

The South Indian Teacher

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

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SEPTEMBER, 1942



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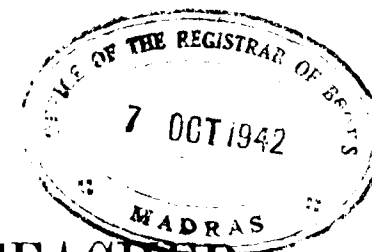
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readers feel that the States are an integral part of the Indian political system. What will be the relationship and position of the Indian States in the Indian union, the author does not say, but feels sure they have important contributions to make.

These four pamphlets are about the most important questions that are agitating the public mind to day. In the first three, the contributors lay their final emphasis on a proper system of education. The realisation that Politicians and Statesmen cannot achieve much without re-organising the system of Education either for preserving democracy or for bringing about a fusion of cultures or for increasing the standard of living is bound to have far-reaching effect on the education of the future.



THE SOUTH INDIAN TEACHER

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No. 9

THE IDEAL TEACHER.

Before all other qualifications the teacher's character is the fundamental requisite. That must be above reproach in all things. Milton's words about the poetic power are specially true in regard to the power to teach. "He who would not be frustrate," said the great poet, "of his hope to write well hereafter in laudable things, must himself be a true poem." He who would not be frustrate of his hope to teach well at any time ought himself to be a lofty exemplar of the virtues he would impress upon his pupils. The teacher who stands before a class for hours every day ought to exert greater influence even than the clergyman who speaks from the pulpit one day in the week, and he ought at least to have an equally lofty character, known and recognised by all men. The teacher who is master of his subject, and who has this nobility of character, needs no help of artifices to assist him in governing his pupils—he has simply to be, and they obey.

—Canadian Teacher.



DRAWING MADE EASY*

BY

G. A. SLATER,

Signal Engineer, M. & S. M. Ry.

CHAPTER II

Use of Pen and Ink

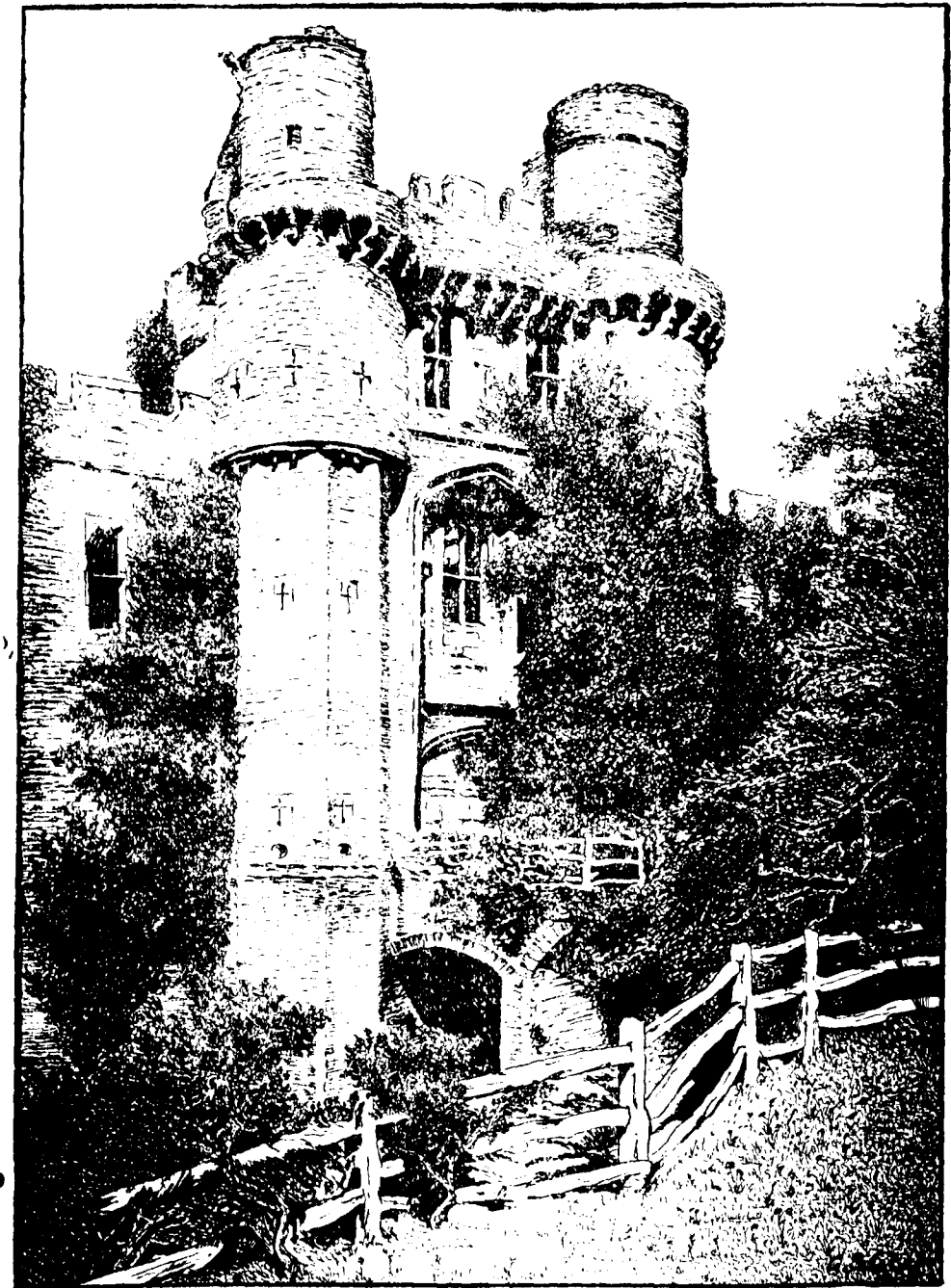
The exercises I suggested in the first Chapter will be of considerable help to you when you use pen and ink. Your lines must have freedom but should not be haphazard or careless. Do not draw a line until you have made up your mind where it is to go,—an ink line once drawn needs careful treatment before any alteration can be made. The best ink to use is a waterproof Indian ink,—this will give you a good black line. The best type of pen is the mapping pen, the crow quill variety being one of the most popular. But don't scruple,—should you find a pen to suit your style, use it by all means. Use the back of the nib as well as the front if you feel your work demands it, but don't use a bad nib. If you find a new nib requires any "breaking-in" soften it a little in the flame of a match.

Care is needed to make a correction to an Indian ink line. Small corrections can be made and ragged lines cleaned up with the aid of Chinese white water colour but this method is only satisfactory for sketches which are required for reproduction purposes. If such corrections are necessary in a sketch you wish to keep, it is advisable to remove the fault carefully by scratching it out with a razor blade or a sharp-pointed knife. The roughened surface of the paper should be smoothed over before attempting to use ink on it. Polishers are available for this purpose but the handle of a tooth brush makes an excellent substitute. It is not advisable to scratch out a large mistake, the best method is to paste a piece of the same paper over that part of your drawing to be corrected and start again. This method is all right for drawings required for reproduction but is not satisfactory for drawings you wish to keep as the "patch" will be visible.

In pencil drawing I showed you how different tones could be obtained. Such tones are not possible with pen and ink work, as ink has only one tone—black, when used with a pen. The only method to obtain effect of light and shade is to use the widely spaced lines for light tones with the lines gradually becoming thicker and closer together for dark tones. Your darker tones can be further darkened by using what is known as cross hatching. This can be varied from lines crossing at right angles to

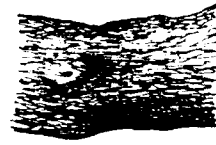
* (1) With acknowledgements to the author.

(2) Reprinted by kind permission from the South Indian Railway Magazine Christmas Number 1941—1942.



