism. The only motive behind it is to make man's life a complete whole and a success, and for this end in view its duties have been broadly classified under five heads knowledge, industry, truth, unity and happiness. A Bratachari shall have to take up 16 vows,—

To extend the boundary of knowledge, to uproot water hyacinth, to increase the dignity of labour, to grow vegetable etc., etc. Besides these 16 vows he has to take up another six extra vows.

Elimination of wastage, progress and preservation, following one's leader, sacrifice etc., etc.

Besides these vows a Bratachari has to observe certain prohibitions. They are 17 in number, Not to walk with long skirts, not to speak in mixed jargon etc. etc.

A Bratachari admits of evolution in life. Hence his prayer is, I shall grow as long as I live, will learn something and shun some bad practices every day, will execute carefully whatever I undertake and will be put to shame, if the work is badly done.

To attain a complete whole life is the avowed aim of a Bratachari, and for the attainment of this, it presents tests of a fourfold character:— Strong physique, sharp mind, performance of duties and firm resolution.

A Bratachari is very keen about the formation of character. So the motto of his life is, Character first, duties second, third organisation and fourth dance. Besides these, Bratachari movement covers a great variety of activities: sports, gymnastics, control of tongue, self-confidence, sense of self-respect, solving unemployment problem etc. Men and women, boys and girls all are welcome in this association. The life of a young Bratachari is less complex, so he has to take up only 12 vows, will run, play and smile, love all and dance in mirth etc.

Bratacharies have 16 performances to observe, Recitation, duties, sports, athletics, social services, industry, cultivation, dexterity, trumping amusements etc., etc.

The founder of the movement sums up the aim of the Bratachari movement in the following words,—

The Bratachari movement aims at the fulfilment of the ideals of service to society and through it service to the whole world, culture of youthfulness and cheerfulness, full development of the body, liberation of the mind and observance of vows regarding character and duties.

Youth movements of all the world have been very briefly delineated here. It shows that if the young people are united and organised they can do lots of good to society as well as to state. The totalitarian states have organised the youth of the country just to make their states invincible and to dominate over others. The net result is discord and disunion, strife and struggle. On the other hand, it is not impossible, at all, for the young people, when they are properly organised and rightly guided to establish peace and harmony in the world. Who is to save the world from the rapacity of the greedy powers but the youth? All states want to engulf the lesser and weaker states. Will the youth of the world tolerate this arrogance of the power intoxicated states? Will not they be united and organised to put an end to this struggle between haves and have nots? Will not they come forward for the liberation of the world? Will they turn a deaf ear to the agonising cry of the oppressed humanity? This is the time for them to give a fit reply.*

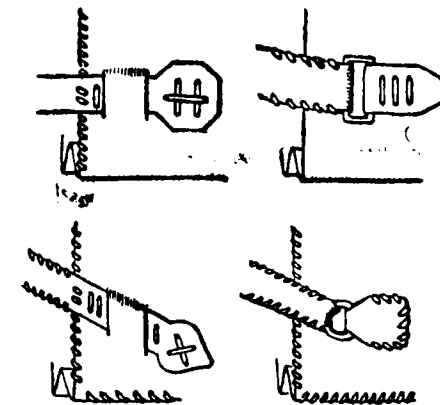
ART AND CRAFT No. XIII

By

R. M. SAVUR,

Divisional Inspector of Schools, Coimbatore.

This illustration shows simple methods of attaching handles to bags. One shows a thonged handle inserted slantingly through the slotted side of a bag and fixed by a crossed thong. Another shows a similar fitting, the difference being that the handle is fitted vertically through the slot and the fixing is by one stitch over two cross ones.



The other two illustrations show a thonged handle fitted with a metal D shaped or rectangular ring fixed to a leather tab which is thonged to the side of the bag.

* For reference see "Philosophy of Education" by Dr. Thomson and "Youth Movements" by Mr. Lieutenant Jiri F. Vranak (Czechoslovakia army).

The Instruments for a Percussion band and other details are furnished by the following Table:—

Name of Instrument.	Number of Instruments required.	Number of pupils performing them.
1. Jālā (cymbals) ...	4 Pairs	4
2. Kuli tālam (Tinkling basin cymbals)	2 „	2
3. Bells ...	2 „	2
4. Triangle ...	4 „	2
5. Gejjai (stringed ankle-bells)...	4 „	4 (Pupils with the gejjai tied on to their ankles stamp the floor in a rhythmical manner)
6. Chipla (castanet) ...	2 „	2
7. Kolattam sticks ...	4 „	4
8. Kanjira or Tambourine ...	2	2
9. Gettuvadyam ...	2	2
10. Jalatarangam ...	2	2
	28	28

With four children clapping, as many as 32 pupils can participate in the Percussion band at the same time.

Pitch of the Instruments: Since the Percussion band performs to the accompaniment of music and sometimes without it, it is desirable that the pitch of the band is 5 (G) or 5½ (G sharp) which is the usual pitch of the classes of boys or girls in Elementary schools. Of the instruments mentioned above, the gettuvadyam, and the jalatarangam can be tuned to the required pitch. In the gettuvadyam, the strings are tuned as in a tambura and struck with two light sticks. For the jalatarangam only four cups, two for the madhya sthayi shadja and two for the madhya sthayi panchama and the tara sthayi shadja respectively are required. Both these instruments should be tuned by the teacher. With the exception of the Kanjira, castanets and Kolattam sticks, the teacher should take care to see that the pitch of the other instruments is either the same as the class pitch or a harmonic note of the same.

The jalatarangam and the gettuvadyam performers may be seated on small platforms at the two opposite corners of the room. The others may

PERCUSSION BAND

By

Prof. P. SAMABAMURTHY,

Head of the Department of Indian Music, University of Madras

Percussion bands (tāla vādyā goshtis) are very useful in developing the rhythmic sense in children. The sense of rhythm if not cultivated early may be altogether lost. Children love to perform in percussion bands. It gives work to all the pupils of a class, either as players or as singers. It develops in them powers of concentration and team spirit and results in the co-ordination of the mind, ear and hand. They incidentally learn to appreciate something of the tone-colour of instruments. Percussion band is a curricular activity and as such can be practised during class hours in rooms or halls or open spaces situated at some distance from the neighbouring class rooms. Percussion band is not an expensive proposition. Every school can afford to have one. With a small investment and a recurring expenditure almost negligible, a first class band could be formed in each school.

The teacher should at first give a short talk on the instruments of the band. He should take each instrument, mention its name, point out the parts, if any and state the material of which it is made of. He may conclude with a short note on the care of the instruments and the other uses to which they are put. Children should then be given practice in holding the instruments and playing them in the right way. In the earlier stages, children should be allotted particular instruments and later they may change instruments. In course of time every child should be able to play the different instruments of the Percussion band. With the exception of the gettuvādyam and the jalatarangam performers, all the other children should stand and play. When facility has been acquired to play in the standing posture they may be asked to *march and play, skip and play* and *walk on tip-toe* and play.