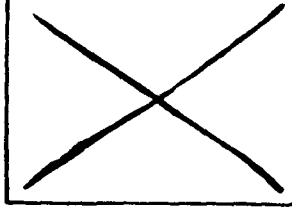
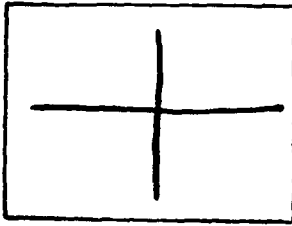


SMOOTH BARK

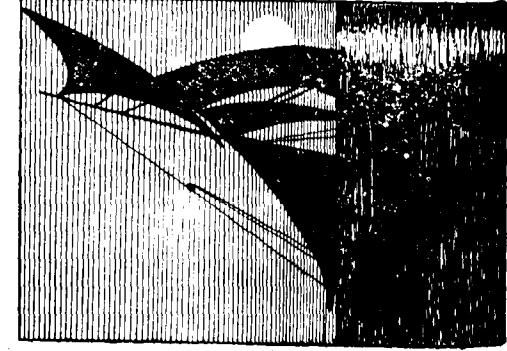
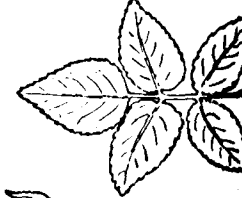
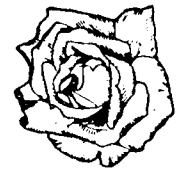


ROUGH BARK

THE DIRECTION OF THE STROKES SHOULD GENERALLY FOLLOW THE CONTOURS OF THE SUBJECT



WRONG METHODS OF DIVIDING UP SPACE.



TRUE CONVENTIONALISING OF THE HUMAN FIGURE CAN ONLY BE OBTAINED BY A NATURAL RENDERING OF THE SUBJECT.
NOTE THE VARYING THICKNESS OF LINES WHICH CAN BE USED.

lines crossing at sharp angles, the latter giving a darker tone than the former. You will see therefore that by careful placing of tone lines you can work from high light to a solid black shadow. Such varying tones are illustrated in the sketch of a hilly landscape.

Elimination of Detail

As you make a study of ink drawing you will discover there are two extremes. The first is a sketch in plain line with only an occasional line here and there to relieve the severity and flatness. Those occasional lines however must be put in carefully,—such lines drawn haphazard are worse than useless and would be far better left out. The other extreme is the sketch in which elaborate detail is employed to indicate light and shade. Sometimes the whole sketch is covered with lines varying in strength and direction according to the modelling of the object.

You will see what I mean from a study of the sketch of the castle. The castle walls and fences represent a sketch in plain line to indicate the shape and construction, without any suggestion of elaborate detail. Thin lines or black shadows have been used to indicate the minimum detail necessary to complete the picture. The bushes and trees represent the extreme where practically the whole area is covered to obtain effect of light and shade. The two extremes can often be so used in ink drawing to produce a pleasing effect of contrasts.

You will appreciate that there is plenty of scope between these two limits but I would advise the beginner to exclude too much detail and use only such lines as are essential to indicate a subject. This type of work has a very decided appeal as you will see when we study the subject of conventionalising. You will find however that the temptation is great to keep adding lines here and there in an effort to try and improve your sketch. Do not be tempted—be satisfied with simplicity for a start.

Conventionalising

One of the best studies to assist you in eliminating detail is “conventionalising”. This provides an absorbing study, a study very essential in certain branches of art, as for instance, designing and advertising. A complete study is of course not possible in these short lessons but to know something about it will help you to learn more and so cultivate a sense of form, the relation of forms and the space they fill.

You might ask “What is conventionalising”. A dictionary will tell you it means doing something not spontaneous, something fixed by convention, not by custom. That probably does not completely answer the question but I can only add “All art is convention”. You draw on a flat surface and by accepting certain conventions you make it appear to stand out in relief, conventions which give essentials of form, at the same time omitting details.

Study the sketches of the rose and its conventionalised forms. The natural rendering is avoided in the conventionalised forms but it is represented so as to require the minimum of mental effort to recognise it. Not all conventionalised forms however, should avoid the natural rendering of the subject. When conventionalising the human figure it is most important to obtain, as nearly as possible, the natural form. No matter what curves are used, they must be true to life. Study the sketches of the two dancing figures and of a girl's head. The former eliminate entirely any detail of form other than shape but it is not difficult to recognise what the sketches represent. A certain amount of detail was necessary in the conventionalised girl's head to provide effect but this is not overdone.

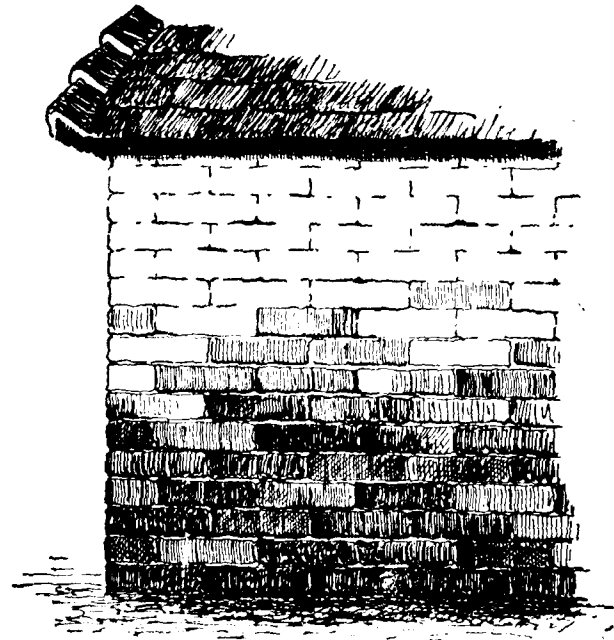
Space Filling

The harmony of space and tones of a picture should satisfy the observer before he recognises the natural or artificial forms which go to make the picture. We do not ask a composer what a piece of music represents; we are content to enjoy the harmony. What music is to the ear so lines and tones should be to the eye,—the sense of sight can be trained to appreciate the harmony of a picture quite apart from what it portrays. That harmony depends upon variety and inequality of the spacing of tones and lines.

There are golden rules to be observed when planning a picture. I have shown examples of the right and wrong way of filling space. Your sketch should not be divided into equal portions by the horizon. Similarly avoid a tree or any feature which will divide it down the centre. The main feature should rarely, if ever, be placed in the centre of the picture,—this not only breaks up the harmony but very often causes equal masses of light and shadow which tend to make your sketch appear too mechanical.

When sketching a scene, decide which is your prominent feature and keep it away from the centre. You will find lines, which will be necessary to complete your sketch, will lead up to your main feature and provide the harmony. The sketch of a simple Indian scene will probably explain what I mean. The palm trees are the main feature and are well to the right of the picture. The horizon is well below the centre and the lines forming the roadway lead the eye to the two trees. The figure walking down the road and the distant tree on the left are necessary to break up the emptiness on the left of the sketch and to help to balance the final result without spoiling the harmony. No matter whether your picture is a horizontal or a vertical plain the same principle must apply. The sketch of the sailing boat provides a diagonal division where the horizon breaks the picture below the centre. Reflected moon light on the water breaks up the heavy black shadow and provides a contrast. Such should be your aim when planning your pictures. Fill your space with unequal and varied masses of light and shade and you will generally find your result is pleasing to the eye even though the sketching may not be perfect.

Large masses of uninteresting harmony must be broken up. Areas



of sky should have a few lines to suggest clouds, walls of buildings in the background should not be left blank but should be broken up by a few lines to suggest doors or windows. If the building is in the middle distance, more detail of walls becomes necessary to break up the surface and lines to suggest bricks can be used with advantage. If a building is our main feature, still more detail comes

necessary to produce a pleasing picture. Study the sketch of the corner of a building. The portion of the wall immediately below the roof is broken up by lines which merely indicate bricks. The lower portion is treated with more detail. Note how some bricks appear to be old whereas others appear new.

EXERCISES

- (i) Draw a round object such as a tin or bowl and shade it correctly including the shadow it casts.
- (ii) Select a flower in your garden and sketch it in a conventionalised form.
- (iii) Select a corner of your garden and sketch it making the wall or fence your main feature.

ORATORY AND ITS PLACE IN CLASSIFICATION*

By

S. PARTHASARATHY, B.A., D.L.S. (Madras)

Librarian, Hindu High School, Triplicane.

Introduction.—It has been long my wish that the medium of the *South Indian Teacher* should be used by school librarians to exchange their experiences in school library practice. There are several moot problems that arise in a school library. The solution which one school finds should be made available to the other schools. Such an exchange of ideas will stimulate the creation of further ideas and enthuse school librarians to live their work with enjoyment and earnestness. I am very glad that Sri S. Parthasarathi who was a brilliant student of the Diploma Class in Librarianship of the University of Madras and who is now in charge of the Library of the Hindu High School, Triplicane, has initiated this much desired development in the *South Indian Teacher*. I appeal to the librarians and teachers in charge of the school libraries to keep the library pages of the *South Indian Teacher* ever filled, with their nascent experiences, improvements and discussions.

Madras University Library.

S. R. RANGANATHAN.

According to the *New English Dictionary* oratory is the art of public speaking so far as it regards delivery, pronunciation, tones and gestures. It is an art which has come into prominence and will hold its own in future. Now-a-days its importance is so keenly felt that clubs have been started to promote and encourage it. The development of this art forms a major part of the extra-curricular activities of schools and colleges. Hence a number of books are produced on this subject.

Once books are produced in a subject it is the duty of the classificationist to give it its proper place. To fix its place is not an easy problem in book classification, unlike in knowledge classification there is much overlapping. Hence before fixing a place for the subject its many facets must be considered. Only after due deliberation its proper place can be chosen.

Colon Classification

Let us see where oratorical passages can be accommodated in the Colon Classification. In O Literature, oration occurs as a Form Division. What type of books will this division take? According to the canon of context,¹ this will hold only those works (pieces of oration)

* I am indebted to Rao Sahib S. R. Ranganathan, M.A., L.T., F.L.A., Madras University Librarian, for suggesting the subject and helping me in developing the subject.

1. Ranganathan (S. R.) *Prolegomena to library classification*. 1937 (Madras Library Association, Publication series, 6) P. 71.

whose literary value is so great as to outweigh the subject value. For guidance it can be laid down that all oratorical pieces that stand the test of time will be accommodated here. One may ask, what is the time limit? Is it to be an year, a decade or a century or more? This is a factor that can be decided only by the flair of the classifier. For example the orations of Demosthenes and Cicero are to be classified under O Literature, because we are no longer interested as much in the subject matter of these orations as in their literary charm.

Example 1

O12 : 5C8x 111Do

CICERO (Marcus Tullius).

Orations tr. by Charles Duke Yonge, etc. 1900.

(World's great classics).

Colonial Press, New York.

Example 2

O13 : 5C6x 111Do

DEMOSTHENES.

Orations.....tr. by Thomas Leland etc. 1900.

(World's great classics).

But O : 5 in O Literature does not cover the entire field of oratory. What is the end and aim of oratory? What is its genesis? It is the subject matter. "It (oratory) needs a soil peculiar to itself, from which to draw its vigour and an atmosphere of its own to expand and to develop its supreme powers. Political ideals and the attainment of high aims have ever been its foster-mother. Great issues, the welfare of nations, oppression of the proud and generous, religious fervour, each in turn tended to urge the orator to impassioned eloquence.² So it can be seen that at the time of delivery the speaker uses oratory as a tool for a clear and effective exposition of the subject on hand. Here the subject dealt with is life and oratory is a mere means. To this type belongs the orations of Pitt, Bright, Cobden etc. In these cases our interest in the subject matter has not vanished altogether and got subordinated to that in their literary flavour, though it is of no small order. These are to be classified under the appropriate subject which they expound.

Example 3

V3 : 823 : MO D8

PITT (William).

Orations on the French war to the peace of Amiens. 1908.

(Everyman's Library ed. by Ernest Rhys).

Dent.

2. Cicero (Marcus Tullius). *Orations* tr. by Charles Duke Yonge, 1900. *World's great classics*. p. iv.

Example 4

BRIGHT (John).

Selected speeches on public questions. 1907.

(Everyman's library ed. by Ernest Rhys.)

Taking example 3 for instance it is a book in the border line. Its subject value as a record of speeches made by a member of Parliament and its literary value as a piece of oration are merely equally matched. But still it is held that its subject value is a bit more than its literary value. Hence it is classed in History. As the literary value almost catches the subject value in importance it may be worthwhile to give a cross reference from Literature as follows :

O : 5L59x

See also

V3 : 823 : MO.

PITT (William).

Orations on the French war to the peace of Amiens.

Class Number.

The leading section of this cross reference entry stands for collections of orations of Pitt.

But there is yet another type of books, *viz.*, books on oratory as an art. They must find a place in N Fine Arts. Let us go through the canonical divisions of N Fine Arts. As the first octave is completely exhausted there is no other go but to open a new division in the second octave. By adhering to the Canon of Mnemonics³ we get N95 for Oratory as an art, taking the digit 5 from the form divisions of O Literature. Thus N95 Oratory will take all general books on oratory as an art.

Example 5

N95 F9

MACCLURE (Victor).

Practical elocution book. 1929.

(George G. Harrap & Co.) 5 sh.

Example 6

N95 G1

HENDERSON (A. M. Mrs.)

Art of effective speech, etc. 1931.

(University of London Press). 2/6.

3. Ranganathan (S.R.). *Prolegomena to library classification*. 1937. (Madras Library Association, Publication series, 6.) P. 120 et seq.

Characteristics of Classification

If the classification is to be minute, the question of further sub-division arises. What are the characteristics to be used and in what order? We feel that Language, Problem and Element are the three characteristics on the basis of which N95 Oratory can be subdivided. They are best taken in the order indicated. Language, the medium of expression, is of primary importance. Once an oratorical passage is translated from the original language into another the original fervour and flavour are usually lost. The same treatment may however be given to the language number in oratory as the one given to it in Literature. In other words the language number may be taken as understood and not actually written if the language is the favoured language of the library.⁴ The result will be that in such a case a colon will come immediately after N95.

Problem Divisions

Next in importance come the Problem divisions. Let us construct them with due consideration to the Canon of Mnemonics.

1 Delivery	26 Hands
11 Loudness	28 Head
12 Accent	281 Face
122 Stress	285 Eyes
123 Pitch	4 Breathing, Voice
13 Cadence	43 Pause
2 Action, Gestures	5 Emotional appeal
23 Peripetetic	7 Composition

The subdivisions of 1 and the division 7 are mnemonic with the problem divisions of P Linguistics. The subdivisions of 2 and the division 4 are mnemonic with the organ divisions of L Medicine. The division 5 follows the unscheduled⁵ mnemonics for emotion. Under the subdivision 7 Composition only books on the technique of composing passages for oratory are to be accommodated. For finished passages themselves a third characteristic is to be used *viz.*, the Element Characteristic.

Element Divisions

Its subdivisions are to be taken from P Linguistics:

1 Phonemes	8 Punctuation
2 Syllable	9 Piece for practice
3 Word	91 Poem
4 Phrase	92 Drama
5 Clause	96 Prose
6 Sentence	

4. Ranganathan (S.R.). *Colon classification*. 2nd edition. 1939. (Madras Library Association, publication series, 8. Rules O331 and 7102.

5. Ranganathan (S.R.). *Prolegomena to library classification*. 1937. (Madras Library Association, Publication series, 6). P. 121.

Selections that are intended for the practice of students of oratory are to be put in the Element division 9 or any appropriate subdivision in it. Generally these are selected from the works of various authors.

Example 7

N95 : 7 : 9 D5

MORISON (R. C. H.) *Ed.*

Chamber's new reciter, etc. 1905.