At first the Teacher and later on the cleverer pupils of the class should conduct the Percussion band.

stand in a circle or in a semi-circular manner and practise. While marching or skipping, they may do so in rows of two. Six children may be entrusted with the task of taking the instruments from their boxes and distributing them to the performers. At the conclusion of the practice the same children may gather the instruments and place them back in the boxes.

Music for the Percussion band: Those who do not play, may provide vocal music for the band. The pieces chosen should be short and be in sama edupu and have pronounced rhythm about them. The music of the pieces should be brisk, lively and catchy. Songs like "*Pāhi Rama chandra* (Sankarābharana)" "*Sarasara samarai* (Kuntala varāli)" "*Rāra Rāma* (Bangāla)" "*Muttineri ariyāda* (Arabhi)," the *Bilahari jatisvaram S, r G P* and *Marches* may be used. The Percussion band may also perform to the accompaniment of suitable gramophone music or suitable music played or sung by the Teacher.

The Percussion band will be an efficient rhythmic accompaniment during the performances of massed choirs and massed demonstrations of Kummi and Kolattam. The band can play while students march. It can be of use in the Drill classes. It can provide a subdued rhythmic accompaniment when students are at Kolam Practices either on the blackboard or on the floor. Children must be taught to perform in the *ghana* style and in the *naya* style. They should first practise singly, then in smaller groups and then as a whole. Just as in an orchestra, parts of a song are subject to orchestral colouring, so also in the percussion band, smaller groups or particular instruments may be allotted to parts of a song and the piece thus subject to *percussion colouring*. For example in the *Bilahari jatisvaram* referred to above, the entire band may play whenever the *Pallavi* is sung. Different groups of instruments may play for the *anupallavi* and the various *charanas*. The band may play softly when the *Malayamāruta raga* march is played and with force when the *Kedāra rāga* March is played.

The combined performance of an efficient percussion band and a well trained orchestra will produce a grand effect.

The pupils should beat, to the following rhythmical patterns in *Ādi tāla*. Later they can practise in *Rūpaka*, *Chāpu*, *Triputa* and *Jhampa tālas*. The children should first practise without any music, the teacher merely counting one, two, three, four, five, six, seven, eight, etc. Before collective playing is attempted, smaller groups should practise. When an *Ādi tāla* piece is sung, the teacher can suggest to the band, the particular rhythmical pattern that they can beat which will fit in with the rhythmical setting of the composition.

RHYTHMICAL PATTERNS

Notation: ● = Beat O = Pause, corresponding to a visarjitam or finger-count.

Ādi tāla

	1 ₄				O		O	
1.	●	O	●	O	●	O	●	O
2.	●	O	●	O	●	O	O	O
3.	●	O	O	O	●	O	●	O
4.	●	O	●	O	●	●	●	O
5.	●	●	●	O	●	O	●	O
6.	●	O	●	●	●	O	●	●
7.	●	●	●	O	●	●	●	O
8.	●	●	●	●	●	●	●	O
9.	●	●	●	●	●	●	●	●
10.	●	●	●	●	●	●	●	●
11.	●	●	●	●	●	●	●	●
12.	●	●	●	O	●	●	●	O

Rūpaka tāla

1. ● ● O 2. ● ● ● ● 3. ● ● ● ●

Misra chapu tāla

● O O ● O O O

Triputa tāla

1. ● O O ● O ● O 2. ● O O ● ● ● ●
3. ● ● O ● ● ● ● 4. ● ● O ● ● ● O

Jhampa (Khanda Ohapu) tāla

1. ● O ● ● O 2. ● O ● ● ●

The teacher may tap or clap some new rhythmic pattern and ask the members of the band to imitate it by turns.

Before attempting to play the rhythmic patterns on the band, the children would do well to recite them first keeping time with their hand. The syllable **ta** can be recited for the beat and **a** for the pause. Thus the first rhythmical pattern in Adi tala can be recited as: **ta a ta a ta a ta a** and the fourth rhythmical pattern as: **ta a ta a ta ta ta a** and so on. Each rhythmical pattern can be practised for four avartas.

Children should acquire fluency in the sight reading of rhythmic patterns. Each new rhythmic pattern should be familiarised with the aid of an appropriate song. The performance of a percussion band need not necessarily be noisy. Making it pleasant and interesting is entirely in the hands of the teacher.

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GLEANINGS

The Work of the Teachers.

I want to take this opportunity of thanking the teachers of the country for the manner in which they have lent their services for long hours and with great attention to duty during this exceptional period of war-time. The classroom is, in fact, as much a factory as there is in any industry, but I never agreed with those who claim that the teachers' day can be compared to the day of the man who is putting something on a belt in a workshop. The strain involved especially in war-time, entails a burden which I do not think the public fully understand. It entails the giving out of human effort which, I think, is quite unrealised and is probably not matched by any other profession. Therefore I want to thank you for the part you have been playing and to ask you to continue with your work. Keep the lives of the children as normal as possible, because the more normal they are and the more they can be prepared by you for the shocks and struggles ahead, the better able will this country be to face what is to come.

In considering with you to-day the period in which we live and the opportunities before us, I think you will agree there are two main schools of thought in the country. One suggests that we should apply our minds exclusively to winning the war and to nothing but the war effort. The other, to which I belong, proclaims that while that must be our first task, it is impossible to wean the British people from what Professor Bury so aptly described as "the idea of progress." We must be devotees at the shrine of progress. We must, in this rare period of emergency, keep our faith unassailed. We glance round upon the great struggle of the nations, we see the rising power and might of America, the great staying-power of Russia, the historic resiliency of Britain and her Empire, the false ideology of Italy and the ever-clutching and we hope too-far clutching Japan, and we realise that our cause is bound to prevail. We may not be able, at every moment, to press our own views on popular attention. The major issue of winning the war must be ever to the front. But we can show our faith and help to prepare the world and especially the world of children for the better days to come.

What I believe is summed up in one old Latin tag and I do not feel it would be proper for the President of the Board to be here without quoting, at least once from the classics. The familiar quotation which I want to use is that which tells us, "For the sake of life, do not lose everything that makes life worth while." "*Nec propter vitam vivendi, perdere causas.*"

That should be our motto. We are fighting to preserve certain things. Let those things live; do not let them be destroyed, and among the things which are most precious is the development of our educational heritage.

(Mr. R. A. BUTLER,

President of the Board of Education England.)

The Empire of the Teaching Profession.

If the empire of the teaching profession after the war is to be from 2 to 18 years of age, you can see what a vast range of human endeavour lies before you. We must prove ourselves worthy leaders of the community, we who are partners in the education service. That is why I have decided to appoint a small body, to advise me, without undue delay, upon the methods of training and supply of teachers and youth leaders, and I am glad to notice the reception which that committee has received and to note that the fact that a vice-chancellor of a university is to become chairman of it has not escaped attention. I think it essential that the trainees for the teaching profession should be given the finest equipment and the broadest experience possible, that the status of your training colleges should be raised, that

courses should be lengthened and the windows thrown as wide open as possible to the world of affairs. We should not limit ourselves to talking about civilisation; we should practise it, and we should realise that we here in education are the future leaders of the community. It is we who must lead, and the future development not only of our own country but of the world will depend on what we make of this leadership. If we wish to revert to the "easy 'twenties and 'thirties" which I believe were infinitely more dangerous than the "naughty 'nineties" I do not want to separate the educational world from other worlds in this country. I want us to send out our envoys and agents into the world of affairs, because it largely depends on the extent to which we can influence the other Britains, the other worlds in Britain, and the extent to which they will work with us in educational reform, and I want us to send out our envoys into the international field to meet the Allied governments, to compare notes with them because I believe it is only through education not only that this country can be saved but that a new European and world order can be built.

Battle of the Young.

But above all I want you to fight the Battle of Education in this country—the Battle of the Young—a venture as important as the war itself. I want you to help raise with me to their proper status the ethical standards and the moral character of our national personality. We live in a time of change and revolution. It has been truly said that "revolutions exploit another part of human nature hitherto neglected." That part of our human nature which is our business to extol—I do not say exploit—is the soul of man. For this purpose I ask you to dedicate your deliberations, and in this cause we shall move forward together.

(R. A. BUTLER,

President of the Board of Education, England.)

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What do you get from Education?

Part of an address broadcast to Sixth Forms in England by Sir Richard Livingstone, President of Corpus Christi College, Oxford, published in "The Listener" and republished in the January 1942 number of the Nova Scotia 'Journal of Education'.

The chief aim of education is to help to make human beings. We came into the world as raw material, which may remain raw to the end, but which may also be made into a finished article, and one of the major aims of life is the production, out of the raw human material, of such finished articles. And what is a finished human being? Well, there are three sides to all of us—body, character, and intellect; each of these three sides is capable of a perfection of its own. And a finished human being is one with a body strong and healthy, its powers disciplined and developed; with a character capable of the great virtues, justice, courage, truth, self-control, and the rest; and with a mind trained to be a good instrument for the purposes for which the mind is used. Obviously, in each human being the capacity of body and mind, if not of character, varies; but in each of us all three can go some way on the road to perfection. And the first object of education is to help body, mind and character to achieve the perfection within its reach. Do you agree? And are you getting that from your education?

The second object is to introduce us to the world into which we are born, in order that we may understand enough of it to live in it intelligently. That world is twofold. There is the material universe, which the sciences deal with and try to explain. So some science should enter into every education. And then, even more important than the universe, is a being that appeared in it some hundreds of thousands of years ago—man. You read history because it describes the adventures of that being in the universe; you read literature because it has recorded in it his thoughts and feelings and dreams and visions. So you must have literature and history in education. Those briefly are the reasons why we study science, literature, and history. The third object of education is to enable us to earn a living. The special knowledge required for that differs according to our occupation, and often is best acquired in the occupation.

Those are the three great aims of education: To make us human beings in the full sense of the world, to introduce us to the world of nature and man, and to train us as breadwinners. And it is well to keep them in mind and ask from time to time whether we are getting these things from education—especially the first two.

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

Obituary

We regret to have to announce the death of the two members noted below. The nominees will be paid the benefit amount on receipt of the claim papers.

R. No.	Name & Address	Date of Death	Age at Death	No. of Units	Benefit Amount.
861	Mr. R. Subbarayan, Municipal High School, Dindigul	27 6 41	48	3	Rs. 933 12 0
1207 & 1926	Mr. V. Narasimhachari, Ramakrishna High School, Mambalam	16 7 42	37	2 & 1	Rs. 832 0 0
	Villupuram, 20th July, 1942.				V. SRINIVASAN, (Hony. Secretary).

OUR ASSOCIATIONS

The Kurnool District Teacher's Guild

Report of the Proceedings of the General Body Business meeting held on 11-7-42 in the Coles Memorial High School, Kurnool, during the Guild's 18th Annual Conference.

The Annual Business meeting of the Guild was held on 11-7-42 with Sri. P. Raju in the Chair. About 80 members were present including mofussil representatives. Mr. K. N. Pasupathi, Secretary presented the annual report. It showed that there were 13 affiliated associations on the rolls of the Guild during the year under review, of which 9 were High School Associations, 1 middle school, 1 Training School and two others, Elementary teachers' Associations. The number of individual members was only 2.

The Managing Council met four times during the year to make arrangements for Conferences and to plan the celebration of the 11th South Indian Education Week. Two General body meetings were held, both of them at Kurnool, in the absence of an invitation from mofussil centres.

For the first time in the history of the Guild, the Secretary went on a propaganda tour in the district, visiting Nandyal, Atmakur, Koilkuntla and Markapur to get into personal contact with the affiliated associations and canvass greater support for the Guild and the S.I.T.U.

The financial statement of accounts showed a sum of Rs. 66-4-0 under income from affiliation fees, arrears and current. The opening balance, donations for the Education Week etc., was Rs. 34-10-0 making a total of Rs. 100-14-0 under receipts. The closing balance at the end of the year was Rs. 39-10-0.

The year under review was the Guild's 18th year. After the adoption of the Annual Report, the following office-bearers for 1942-43 were elected :—

- (1) *President* : Sri. P. Raju, B.A., L.T., Headmaster, Coles High School, Kurnool.
- (2) *Secretary* : Sri. K. N. Pasupathi, 1st Asst., Municipal High School, Kurnool.
- (3) *Guild's Representative on the S.I.T.U. Executive Board* :
Sri. K. N. Pasupathi, 1st Asst., Municipal High School, Kurnool
- (4) *Vice-Presidents* : Sri G. I. Abraham, B.A., L.T., Headmaster, S. P. G. High School, Nandyal, and Sri. A. Varadan, B.A., L.T., Headmaster, Board High School, Koilkuntla.
- (5) *Joint Secretary* : Sri. C. G. V. Subbayya, B.A., L.T., Headmaster, Municipal High School, Nandyal.
- (6) *Members of the Managing Council* :
 - (1) Sri. Deshpande Subba Rao, Pleader, Nandyal.
 - (2) Sri. Y. Krishnayya, B.A., L.T., Headmaster Board Middle School, Pyapalli.
 - (3) Mr. Mahaboob Ali, M.A., L.T., Headmaster, Government Muhammadan High School, Kurnool.
 - (4) Mrs. P. S. Raju, B.A., L.T., Headmistress, Government Girls' High School, Kurnool.
 - (5) Mr. K. Neelakanta Rao, B.A., B.Ed., Asst., Coles High School, Kurnool.