(W. & R. Chambers, London.)

Example 8

N95 : 7 : 9 G1

DICKINSON (E.C.) and SHARMA (Diwan Chand.) *Eds.*

Twentieth century addresses. 1931.

(Macmillan & Co.)

Bias Device

But if these are selected from the works of a single literary author like Tennyson, the book should be placed in O Literature and the Bias Device⁶ is to be used showing oratory as the point of view.

Example 9

O : 1MO9xON95 D1

TENNYSON.

Reciter ed. by Alfred H. Miles. 1901.

(Hutchinson & Co.)

Decimal Classification

Let us next examine the placing of oratory in the Decimal Classification.⁷ We find that the theory is intended to be placed at 808.5 which is a division of Rhetoric in Literature, while English Orations themselves find a place in 825. But there is no possible filial place in the scheme for books which deal with oratory as a fine art, particularly for all the various ramifications of a theoretical treatment of oratory, because the scheme has already filled up not only the ten subdivisions of 7 Fine Arts but also curiously enough filled up even 799 by accommodating in it fishing, hunting and shooting. 784.9 Voice Culture is a solitary exception. But even here strictly speaking it is books written from the point of view of musicians that are to be accommodated as can be seen by the application of the Canon of Context. No doubt we may subdivide 808.5 but it is only treatments of books in which the literary flavour is highest that can appropriately go there. The problem could not be fully satisfactorily solved in the Decimal classification due to lack of books at the

6. *Ibid* P. 155.

7. Dewey (Melvil). *Decimal classification*. Edn. 13. 1931.

time the scheme was evolved and to the hospitality of this scheme for new topics not being as great as in Colon Classification.

Conclusion

In conclusion it can be said that the subject Oratory has to be studied from three points of view viz, Oration as a form of literature, oratory as an art and Oratory as a means to an end. Books whose literary value outweighs all other considerations are to be classed under the first group. Further books which in course of time lose their subject value so that the literary value comes to prominence are also to be accommodated here, *vide* examples 1 and 2. Secondly all books on oratory as well as those that are compiled as models of orations for training purposes are to be put under N Fine Arts. These models do not generally attain such literary value as to find a place in O Literature. They are in nature similar to *sahityas* or musical compositions which though in verse form cannot always be deemed to be poetry. Lastly if the subject matter predominates naturally it is to be classed under the subject. Here we must remember that all present day orations have in view the subject matter. We are too near in time as not to be swayed by the subject. Subject is the main interest and eloquence is only a means to an end. So present day orations must largely go with the subject with the provision that an anthology of models of orations on various subjects published for practice or imitation will have to be classed as N95 : 7 : 9.

EDUCATION AND THE PRESENT CRISIS*

BY

Sri. S. T. RAMANUJA IYENGAR,
Joint Secretary, South India Teachers' Union.

I. The Crisis Around Us

We are meeting to-day under conditions, international and national, which constitute a *major crisis* in the life of humanity. Man is forgetting everything dear, in the mad race for self, power and prestige. The morale of Humanity itself seems to be sinking, when man is obliged to revert to primitive conditions of life in caves, shelters and trenches. Far from making the world safe for free man, the world is made unsafe for man to live in peace, and the principle of freedom of man is at stake when the embattled peoples of the world pile up *misery in the present* to ensure *freedom in the future as envisaged by them*, whether in the Atlantic or the Pacific.

In our own country, India's sons and resources are being mobilised to ensure victory for the United Nations against the Axis Nations. As a dependency of the British Empire, we have not been blind to the issues involved. All the political parties are out to win independence. The rumblings of the freedom struggle of our country from Britain are showing signs of a war within a war, showing that war breeds war.

II. The Teaching Profession and the Crisis

We cannot be unconcerned with the crises at home and abroad. The war has already touched us very closely. Our low salaries have been further depleted by the contributions we have had to make for the war Fund. Our real income in terms of our pre-war salary has been considerably reduced by the inflation in the price of the necessities of life. Freedom for the teacher and for the school to pursue their tasks is endangered by war and the tension of war. The developments in Public Education are delayed in the name of war. Even the ordinary peace-time facilities and provisions for Education are receding, now in coastal areas and they may have to be suspended in areas declared to be military zones. So we are face to face not only with the political, military and economic crises but with an educational crisis affecting the freedom and rights of the child and the teacher. The Director of Public Instruction has already

* Extracts from the Presidential address delivered at the Coimbatore and Nilgiris Districts Educational Conference held on 8th and 9th August 1942.

The Indian Educator MADURA

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started the campaign of Government for the National War Front and he is taking steps to harness teachers in it. The political parties which in peace time would use teachers in elections and other party activities are also likely to call on us to join their fronts. Teachers, therefore, will be in a delicate situation but the time has come for them to make an unequivocal declaration that, as a profession, they must be kept free to concentrate on Public Education as *storm troopers in the war of liberation of the Human Spirit from the bondage of ignorance, prejudice and economic circumstance.*

III. Wanted a Charter of Freedom for Children and Teachers.

While as individual citizens, we are free to join any front, as a profession, it is our duty to insist upon teachers and pupils being confined to the *country's Educational Front*. We must declare our *discontent* with the restricted opportunities alike in war and peace provided for us by the system of Education in vogue which has elevated the mechanics of administration to the detriment of the theory and practice of true Education to suit national needs and aspirations. We must record our *protest* against schools being mirrors of Imperialism and communalism which have created within our nation and our schools the forces of social disintegration. We must, here and now, *demand a charter for children and teachers* which will ensure freedom for the teacher and the child to rise to their full stature. That means the provision of the *material environment* in school and home in which alone there can be any healthy growth of education, with freedom from under-nourishment, overcrowding, and poverty, and freedom that will ensure Nurture as the necessary antecedent to Culture of the child. Let us also ask for the provision of a *healthy environment for the child's mind and spirit*. Let us discard the method of mass production of literates and eligibles and passes and degree holders through standardised children, fed on the academic lumber called syllabuses. Let us regroup our children and reorganise the education machine to make education an instrument of individual and national freedom. Let us as a profession refuse to be exploited by political, credal, sectarian, economic and party interests. Let us mobilise our resources to defend the integrity of the child and the teacher, as conceived by educationalists all over the world.

IV. Dictatorships in the Field of Education.

But our system of Public Education is one which, by its basis and procedure, has given rise to petty dictatorships in and around our schools, militating against freedom of the child and teacher. There is the dictatorship of a Department of education, which, though manned by teachers, is divorced from the teaching profession in the country on account of the superiority complex of our Inspectorate and the authoritarianism of this educational bureaucracy. There is secondly the dic-

have risen to be abettors of the system of education, who pass for proprietors and forget our partnership. There is the dictatorship of the men at head of local bodies who forget the ladder through which they have risen to their accidental positions and are disfiguring education under local bodies by self aggrandisement through all sorts of devices in the name of local self-government. There is the dictatorship of heads of educational institutions sustained by parties within schools, contributing to rear the school as a communal zoo, instead of keeping it a community centre. There is also, the dictatorship of the wet blanket teacher who tries to mar the high scale of values which ought to determine the life, tone and atmosphere of every school or college. There is, particularly, in our province the rise of dictatorship of groups of communally minded parents who are social microbes, out to destroy the harmony of the locality by the parading of their communal and political shibboleths and by their mass coercion of headmasters in the matter of promotions, selections, admissions, scholarships, and so on. If political dictatorships are a danger to real democracy, these dictatorships which are offsprings of Imperialism in Education sap the growth of the educational democracy.

V Wrongs done to pupils.

These dictatorships are responsible for the many wrongs done to the pupils. The interests of the child as provided for in Indian Schools are wholly out of all proportion to the needs of the situation. Our Children are the victims of a code of regulations which are arbitrary and unworkable and unrelated to the physical, mental and spiritual needs of the child. The freedom, the joy, and comforts associated with child Education in free countries are all absent by design or by accident or by inability to shoulder the responsibilities in this direction. The reality of Child Education is sacrificed in order to secure the rather barren sort of efficiency that can be tabulated in statistical report as the Public Instruction reports are. The future of the child and the youth at School is sought to be assured not by psychological methods but by simple arithmetical processes, designed by the external examination system which has now extended its tentacles to the higher Elementary School also. The Examination System retards the child's growth before and after the examination. The School child and the adolescent at School are unfitted for citizenship by an overburdened curriculum. The Educational dictators are trying to fit the child to the curriculum and not the curriculum to the child. The extension of the school life of the child in the Elementary School is a national waste when that life is not charged with fresh vigour and interest in terms of the child. Schooling is becoming a routine affair and the child and the parent find no enthusiasm because the mental fabric sought to be imposed on the child is not what the child is going to wear through its life. Similarly the temporary expedients devised by those in authority in the name of reorganization toss the child and youth from one course to another, alienating their sympathies from all

forms of educational endeavour, because they see no meaning in the work they are made to do in relation to the problems of life. There are also wrongs done to pupils by managements who deprive pupils of the services of teachers by terminations and by transfers which leave, especially in schools under local bodies, children without a teacher for weeks and months together.

VI. Wrongs done to the Teachers.

The wrongs done to the teaching profession are not less serious. The teaching profession has been reared up to suit administrative and political ends rather than educational needs. There is therefore a heterogeneous mass of Teachers with qualifications ranging from the lower elementary grade to the University degrees, treated to different rations under different agencies. The common feature of the profession is the professional indenture of its members. They are kept apart as employees of different agencies by government orders and rules which thwart non-official and voluntary efforts to unify them under the moral control of the teaching profession. The low average minimum educational qualifications to teach and the absence of incentives to work educationally have made it impossible for the teaching profession to work conscientiously on problems relating to the child. Even if such positive attempts are made by organised teaching bodies, they are treated as puerile and are discouraged by the want of effective support for such work. While that is so with regard to recruitment and the environment provided for teachers to work, the treatment of the teaching profession is such as would permanently make them the publicans of our public life. The educational Pharisees talk of their vested interests and inalienable rights and ignore the partnership of teachers. They treat them as employees but would expect them to be whole time teachers. They would encroach upon their work, time and leisure, fix up conditions of employment and break them at their pleasure, under the divine right of managements. More and more encroachments are being made upon even the restricted rights of the teacher to have his job, to earn his full salary, to enjoy his vacation, to appeal for redress, to organize his group and to live the life of citizens.

VII. Post-war Education.

This state of affairs in public education militating against the freedom of the child and the teacher is due to the absence of a government educational policy, conscious of common interests and purposes, irrespective of race, colour or creed, and in sympathy with the needs of India. What the world sadly needs is a moral bath and a return to morality through education of the world citizen. What is the kind of education we want? We want education for character, for citizenship, and for living. This means that the school of the future should be a functioning mirror of the new world order, where each member of society will have his share of Nature's budget and Man's gifts in terms of food, clothing, shelter,

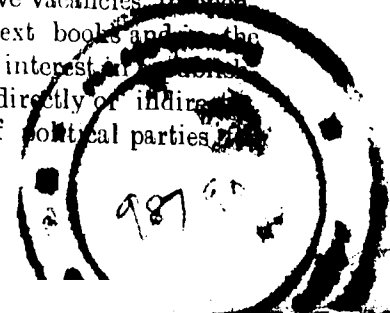
culture and amenities of life. Then the world citizen would be a citizen with an active individual and social conscience, wrestling against evil and injustice in any form and anywhere and striving for unity in the midst of diversity.

VIII. Education under foreign rule and the remedy.

But that sort of appropriate education of the whole man has been denied to us during the period of our subjection. The knowledge, training and skills associated with our society based on an agreed division of labour have gone, leaving us without an ideal of life and without a procedure to achieve it. Educational anarchy has come into vogue as a result of the Anglo-Indian Educational System. India has ceased to be India. Our environment has been raped. Our arts and crafts and hobbies have been maimed. Our artisans, craftsmen, fighters and scholars have been divorced from their vocation. Our area languages have been degraded. The sources of our knowledge of God, soul and life have been relegated to the limbo of neglect. Education for a doubtful employment has created a job-jungle and a scramble for jobs resulting in disruption of our hearths and homes, in social animosities and in demoralisation of those who give and receive patronage. Imperialism in education based on cast away schemes has dried up the springs of national personality. But out of evil cometh good. Hence the revolt against the educational system as seen in our national educational systems, particularly the Wardha scheme, which seeks to revive education of the whole personality of the child through basic crafts of the country. Such a scheme alone will undo the destruction of our crafts, our village life, our prosperity and our capacity to persist in national recovery. Here lies a fair field of constructive work for every teacher worth the name and the country. Let us equip ourselves in the arts and crafts of the country. Let us assemble occupational information through area surveys. Thus informed, we shall be able to become true educators and engineers of Indian humanity.

IX. Education under local bodies.

If education under foreign rule has brought about all round deterioration, education under local bodies has not been any the better. The traditions of the East India Company and Saheb rule continue to dominate educational administration. I shall content myself with giving an account of the trends of a typical District Board Administration. Party administration makes no difference whether the local body is under the Congress party or Justice party because communalism is the watch word from clerk to President. He who runs can see the stamp of communalism not only in appointments but in promotions, in filling up leave vacancies, in opening additional sections, in transfers, in fixing up text books and in the treatment of teachers; every man in power has some interest in establishing firm or an insurance company or a book depot, directly or indirectly. The sooner education is taken out of the hands of political parties



better for education and the sooner the teachers under local bodies are provincialised the better for this arm of the teaching profession.

X. Education under aided Agencies.

Education under aided agencies is Kangani rule. The very conception of the aided educational system in our country reveals the inability or unwillingness of Government to shoulder their responsibilities for education. This system has not only created multiple agencies which pull away from one another but created conflicts between the employers and the employees in the field of education, and Government which has created both is revealing want of statesmanship in not coming forward to statutorily systematise the relations of the managements and teachers.

If aided education is to have a fair field, partnership must take the place of proprietorship and Government must be the overmaster working through a Provincial Board of education to tackle aided education problems. The teachers in aided colleges and schools must be unified under a registry and under statutory service conditions making it impossible for agencies to foot-ball teachers or to treat them as spare parts of the educational machinery. A review of the recognition of agencies is called for to eliminate managements with no material or moral endowment. Delays in overhauling the aided system are bound to create not merely teacher revolts as in Malabar in exasperation but make for catastrophe in aided education.

XI. Education Under War Conditions.

As if our standing problems are not enough to worry us, there are the problems created by war conditions. The functioning of schools is endangered in war zones, and the coastal areas and military areas have begun to feel the effect of panic. The strength and attendance in schools have fallen, and with them, the income of schools has also fallen while the expenditure continues in the same manner. In England, the government took early steps to save its children by transfer to areas of safety and to plan for continued education of the nation's child capital. But the absence of a national government, free to shape its own destiny, is no where more poignantly felt than in the measures taken and not taken to deal with the evacuations and education of our children. Schools are asked to create Shelters. They are asked to create the A.R.P. sense. They are asked to tax parents by selling all sorts of things in the name of the War Fund and Campaigns started by the War Committees. Nobody will refuse to put up with these offshoots of war. But we are entitled to ask authority to outline a plan for running Camp Schools, and to make a declaration about the budgetary provision which Government ought to make in the interests of our children and Education. Plaintive appeals of individual managers and Teachers' Organizations have not met with anything more tangible than patient hearing. Individual managements with influence have received help by way of advance grants and promises of help. But is that the way to deal with a war emergency problem? It is the duty of the public to create a

provincial agitation and compel the Government to evolve and declare its plan to run Education under this emergency.