K. N. PASUPATHI,

Secretary.

14-7-42.

The Guild's 18th Annual Conference was held in the Coles Memorial High School, Kurnool on Saturday the 11th July '42, with Rao Bahadur S. V. Narasimha Rao, a veteran public man and lawyer of Kurnool in the chair. About 130 members were present including delegates of Nandyal, Pyapalli and all the seven local town associations. Rev. W. D. Sutton, Principal, Coles High School and Coles Industrial School, opened the Conference. In his speech he contrasted the systems of education and their aims and ideals in Germany and America. He condemned the deification of Hitler in German schools. Mr. P. Raju, Guild President, welcomed the delegates.

Mr. K. N. Pasupathi, Secretary, read the message wishing the Conference success, received from Messrs. Deshapande Subba Rao, Nandyal, K. S. Chengalroya Iyer, Salem and R. Ramakrishnan, Coimbatore.

Rao Bahadur S. V. Narasimha Rao was proposed to the Chair by Sri S. Radhakrishna Aiyar and seconded by Mrs. P. S. Raju. He then delivered the Presidential Address.

The Conference adjourned for tea. Mr. S. Vaidyanatha Aiyar delivered a lecture on "The Teacher and the National War Front"

The Draft resolutions were then discussed and the following ones were adopted.

1. Condolence resolution on the untimely demise of Mr. P. Seshadri, President, All India Teachers' Federation.
2. Request to the Director of Public Instruction, Madras, to have the Consolidated list of Approved Text Books published before the end of March every year to facilitate selection of books in time.
3. Request to the Government and the Director of Public Instruction, Madras to vest the power of prescribing text books in the heads of institutions and their staffs in all Secondary schools.
4. Request to the Government, as a war time measure, to allow a decent increment in the teaching grant to Aided Elementary school teachers, in view of the rise in prices.
5. Request to the Government to accord permanent recognition to the Municipal High School, Nandyal.
6. The Conference views with alarm and anxiety the practice of awarding censure by the President, District Board, Kurnool, on teachers of high schools when the average mark in the subjects taught by them is less than the Presidency Average at the S. S. L. C. public examination, irrespective of the various factors that contribute to a low average. The Teachers' Guild respectfully urges on the authorities that a low average in a particular subject cannot, *ipso facto*, be treated as indicating neglect of duty on the part of the teacher concerned.
7. Request to the Government to raise the scale of Pandits and Munshis in Government Secondary Schools to 45-2-2-75, a scale given to Pandits in Local Board and Municipal Secondary Schools.
8. Request to the Government and the Director of Public Instruction, Madras to reserve at least 25% of the posts of the cadre of Junior Deputy Inspectors of Schools for experienced Secondary Grade teachers working in Government Training Schools and Government High Schools, who possess the S. S. L. C. general education qualification and have passed the necessary departmental test.

After the adoption of the resolution and the concluding speech of the President, Sri K. Neelakanta Rao proposed a vote of thanks, and the Conference dissolved.

K. N. PASUPATHI,

Secretary.

14-7-42.

The Madras Teachers' Guild

A deputation of the Madras Teachers' Guild consisting of Rev. D. Thambuswamy, Messrs. R. Nambi Iyengar, K. Kuruvila Jacob, Ghouse Bad-ha Sahib, T. P. Srinivasavaradan, S. Natarajan, and Mrs. V. Saraswati waited on the Director of Public Instruction at 5 P. M. on Monday the 27th and submitted the following memorandum on the position of teachers in schools in the City.

1. The strength of all the schools in the city, elementary and Secondary, have fallen considerably below the strength on the corresponding date last year. The average strength of a High School for boys may be said to be 50 per cent of last year's strength. Some High schools in George Town area are having a strength as low as 40 per cent while one or two schools in comparatively safer areas have about 80 per cent of their usual strength. Middle schools have only about 30 per cent of their strength; Girls' Schools have been affected more adversely. The strength in most aided elementary schools is very very poor.

2. Managements of schools had to meet fairly heavy bills in the last term in order to meet the huge deficit consequent on the exodus of the pupils. Further, Managements having an endowment have been hit hard as the rental value of the endowed property has gone very low. It is therefore almost impossible for the managements to maintain the existing staff with their own resources.

3. Though there is a great fall in strength, it appears that a corresponding reduction in staff is not warranted, as most schools feel that only very few of their teachers could be deemed as surplus.

4. Any attempts by managements to balance their budget without special aid from Government would be successful only if they impose heavy cuts—sometimes as high as 40 to 50 per cent, a step which would produce great hardship to teachers and would necessarily impair the efficiency of their work.

5. The cost of living in Madras has increased considerably and dearness allowance would seem very necessary to enable the teachers to meet the extra cost of living.

6. The Guild therefore begs to suggest the following:—

- (a) Government may immediately assure the managements of liberal financial assistance notwithstanding the provisions of the Grant-in-aid-Code, so as to enable managements to meet the huge deficit they are faced with.
- (b) Government may authorise the payment month by month the compensation promised for loss of fee income in respect of concessions and scholarships granted under rules 92 of the M.E.R. and 32 of the Grant-in-aid-Code, also in respect of fee remissions granted to children of ex-army men and of those now employed in active war service.
- (c) In as much as the average monthly income from fees is much lower than the average monthly expenditure, Government may be pleased to sanction as special aid such difference month by month or at least once in a quarter, such payments being made in advance.
- (d) The surplus teachers of the city schools may be transferred to schools where suitable vacancies exist so as to reduce the burden on Government.
- (e) In view of the great increase in the cost of living in the City, the Director of Public Instruction may be pleased to issue orders so that teachers may be given at least their normal increments and that there may be no cut imposed on the salaries of teachers.

In conclusion we request that the problems raised may receive your early and sympathetic attention and orders be issued as soon as possible so as to relieve the managements of their anxiety and difficulties.

The D.P.I. gave a very patient sympathetic hearing and promised very careful consideration of the problem raised.

THE SOUTH INDIA TEACHERS' UNION

Proceedings of the Executive Board of The South India Teachers' Union held on Saturday the 18th July 1942 at 2-30 p.m., in the Office of the Union:

Chairman: Sri M. S. Sabhesan, President of the Union.

The following fifteen members besides the President were present:

Messrs. Chengalroya Iyer, S. Mukunda Rao, N. Kalyanarama Iyer, V. Jayarama Iyer, M. G. Venkataraman, M. S. Kotiswaran, M. Rajah Iyer, K. N. Pasupathi, C. Ranganatha Iyengar, C. Swaminathan, A. K. Sitaraman, V. Srinivasan, S. T. Ramana Iyengar, S. Natarajan and T. P. Srinivasavaradan.

1. Letters from Messrs. R. Ramakrishnan, R. Mahadevan and E. H. Parameswaran expressing their inability to attend were read.