XII. The Why of Conferences.

I am tempted before concluding to speculate on the significance of Conferences like ours. Anyone who attends Conferences and believes in the Conference method and still thinks that the Guild is merely a place where resolutions are to be carried, speeches are to be made and grievances are ventilated—would be throwing doubt upon his qualifications for membership in the Teaching Profession. Our Conferences are intended to arouse interest in Education among teachers and in the community. There should be an opportunity to demonstrate our co-operative effort and promote team work of the teaching corps in the district. They must evolve plans for tackling class room problems and professional problems and make for educational and social intercourse.

XIII. Obligations of Guild Membership.

Such work implies cent per cent organization by conscious voluntary effort. Every teacher's primary duty is to join the Organization in the District and fulfil the obligations of membership—in terms of payment of the Subscription levied, attendance at meetings and service in a tangible form in the educational or professional sphere of the Guild work.

The Guild-minded teacher has to make his contribution in matters of educational policy, educational research and educational practice, to the guild, for the guild and through the guild. When the teacher is able to realise this, he will find organised Teaching opinion to be able to protect his individual and collective interests.

XIV. Our Hurdles.

But to-day we are unable to give a good account of ourselves as members of Guilds because the individual teacher in all grades is yet to realise his responsibilities. The teacher in the group is divided by the agency he serves, and the Service Rules governing his life, and by communalism. There is the absence of a state policy regarding the organization of the Teaching profession and where it is present, state policy seems inclined to keep grades and sections of teachers apart. School and College authorities don't seem to recognise the value of Teachers' Associations as necessary educational adjuncts in any well ordered Educational Organism.

Above all, there is the teacher who believes in seeking patronage political, departmental, managerial and personal who wishes to profit by the seen and unseen effects of organised work but dubs all organised work as propaganda or advertisement of workers in Guilds.

XV. Teacher Soviets.

The remedy lies in the slow and steady organisation of Teacher Soviets as S.I.T.U. branches in every village, firka, taluq and District,

where the teacher will pay his homage and be under the moral control of the profession. Each Soviet must be the S.I.T.U. branch for the area with the S.I.T.U. goal and plan of work. The subscription must be on the capitation basis per teacher based on his salary or grade. The Teaching population in our Province numbering a lakh and thirty thousand must be able to raise by subscriptions above a lakh of rupees or at least half a lakh at one Rupee or eight annas to create the funds for work.

By organising our man-power and our financial resources, it will be possible to have working offices and workers all over the province. Then it would be possible for us to stand on our merits and strength and measure up to accepted professional standards all over the world. That would give a meaning to our motto, "Raise yourselves by your own efforts." Then managements would cease to be slave drivers. Then Inspectors would be wardens of the area educational front. Then the Department would confine itself to stimulating schools to rise to higher levels. Then teachers would give more to the community than take and be national servants and guardians of the second line trench of national defence.

Let us therefore set ourselves free from the inhibitions that impede our work and become conscious of the responsibilities of a free Teaching Profession.

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TRICHY DISTRICT TEACHERS' GUILD

Trichinopoly Aug. 2.

The 52nd annual conference of the Trichy District Teachers' Guild was held in the Guild House under the presidency of Prof. A. Rama Aiyar. Delegates from all parts of the District were present.

The President in the course of his address dwelt upon the need for teachers doing their duty by their profession and by their jobs. He deplored that in spite of 52 years the members of the Guild had not become universal. He urged the need for increased academic work.

Prof. A. Rama Aiyar was re-elected President, Messrs. S. T. Ramanuja Aiyangar, T. R. Sundaram Aiyar, M. S. Ramasami Aiyar and Rev. Fr. Deviah were elected Vice-Presidents. Mrs. Grace Dorai Raj and Messrs. S. S. Subramanya Aiyah, K. N. Sambasiva Sastri and T. N. Sundararajulu Naidu were elected Secretaries. Mr. M. G. Venkataraman was elected District Representative on the S. I. T. U. Executive.

Lecture

Dr. S. Ramachandra Rao, of the Annamalai University delivered a lecture on Science and the medium of instruction. In the course of his thesis, he pleaded for the use of international terms in higher studies and the mother tongue in lower stages.

Resolutions

Resolutions were passed on War Time education, delay in publishing S.S.L.C. Text-Books and amendment of the rules relating to the standing Education Committees of local bodies.

The President was "At Home" to the Guild.

The President spoke in appreciative terms of the work done by Sri C. Raghunathan, D.E.O., on transfer. Sri C. Raghunathan made a reply.

S. S. SUBRAHMANYA AIYAH,
Secretary.

THE COIMBATORE AND NILGIRIS DISTRICTS EDUCATIONAL CONFERENCE

The Seventeenth Annual Conference of the Coimbatore and Nilgiris Districts Teachers' Guild was held on the 8th and 9th August 1942 in the Board High School, Dharapuram, with Mr. S. T. Ramanuja Iyengar, B.A., L.T., Joint Secretary of the S.I.T.U., in the chair. There was a large attendance of teachers and visitors.

The conference commenced at 3 p.m. on the 8th with prayer and a programme of kummi and kolattam by the girls of the Municipal elementary schools.

Mr. V. Rajagopala Iyer, M.A., L.T., Chairman of the Reception Committee, in welcoming the delegates and visitors referred to the need for educational bodies arriving at right conclusion on problems connected with education. There was a feeling that Guilds existed only for fighting for betterment of salary and prospects. The public had to be acquainted with the real purpose of and the real work done by the Guilds. The Guilds and the S.I.T.U. had already much to their credit. The child which was a national asset was the only concern of the teaching profession. The Wardha scheme, which perhaps, because of the association of politicians with its origin, had not received that amount of calm consideration which was its due, con-

tained sound educational principles. The problem of the reorganization of secondary education was also engaging the attention of Government and teachers, and it was necessary that right conclusions should be arrived at in the matter. The discovery and inauguration of a national scheme of education could not be the work of one man and all interests must contribute towards the solution of the problem. It was necessary that education must be freed from the domination of political parties. Teachers were a non-political, non-communal, solely educational body. Academic freedom was the most urgent need, and progress depended on the grant of that freedom. Teachers were not mere bakers baking the bread at others' dictation, but were makers and builders working in their own light.

Mr. S. T. Ramanuja Iyengar then delivered the Presidential address (published separately in the South Indian Teacher).

Mr. Hithayatullah Shah, Secretary of the Reception Committee, then read messages received from the Secretary and the Journal Secretary of the S.I.T.U., the President of the Coimbatore District Local Board Employees' Association, Mr. K. N. Pasupathy, Mr. K. S. Chengalroya Iyer, and Swami Chidbhavananda.

Miss Marshall, Principal of the Methodist Mission Training School, Dharapuram, delivered a thought-provoking address to the Conference. The teacher, she said, was in the very first line of national defence. The poet had said that he would be a teacher or nothing. Teachers were the builders and makers of the world for ever and ever. They were the builders of the world of the future. Education must be such as to suit the needs of the world. Pouring information into passive minds was no education. A simple motto for the school would be not *Here I Teach*, but *Here We Learn*. The future of the nation lay in schools. The lecturer also described the conference work done by educationists in Sweden and Finland.

There was a music performance by Messrs. P. Venkatachalam, K. Sethumadhava Rao and Party.

The Conference reassembled at 8.30 a.m. on the 9th.

Dr. Hanumantha Rao addressed the conference on the need for health education in schools.

Mr. R. Ramakrishnan, Guild Secretary, then spoke on the several needs of the Guild. The President made very many valuable suggestions as to how the Guild could be strengthened. He described the work done by the Trichinopoly Guild.

The business meeting of the Guild was then held. The Secretary presented the annual report and the audited financial statement which were approved.

The first sentence of Rule 11 of the Guild rules was amended thus: "The affairs of the Guild shall be managed by a working committee consisting of a President, two Vice-Presidents, a Secretary who shall also be the Treasurer, a Joint Secretary and four other members; the Secretary or the Joint Secretary shall be a resident of Coimbatore Town."