2. All standing, the following condolence resolution was passed:

"The Executive Board of the S.I.T.U. places on record its deep sense of sorrow at the demise of Principal P. Seshadri, President, A.I.F.E.A., and Kulapathi V. V. Parameswara Iyer.

3. The minutes of the last meeting were read and recorded.

4. As Sri R. Mahadevan, Treasurer, had left the area of operation, his resignation of the Treasurership was accepted. The Board resolved to record its thanks to him for his valuable services. In his place Sri V. Bhuvараха Murthi Rao, Ex-Treasurer, was elected.

5. Arising out of the statement made by the Secretary, the Board resolved (a) to disaffiliate Chinglepet District Teachers' Guild, as it had been in arrear of affiliation fee for the last three years,

(b) to inform the Malabar District Teachers' Guild that the Board regrets its inability to grant the request to waive off the arrear of affiliation fee and that by 1st September 1942 the entire dues must be paid to prevent disaffiliation,

(c) to inform the Tinnevely District Teachers' Guild that quick action must be taken by it for paying the affiliation fee,

and (d) to correspond with Mr. Elisha regarding the working of the Cuddapah Guild.

The Board then passed the following resolution, protesting against the delay in the publication of S.S.L.C. text-books.

"The Board views with great concern the delay in the publication of the S.S.L.C. text-books and while protesting against such delay requests the Madras and Andhra Universities to take proper steps for the release of text-books early in May every year and for the control of the prices at which they are sold."

The Board further protests against the delay in the publication of Kannada and Malayala text-books.

6. Sri C. Bhanumurthi and Sri Y. Vittal Rao were co-opted as members. For the other districts, the Board empowered the President to choose.

7. *Education Week Celebration:* The Board resolved to have the Education Week celebration throughout the Province in the first week of November and to leave the arrangements for the celebration to the District Guilds and Teachers' Associations. The Theme for this year's Education Week may be 'Education and Post-war Reconstruction.'

8. *Provincial Educational Conference:* Letter from Sri M. S. Subramania Sastri, General Secretary, Reception Committee, was read:

The Board resolved that while it sees no objection to the holding of the postponed Provincial Educational Conference during the Christmas holidays in December 1942, it suggests to the Reception Committee that it would be advisable to hold it in May 1943 in view of the present conditions.

The Executive Board by a special resolution approved of the continuance of the present office-bearers till the next General Body meeting.

9. *Election to the Working Committee*: The following members were elected to the Working Committee: Messrs. M. S. Kotiswaran, K. S. Chengalroya Iyer, V. Jayarama Iyer, Mukunda Rao and C. Ranganatha Iyengar. The president nominated Sri M. G. Venkataraman of Trichy and Sri C. Swaminathan of N. Arcot as members of the Working Committee.

10. The Annual Report from 1st April 1941 to 31st March 1942 with the statement of Accounts was passed. The Board resolved to publish in the S.I.T. extracts from the Report and the Statement of Accounts.

11. *Appointment of Internal Auditors*: Sri K. S. Chengalroya Iyer and Sri M. S. Kotiswaran were appointed for the year, 1942—1943.

12. The Board appointed the following sub-committee to consider the nature of titles to be conferred on distinguished persons who rendered valuable services to the teaching profession and in the field of Education:

The Members of the Sub-committee are:

Messrs. M. S. Sabhesan, T. P. Srinivasavaradan, S. T. Ramanuja Iyengar, M. S. Kotiswaran and C. Ranganatha Iyengar.

13. The Board resolved to record the resolution given notice of by Sri M. G. Venkataraman that the Union should urge the Director of Public Instruction that ordinarily age exemption should not be granted when many young teachers are thrown out of employment due to war-scars.

14. Sri S. T. Ramanuja Iyengar, Convener, Vigilance Committee informed the Board of the action taken by him in the case of Sri U. Balakrishnaachar, a teacher in S. Kanara.

15. The Board considered the question of the levy of compulsory subscription of annas eight from elementary school teachers towards subscription to the official association and resolved:

"The compulsory levy of a subscription of annas eight from teachers in Ele. schools by Departmental Associations be given up."

16. Mr. Mukunda Rao's resolution that teachers in all aided schools be subject to leave rules found in Fundamental Rules was recorded by the Board, as the Board had already been in communication with the Director of Public Instruction urging the necessity for uniform leave rules in all aided institutions.

Minutes of the Working Committee held on 18th July 1942 at 4 p.m., in the premises of the Union:

Sri M. S. Sabhesan presided at the earlier stage and Sri K. S. Chengalroya Iyer presided at the later stage of the meeting.

Members present: Messrs. S. T. Ramanuja Iyengar, V. Srinivasan, K. S. Chengalroya Iyer, C. Ranganatha Iyengar, M. S. Kotiswaran, V. Jayarama Iyer, S. Mukunda Rao, M. G. Venkataraman, C. Swaminathan and T. P. Srinivasavaradan.

1. Minutes of the last meeting read and recorded.

2. *Election of Journal Secretary*: Sri V. Jayarama Iyer proposed and Sri V. Srinivasan seconded that Sri S. Natarajan be elected Journal Secretary. As there was no other nomination, he was declared elected.

3. Budget for 1942—1943 was presented and approved by the Working Committee with the following amendments:

(a) resolved to increase the allowance of the attender Subbarayalu from Rs. 3 to Rs. 4 from 1st July 1942.

(b) resolved to continue the dearness allowance to the two clerks at the rate of Rs. 2 per month till the end of December 1942.

(c) resolved to accept the vouchers signed by the Journal Secretary on Trade Commission.

4. *Operation of Accounts*: S.I.T.U. A/c to be operated by the Secretary and the Treasurer.

S.I. Teacher A/c }
Balar Kalvi A/c } to be operated by the Journal Secretary and the Treasurer.

5. The Working Committee, after discussing problems relating to the fall in fee income in schools in coastal areas passed the following resolution:

Resolved to request the Director of Public Instruction to provide for monthly payment of grants equal to:

(1) the loss in fee income on account of the award of fee concessions under 92 of the M.E.R.

(2) the expenditure incurred on scholarships and fee remissions out of the fee income (rule 32 Grant-in-aid-code)

and (3) the entire difference between the monthly recurring expenditure and the income from tuition fees reckoned at standard rates.

(Sd.) T. P. SRINIVASAVARADAN,

Hon. Secretary.

THE SOUTH INDIA TEACHERS' UNION

Extracts from The 33rd Annual Report

Strength: There were twenty District Teachers' Guilds at the beginning of the year. The Guntur and West Godavari District Teachers' Guilds were disaffiliated during the year as they were in arrear for more than two years. The number at the end of the year was eighteen out of which Seventeen guilds have been actively working. The number of Teachers' Associations directly affiliated to the Union was twenty-two at the beginning of the year. During the year under report two Secondary School Teachers' Associations affiliated themselves to the Union. As decided by the Executive Board such of those Associations as were in arrear for more than two years were disaffiliated after due notice. The number so disaffiliated comes to eleven. Six Teachers' Associations from Bellary District were asked to affiliate themselves with the Bellary District Teachers' Guild. The number of Teachers' Associations at the end of the year was only seven.

Provincial Associations: The Madras Provincial Physical Education Association is the only provincial body affiliated to the Union, though it has not paid its affiliation fee for the year, 1941-42, in spite of repeated reminders.

The Board regrets this year too it has not been possible to give a complete list of the names of the members of the Union owing to the inability of some affiliated Associations and Guilds to furnish the information required by the rules of the Union and also owing to the high cost of paper and printing.

The Executive Board: The Board met four times during the period under review. Important business besides the routine was transacted.

The Working Committee met four times during the year.

Propaganda: Some of the workers of the Union found it possible to accept the invitations received from several centres. The Joint Secretary presided over the All-Malabar Elementary Schools Teachers' Conference and the Secretary attended the Salem and the Chittoor Guild Conferences and explained the Union's proposals on the reorganisation of Secondary Education.

Provincial Educational Conference: The 32nd Provincial Educational Conference was held at Rishi Valley in May 1941 under the distinguished presidency of Prof. A. Rama Iyer, Trichy.

The 33rd Provincial Educational Conference which should have been held in Vellore in May, had to be post-poned on account of the war situation. Sri Gurukula Dharmacharya K. Rangaswami Iyengar, B.A., B.L., L.T., Headmaster, Hindu Theological High School, Madras, is the president-elect. It is hoped that the Conference may be held during Xmas 1942.

The Work of the Union: (i) A deputation of the Union waited on the Director of Public Instruction and the Adviser to the Government of Madras to incorporate in the Contract (Appendix 28 M.E.R.) the suggestions of the Union for ensuring the security of tenure of services. (ii) A representation was made to the Director of Public Instruction and to the government in December 1941 when there was an exodus of pupils on account of panic from the City of Madras that they should immediately announce that the loss in fee income would be made good by them in order to prevent managements from imposing any cut in the salaries of teachers in affected schools. (iii) The resolution passed by the Executive Board at its meeting in March 1942 contained suggestions for tackling the problems

relating to the education of affected children and to the possible unemployment of a large number of teachers if schools in those areas either did not open at all or open with reduced strength. (iv) The Union was represented by its Secretary at the Conference of managements of aided schools in the City of Madras to consider ways and means of meeting the extraordinary situation arising out of the depletion of strength in schools.

(2) *The Eleventh South Indian Education Week* was inaugurated on 6th October 1941 and the Central Education Week Committee constituted for this purpose consisted, as usual, of representatives of the Department of Education and Associations interested in Education. The Central theme for the Week was "Education and Post-war Reconstruction." A statement of accounts, showing the receipts and charges is given in Appendix A.

Representations and their effect: The Union is grateful to the Director of Public Instruction for the measures taken to ensure the continuity of teachers in the City schools and for promising to make good the loss in fee income. It is to be hoped that the Director of Public Instruction would by the opening of the registry of teachers help many teachers to secure jobs elsewhere. The Department of Education made advance grants to some schools to enable the managements to pay the salaries of teachers for April, May and June 1942.

The work of the guilds: The following Guilds have reported that they organised District Educational Conferences during the year under report: Madras, Chittoor, Salem Malabar, Trichinopoly, Kurnool, Anantapur, Tinnevely, North Arcot, South Arcot, Coimbatore and Ramnad. All Guilds took interest in the celebration of the Education Week, and the following Guilds contributed their quota prescribed by the Executive Board of the Union towards the expenses of the Central Education Week Committee: Salem, Anantapur, Coimbatore, North Arcot, Chittoor, South Kanara, Tanjore, Madurai, Bellary, Ramnad and Trichinopoly.

A perusal of the reports received from the District Teachers' Guilds shows that there is still room for great improvement. There is unlimited scope at the present time. On account of the war, the financial conditions of many schools may be affected. There may be a tendency to effect retrenchment by imposing cuts on salaries where there is every need to enhance the salaries on account of the abnormal rise in the cost of living. All the guilds and associations should be vigilant and take necessary steps to avert such a catastrophe.

The financial position seems to be a matter of great concern in the case of some guilds. The Board would like to emphasize that the Guilds and affiliated Associations which form the mainstay of the Union should realise the need for cent per cent efficiency and co-operation.

All India Educational Conference: On account of the extra-ordinary situation due to war the Board resolved in March 1942 to request the A. I. F. E. A. to hold its Conference for 1942 in some other place. This year the Conference will be held in Indore (Central India) in December 1942.

The Official Journals. The war conditions had their influence on The South Indian Teacher and Balar Kalvi also and we hope that normal conditions will soon prevail and that the Journals will, with the generous support of our secondary and Elementary schools, be able to get over the difficulties that beset them. The Executive Board appeals to all educational institutions to extend their support to our advertising clients, who have been utilising our pages for publicity in spite of the depressing conditions of trade. The Executive Board places on record its thanks to all our subscribers, contributors and advertisers for their generous support.

Finance: The financial statement of the Union is given in Appendix B.

Conclusion: The teaching profession is still passing through critical times. From the appeals sent to the Union by affected individual teachers and Teachers.

Associations, it is becoming distinctly clear that it is recognised that an organised body of teachers alone can do anything effective. But for the timely action of the Executive Board of the Union and the Madras Teachers' Guild, many teachers would have been now thrown out of employment in the City of Madras and other affected coastal districts. Some of the urgent problems facing the teaching profession have not been solved satisfactorily. For a satisfactory solution of them, the Union must be actively backed up by District Guilds and Teachers' Associations which should be very active throughout the year. The Executive Board appeals to teachers who have not so far joined the Union directly or indirectly to do so immediately, as then alone the Union can effectively represent to the Department of Education the grievances of the teaching profession. A vigorous organisational campaign should be conducted throughout the Province during the current year. It should be made possible during the year for the formation of a number of new guilds, the strengthening of old ones, and a general increase in membership. If the Union is to play its proper role in the interest of education, it must attract to its ranks a far larger proportion of teachers. We should aim in the next few years at the enrolment of a large number of teachers.

(By order of the Executive Board)

(Sd.) T. P. Srinivasavaradan,
Hon. Secretary.

(Sd.) S. T. Ramanuja Ayyangar,
Hon. Joint Secretary.