The following office-bearers were elected for 1942-43:

President:

Sri K. M. Ramaswamy, Gobichottipalayam.

Vice-Presidents:

Mr. K. A. Samuel, Erode.

Sri K. R. Rajan, Coimbatore.

Secretary:

Sri R. Ramakrishnan, Dharapuram.

Joint-Secretary:

Sri Y. Srinivasa Iyer, Coimbatore.

Other Members:

Sri K. R. Subramaniam, Coimbatore

„ Sankarasubbier, Ootacamund.

„ Kaliappa Gounder, Dharapuram.

„ U. Balasubramaniam, Udamalpet.

The following resolutions were passed:—

1. This Guild places on record its deep sorrow at the demise of Mahamahopadhyaya Dr. V. Swaminatha Iyer, Principal P. Seshadri and Kulapathy V. V. Parameswara Iyer.

2. This Guild congratulates Sir R. M. Statham, Director of Public Instruction, on the conferment of the Knighthood on him.

3. This Guild is of the opinion that Headmasters of High Schools should themselves be empowered to sanction the condonation of break in the continuity of school course of a pupil, where the period of such break does not exceed a year.

4. (a) This Guild is of the opinion that the pay of teachers in Local Board and Municipal secondary schools as fixed in G.O. 4619 and subsequent orders needs immediate revision and liberalisation, and requests Government to take up the consideration of this question urgently.

(b) This Guild appoints a committee consisting of the following persons to take necessary action in the matter: Messrs. V. Govindan, M. Siluvaimuthu Chettiar, S. R. Kuppu Rao, V. Rajagopala Iyer, R. Srinivasa Iyengar, the Guild President and the Guild Secretary.

5. This Guild requests managements of schools to sanction the grant of a dearness allowance to teachers (at the rate of 25% of the salary in the case of persons drawing Rs. 50 and below and 10% in the case of persons drawing Rs. 100 and below).

6. This Guild requests Government to amend rules in such a way as to enable Headmasters of Local Board and Municipal secondary schools to draw the salary of the staff on the first of every month.

7. This Guild is of the opinion that the age of retirement of teachers may be fixed at 60 in respect of all teachers under private and public management.

8. This Guild appoints the following committee to go into the entire question of the reorganisation of the elementary and secondary education: The Rev. H. A. Popley, Messrs. M. J. Sargunam, R. Srinivasa Iyengar, V. Rajagopala Iyer, K. S. Gopalakrishna Rao, the Guild President and the Guild Secretary.

9. This Guild appoints the following committee (with powers to co-opt) to prepare suitable class text-books: Messrs. S. R. Kuppu Rao, V. Rajagopala Iyer, M. J. Sargunam, R. Srinivasa Iyengar, V. Govindan, the Guild President, and the Guild Secretary.

10. This Guild is of the opinion that for purposes of opening divisions in a class the strength of each division should be fixed at 40 and not 50.

11. This Guild is of the opinion that the scales of pay of the Drawing masters and Manual Training Instructors should be liberalised and that the latter should be given special allowances according to their certificates.

There was a dance recital by Master K. Gururajan, son of Mr. D. R. Krishna Rao, teacher and magician.

Messrs. N. Chinnaswami and R. Ramakrishnan spoke on 'Post-war Education', and Messrs. S. Thirumalachariar and Y. Subramania Iyer spoke on 'Teaching of English in Indian Schools'.

The President in his concluding address spoke very feelingly about the part played by himself in the building up of Teacher-Unionism in the province and exhorted the teachers to acquire strength and courage so as to be able to serve the profession. There was joy in united effort and solace in sacrifice.

With a vote of thanks by Mr. Hithayatullah Shah and the singing of Mangalam the Conference came to a close.

Proceedings of a meeting of the Teachers' Council held on Sunday, the 23rd August 1942 at 10-30 a.m., in the premises of the Theosophical Society's Lodge at Mangalore.

I. The Teachers' Council heard from its members authentic reports regarding the recent Students' strike in Mangalore and other towns of South Kanara, and after deeply deliberating on all aspects of the incidents, records the following observations:

- (a) The strike was a sudden spontaneous outburst on the part of students, and not a long pre-meditated plan worked out by any outside agency.
- (b) Students have generally not indulged in insulting teachers or educational authorities; on the other hand, many of them were at pains to explain that they were demonstrating their protest against the recent political happenings.
- (c) Students of all ages, Primary, High School and College classes were mixed up in one mass.
- (d) A small number of non-students were assisting or encouraging the picketers.
- (e) Some amount of coercion was used in some cases to prevent such of those as would have liked to attend the classes; books and fountainpens were snatched away, and picketers sometimes formed a cordon across the school-gates inviting those desiring entry to trample on the squatters. At least 60 per cent of the absentees were students who would have gone to their classes but for such physical obstruction.

II. The Teachers' Council fully recognizes that it is difficult for any one, particularly the youth, not to be stirred in these grave and momentous times; it fully appreciates the depth and sincerity of the feelings of students and their demand to express those feelings fully and frankly. But it wholly disapproves of strikes as a means of expressing the feelings of students. To our student friends we suggest that an independent student organisation should not allow students below the age of 18 to participate in its activities. Persons below that age are, not only legally but also for psychological reasons, not competent to balance arguments and take decisions. Adult students have the freedom to follow any path of national service and by their example of devotion to constructive activities draw others to their way of life; but they must grant the same freedom of action to others who consider it their duty to attend to scholastic studies. Coercion of any kind is a complete negation of all freedom of thought and action we aim at.

III. Teachers and Heads of institutions are requested to look upon the whole incident from the students' view-point, and appreciate the depth of their feeling.

The institutions should take the incident as a mere demonstration even when they do not approve of the form of it. So, when students return to their classes, which it is hoped they would do next week, teachers would do very well to emulate the Principal of the Presidency College, Madras, and be free from any sign of bitterness, suspicion or sarcasm. On the other hand the incident should open the eyes of all educationists to the cramping effect of our school routine which does not allow our youths to discuss freely and express frankly their views on what are compendiously styled "political questions". If only a natural outlet had been provided within the school for the growing emotional life of the youth, many of the scenes now deplored would not have occurred.

IV. The Education Department is earnestly requested, firstly, not to approve of any call for punishment of those that abstained from school; secondly, to revise the rules of school discipline so as to permit Heads of institutions to frame their own rules regarding students' conduct and activities inside the school; and thirdly, not to fetter in any way the discretion of Heads of institutions to close the institutions for a short period, if in their opinion the atmosphere necessary for calm study is absent.

V. The Teachers' Council desires to express its appreciation of the tact shown by the District authorities in not interfering with the students' demonstrations.

VI. The members of the Teachers' Council do take the initiative to get into touch with students and explain the above resolutions to them.

Sd. M. S. EKAMBARA RAO,

Vice-President.

(True Copy)

Mangalore,

23-8-1942.

Sd. U. SRINIVASA KINI,

General Secretary.

THE TEACHERS' BOOKSHELF

Oxford Pamphlets on Indian affairs (Oxford University Press).

No. 1. *The cultural Problem* by A.J. Appasami, Sir Abdul Qadir, R. P. Masani, Sir S. Radhakrishnan, and Sir Jagendra Singh. Price 8 as.

No. 3. *The Economic Background* by K. T. Shaw, P. J. Thomas, J. C. Kuma. rappa, Sir Datar Singh, Sir J. Coyajee. Price 8 as.

No. 4. *The Indian States* by K. M. Panikkar Price 4 as.

No. 5. *Democracy in India* by Dr. A. Appadorai Price 4 as.

Oxford Pamphlets on Indian affairs are along the lines of their wellknown series of pamphlets on world affairs, all written by men and women with special knowledge of their subjects. In the post war India many of our vital problems will come up for solution, and these pamphlets, the publishers hope, will then provide a background of information which can be relied upon when matters of fact are at stake, and which will be entitled to serious consideration in matters of opinion.