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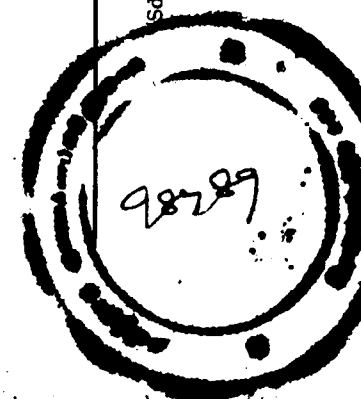
APPENDIX A

*Statement of Account showing the Receipts and Expenditure of the ELEVENTH SOUTH INDIAN EDUCATION
WEEK, October 1941.*

RECEIPTS.	CHARGES.
Rs. A. P.	Rs. A. P.
Donations from participating Associations	Printing charges
...	115 8 6
Donations from District Guilds	Contingency and Stationery
...	17 4 0
Orders for Literature	Postage
...	82 3 0
Advertisement	Conveyance
...	6 10 6
Donation from the South India Teachers' Union	Advertisement Commission
...	3 0 0
	By the South Indian Teacher (Publicity work)
	...
	40 0 0
	Clerical allowance
	...
	20 0 0
	284 10 0

(Sd.) R. MAHADEVAN,
Treasurer

(Sd.) T. P. SRINIVASAVARADAN,
Contenent.



APPENDIX B

THE SOUTH INDIA TEACHERS' UNION

Statement of Receipts and Charges for the period, 1st April 1941 to 31st March 1942.

RECEIPTS		EXPENDITURE	
	Rs. A. P.		Rs. A. P.
Opening Balance:			
M.T.G.C.S. Ltd., F.D.	400 0 0	Postage	70 8 3
" " " " F.D.	150 0 0	Contingency and Stationery	66 11 0
On Hand	59 5 2	Conveyance	22 1 3
At Bank	295 9 3	Salary	192 0 0
Stamps	1 14 0	Fort St. George Gazette	10 0 0
		Subscription to A.I. Journal	3 8 0
Affiliation Fee:		Routine Printing	44 11 0
Dt. Guilds	554 10 0	Affiliation Fee to: A.I.F.E.A., Cawnpore	15 0 0
Associations	13 4 0	M.O. Commission	0 14 0
Individuals	10 14 0	Travelling Allowance	82 5 6
		Audit Fee	20 0 0
Delegation Fee		Delegation Fee paid to Reception Committee,	
Suspense refundable		Rishi Valley	59 8 0
Interest:		Loan to S.I. Teacher	150 0 0
From Bank	6 9 11	Education Week	15 10 0
On F.D.'s	27 0 0	Rent	60 0 0
		Suspense Old Balances Refunded	0 0 8
Certification Fee for 1940	33 9 11	Furniture (Table) Purchase	7 0 3
	145 0 0		
		Closing Balance:	
		M.T.G.C.S. Ltd., F.D.	500 0 0
		" " " " F.D.	210 0 0
		On Hand	18 9 9
		At Bank	231 12 2
		Stamps	4 6 6
	1,784 10 4		964 12 5
			1,784 10 4

(Signed) R. MAHADEVAN, Treasurer.

(Signed) T. P. RINIVASAVARADAN,

Secretary.

Examined and Found Correct.

(Sd.) V. SOUNDARARAJAN, B.A., G.D.A., R.A.,

Registered Accountant & Auditor.

THE SOUTH INDIAN TEACHER

Statement of Receipts and Charges for the period, 1st April 1941 to 31st March 1942.

RECEIPTS		EXPENDITURE	
	Rs. A. P.		Rs. A. P.
Opening Balance:			
Cash on Hand	4 13 0	Journal Printing	1853 2 6
" at Bank	36 12 4	Postage	259 1 9
Stamps	0 12 9	Contingency and Stationery	62 10 0
		Conveyance	25 4 6
Subscriptions		Salary	192 0 0
Advertisement		Printing (Routine)	40 10 0
Sale of Reprints etc.		Conveyance allowance to Journal Secretary	15 0 0
Interest from Bank		Travelling Allowance to Journal Secretary	11 1 0
Loan from S.I.T. Union		Honorarium to Journal Secretary	100 0 0
Recovery of Postage		Trade Expenses	48 0 0
Sale of Paper to B. Kalvi		Advertisement Commission	7 0 0
		Bank Commission	1 4 0
		Loan Repayment to: S.I.T.U. Profession Trust	
		Fund:	
		Interest on above Loan	100 0 0
		Purchase of Wrapper Paper	68 0 0
		Purchase of Paper	45 0 0
		Closing Balance:	290 0 0
		Cash on Hand	
		" at Bank	
		Stamps	
	3,222 5 7		74 3 10
			3,222 5 7

(Signed) R. MAHADEVAN,

Treasurer.

Examined and Found Correct, except that (i) Purchase of paper Rs. 290 and (ii) Purchase of wrapper paper Rs. 45, are not supported by proper vouchers from the respective parties.

(Sd.) V. SOUNDARARAJAN, B.A., G.D.A., R.A.,

Registered Accountant & Auditor.

BALAR KALVI

Statement of Receipts and Charges for the period, 1st April 1941 to 31st March 1942

RECEIPTS.	EXPENDITURE.
Rs. A. P.	Rs. A. P.
Opening Balance:	
Cash on Hand 32 10 7	Journal printing 1231 3 0
Cash at Bank 208 8 8	Clerical allowance 160 0 0
Stamps 2 14 3	Postage 305 0 9
Subscriptions ... 244 1 6	Contingency and Stationery (Including blocks etc., to Artist) 103 6 0
Advertisements ... 1500 7 0	Conveyance 26 9 3
Interest from bank ... 379 4 0	Advertisement Commission 35 0 0
Recovery of Postage ... 4 13 3	Conveyance to Managing Editor 55 0 0
	Honorarium to Managing Editor 75 0 0
	Bank Commission 1 8 0
	Routine Printing 10 4 0
	Travelling allowance to Managing Editor 12 0 6
	Purchase of paper from S. I. Teacher 120 0 0
	Closing Balance:
	Cash on Hand 9 15 10
	Cash at Bank 29 0 11
	Stamps 1 13 6
	40 14 3
	2,175 13 9

(Sd.) R. MAHADEVAN, Treasurer.
 (Sd.) V. SOUNDARARAJAN, B.A., G.D.A., R.A.,
 Registered Accountant and Auditor.
 Examined and Found Correct:

Silver Jubilee Fund Account

Balance as on 31st March 1941	Rs. A. P.
...	955 2 10
Add Interest due from THE SOUTH INDIAN TEACHER at 4 per cent per annum	6 6 4
Balance as on 31st March 1942	961 9 2

Details

With the South India Teachers' Union:

As Fixed Deposit with the M. T. G. C. S. Ltd.	400 0 0
As Recurring Deposit Do	210 0 0
Loan	171 14 7

With The South Indian Teacher:

Loan	160 8 3
Interest due	19 2 4
	179 10 7

961 9 2

Defence Fund Account

Balance on 31st March 1942 (as fixed deposit with the M.T.G.C.S. Ltd.)	100 0 0
--	---------

(Sd.) R. MAHADEVAN, Treasurer.
 (Sd.) V. SOUNDARARAJAN, B.A., G.D.A., R.A.,
 Registered Accountant and Auditor.
 (Sd.) T. P. SRINIVASAVARADAN,
 Secretary.

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Suggestions for the Teaching of English in India—By W. M. Ryburn, M.A., with a foreword by J. E. Perkinson. Oxford University Press. Price Rs. 2-4-0.

This is a third edition of the book. It has been enlarged by the addition of two new chapters viz., on The Teaching of spelling and on Revision work. Another useful addition is the appendix on verb patterns. Mr. Ryburn's book is based on the actual experiences of the author and is therefore bound to be very helpful and useful to all those who are engaged in teaching English in our schools, both in the Junior and Senior forms. Almost every aspect of the teaching of English has been considered and helpful suggestions based on actual experience are made. This is a book which must be in the Teachers' Library of every secondary school.

The Child—By Maria Montessori. Theosophical Publishing House, Adyar. Price as. 3.

This little pamphlet is a reprint from *The Theosophist* of December 1941. This very thought-provoking pamphlet, written in very simple language, sets forth the right approach to the child. "It is the environment itself which helps to make the children continually better. To the teacher has been consigned the flame of inner life in all its purity and it is necessary that he should so guard it as to keep it burning always, pure and clean." This little pamphlet from the knight of the children deserves to be read, re-read, memorised by all teachers and by the parents too so that they may appreciate the glory of the kingdom of the child.

Reconstruction in Education—By Maria Montessori, Theosophical Publishing House, Adyar. Price as. 3.

This inspiring pamphlet is the full text of the Third Convention Lecture delivered at Adyar on the 28th December 1941. While Politicians and Educationists are having a never-ending discussion on the reconstruction of our educational system this appeal to recognise the child as a personality capable of something which we the adults cannot do, "Capable of constructing an immense world in a way we cannot even imagine of doing", is only very timely.

Kathai Kovai—Second Series with a foreword by S. V. V., Publishers, Alliance Co., Mylapore. Glazed paper, Rs. 4-0-0. Feather weight paper, Rs. 5-0-0.

The Alliance Company Mylapore deserves the thanks of all lovers of Tamil for bringing out this second series of very interesting short stories by 50 different authors. These stories are indeed of a very high order as they beautifully portray character and emphasise the fascinating varieties of human life. The language is simple but at the same time very expressive. The book deserves a place in every home and library.

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8. „ P. M. Kannan.

9. „ V. S. Ramakrishnan, B.A.,

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EDITORIAL

Who is Responsible?

Most schools reopened in the early part of June but we are told that the Text-books in the various languages for the S.S.L.C. and Matriculation Examinations of 1943 were not available till the beginning of July. It is further reported that the text-books in Malayalam and Kanarese are yet to be released for sale. Every year, even so early as July, information re: the number of copies of the text-books in the various languages required for a school for the following year is collected. The S.S.L.C. Board which meets sometime in September prepares the selections to be incorporated in the texts. Where then is the difficulty in releasing the publication early in May? Reasons like lack of paper supply, difficulty of obtaining permission to reprint copy-right selections etc., may be advanced but can never stand any impartial investigation. It should be the duty of the publishers to get ready the stock of paper needed for them. If they had failed to do so, it can only be considered gross negligence. But we believe that the delay is almost inherent in the system whereby the Universities are having the monopoly of publishing these books. We see no justification for the University being given such a monopoly. If a quasi-government body is to reserve to itself an exclusive right, then that right should be utilised to the maximum advantage of the public and must in no way be regarded as a means of profiteering. These selections are sold at an exorbitant price. It is no secret that the University is making a huge profit on this account. It is further reported that the system of appointing a sole-agent for the sale of these books is responsible for the delay as the University takes up a long time in fixing up the sole agent. Whatever be the causes, there can be no justification for the publication of these books more than a month after the re-opening of the schools. The authorities will do well to make a thorough enquiry into the causes and take steps for preventing a repetition.

We request the S. S. L. C. Board to take into consideration the very great delay in the publication of text-books in Malayalam and Kanarese and cut down the portions suitably so as to make it possible for the texts to be studied effectively for the examination in March 1943.

Schools in Coastal Areas :

It must be a matter for gratification that the worst fears regarding schools in coastal areas have not come true. The schools have re-opened, though with reduced strength. Of the schools in Madras, Elementary and Middle schools for boys and girls and Girls High Schools have recorded only about 25 to 30 per cent of their normal strength while the High schools for boys seem to be better off with about a strength ranging

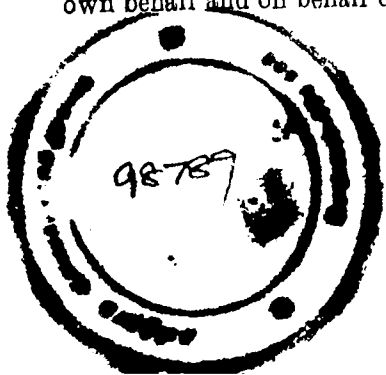
from 50 to 75 per cent. Though the situation is decidedly better than what was anticipated in April last, still the position of the managements of aided schools require the very sympathetic consideration of the government. What with the fall in fee income, and loss of income from other sources, like endowments etc., managements will find it very difficult to meet the large deficit.

In a time of emergency like the present, government should come to the help of these aided institutions so as to enable them to weather the storm that surrounds them. In years of peace these institutions took upon themselves so much of the burden that rightly belonged to government. It is then the duty of the government to render the necessary financial assistance to these institutions in the present emergency. There is no use sticking to the Grant-in-aid Code. Help, notwithstanding the provisions of the code, but sufficient to enable the institutions to function effectively, must be rendered. We are sure Sir R. M. Statham, whose sympathy with the aided school teachers is so well known, will be able to persuade the government to adopt a very liberal policy towards these institutions.

Sir R. M. Statham :

On behalf of our readers, we hasten to congratulate Sir Randolph Melville Statham on the signal honour conferred upon him on the occasion of the King's birthday. Sir Statham is an indefatigable worker with a thorough understanding of the problems of Indian Education and a genuine eagerness for the advancement of education. Though there may be many who might not agree with him in some of the methods adopted by him for making education in this Province progressive and efficient, none will question his sincerity. Sir R. M. Statham is indeed a good friend of teachers. Long association with them has enabled him to appreciate their difficulties and he has spared no efforts in trying to improve their service conditions. There is much more to be done and Sir Statham knows it only too well. Teachers have a good friend in him and they may therefore look forward with a certainty for a better future.

Our province has real reason to be proud of the honour conferred upon its Director of Public Instruction. Rarely are Educationists chosen for such high honours. Sir R. M. Statham rightly deserves the Knighthood conferred on him. We offer him our most hearty congratulations on our own behalf and on behalf of all the teachers of this Province.



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