The first pamphlet of the series is on *the cultural Problem*. It contains the opinions of five prominent members of the major communities in India. To the Hindu, Sikh and Parsee mind, it is possible to conceive of a world culture and a new world religion, while to the Muslim and Christian mind a complete synthesis of religions does not appeal. But this does not mean that the latter are against tolerance, mutual appreciation and brotherly understanding. In these days when the cry for separate cultural regions has become most insistent, it is interesting to realise that all the five contributors are agreed that to create separate cultural regions would be as deplorable as it is unnecessary. A perusal of the pamphlet will leave the impression that there is so much common in the cultures of the people of diverse religions of India and true wisdom consists in a frank recognition of the existing differences, and a serious effort to minimise them and to accelerate the process of fusion of cultures.

The Economic Background contains contributions from first rank economists and publicists in India. It seems that most of them steeped in western economic theory as they are, attack the most important problem of *The Standard of Living* in the orthodox way, but there is much freshness of outlook in Kumarappa's essay which approaches the question from the standpoint of the landless people of rural India.

Democracy in India is a bright little pamphlet wherein the author traces the growth of representative institutions in India during the past fifty years the natural culmination of which would be the establishment of full fledged democracy. He does not favour partition of India; but he supports a composite cabinet with effective safeguards for the rights of minorities. His five devices to prevent legislative injustice are interesting. To ensure that the minorities are not denied their rights by an unsympathetic Administration he has given a number of valuable suggestions. The problem of the preservation of Democracy, once it is achieved, receives rather full treatment and therein the teacher will find much that comes within the sphere of his activity.

The Indian States by Mr. Panikkar traces the history of the present relations between the States and the crown and the evolution of Paramountcy. The essential factors of unity between the States and the Provinces are dealt with to make the

(Continued on Cover page 2)



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EDITORIAL.

Teachers and the Crisis

Teachers all over India are deeply agitated by the wave of students' strikes consequent on the arrest of the great Congress leaders. India is now in the midst of a mass struggle for Independence—Real Independence. India's fight for freedom is every thinking individual's fight though with regard to methods, pace and means there is bound to be diversity of opinion. The situation today, thanks to various faults of commission and omission, is indeed serious. Lawlessness prevails in most places and the authorities have been compelled to resort to violent repressive methods, like lathi charges, shooting and punitive fines to put down the disorders. Repression can only engender more bitterness and would certainly fan the smouldering flame of discontent and revolt. Very wise handling of the situation is called for and we hope that the authorities would not be blinded by a sense of false prestige but would approach the problem with an understanding reality and help to usher in peace in the land and victory for the United Nations.

But what is to be the duty of teachers in the present crisis, (for assuredly our schools and colleges are facing a crisis in that the students are staying away from their schools and colleges and are talking of strikes for an undetermined period—at least till the release of the great leaders?) It is an unfortunate development of the mass struggle and must be deeply deplored. The responsibilities of those who are now in colleges and schools is indeed very great for on them will devolve the work of governing a Free and Independent India whether that freedom is granted now or after the war. It is their duty to prepare themselves now for undertaking that great responsibility. They have to develop in them an unflinching devotion to their motherland, coupled with an outlook which will be wide, tolerant and all understanding. They must be inspired with the common bondage of nationality and brotherhood. There should be no feeling of difference, as unfortunately exist among the adults of today, of race or caste or creed, but all animated by that one word Indian. Our youths should train themselves for the highest and greatest possible physical and mental efficiency. The years spent in schools and colleges must help them to such preparation for shouldering their great responsibility. It is therefore a tragedy if as against the urgent need for such mighty training, our youths should be allowed to be swayed by their uncontrollable emotional surgings into activities which will definitely hinder them from getting the preparation the country needs of them.

Repressive measures by Government or heads of institutions can be of no avail. These will only increase the bitterness. The resentment at the arrest of the leaders is certainly to be welcomed as a sign of their deep patriotism. It can be turned to good account. But if to such unselfish

resentment be added the deep and mortifying wounds of personal wrongs and grievances it may endanger a deep and lasting spirit of vengeance in them—a spirit which the authorities may have to rue for ever. What is needed is a very tactful handling of our youths who are now swayed by the deep surgings of their heart. In this connection we commend to the notice of the authorities the request of the Teachers' Council of the South Kanara District Teachers' Guild published elsewhere—"The education department is earnestly requested firstly not to approve of any call for punishment of those that abstained from school, secondly, to revise the rules of school discipline so as to permit heads of institutions to frame their own rules regarding students' conduct and activities inside the school, and thirdly, not to fetter in any way the discretion of heads of institutions to close the institutions for a short period, if in their opinion the atmosphere necessary for calm study is absent."

But Teachers have a duty to perform by their students in this grave hour, as at all times. It is indeed unfortunate that at this time when the students are so deeply agitated they are not having the right and positive guidance which only the teachers should and ought to give. 'We are,' as the Bombay Teachers' Journal observes, 'too pedantic, too much given to formal teaching and theorising and indulging in the dry as dust philosophy of teaching and methods to look at life squarely and fairly. We delude ourselves with thinking that life's larger canvas is not for the youngsters or for us. We deceive ourselves that those in our charge are hot-house plants to be shaded and isolated from life's hot air or cold blasts.'

How sadly mistaken we would be if we regard things that way! The child at school gathers a lot from here and there and everywhere. It comes to him in all distorted and malformed ways and one can imagine how grossly it may affect him and his view of life. It is up to us teachers to act positively in this regard. We ought to help them to understand their many problems. We ought to hold before them the lofty ideal which they should strive for and they should enable the pupils to feel that in their schools and colleges they are getting that preparation which they will need when they grow up to take up the responsibilities as citizens of a Free India.

Teachers must regard as great, their responsibilities which are not to be trifled with or discharged in a light-hearted manner. They should be no mere wage earners, no 10 to 4-15 teachers, but strong minded idealists, vigilant and watchful in guiding the young and living up to the ideals they preach. Then the teachers will become the true leaders of the youth and the energies of the youth will be harnessed into serving the national cause rightly and truly.

The Twelfth South Indian Education Week

The Executive of the South India Teachers' Union at its meeting held on the 18th July 1942 resolved to call upon teachers to observe

the Twelfth South Indian Education Week during the first week of November. In view of the war the Board decided not to constitute a central committee for drafting a programme for this year. It has decided that the Central Theme of last year's Education Week could be adopted for this year also and that local associations may be given full freedom to plan their Education Week so as to secure effectively the aims of such celebrations. The chief aim of Education Weeks is to acquaint the public with the needs and achievements of our schools. It is to impress upon the public the supreme value of education. The central theme around which it may be desirable to build up a programme for this year is EDUCATION AND POST-WAR RECONSTRUCTION. We commend in this connection the six point charter for children drawn up by the New Education Fellowship. It is a statement of the basic and minimum rights of children to be secured and safe-guarded above and beyond all consideration of sex, race, nationality, creed or social position. They are: (1) The personality of the child is sacred and the needs of the child must be the foundation of any good educational system. (2) The right of every child to proper food, clothing and shelter shall be accepted as a first charge on the resources of the nation. (3) For every child there shall always be available medical attention and treatment. (4) All children shall have equal opportunities of access to the nation's stores of knowledge and wisdom. (5) There shall be full-time schooling for every child. (6) Religious training should be available for all children.

For particulars of last year's programme or for any help in the matter of drawing up a programme local organisations may write to the office of the Union.

The observance of Education Week during the last eleven years was very effective and produced many good results. We therefore commend the appeal of the Union to all teachers' associations, school authorities and inspecting officers and hope that each school will draw up an effective programme of Education Week for 1st to 7th November 1942.

A Fine Lead.

On Saturday the 29th August at the 48th annual meeting of the Madras Teachers' Guild Sir R. Meverell Statham, while distributing the Shields to the winners in the Teacher's Tournaments organised by the guild, expressed his appreciation of the work of the guild and desired to be associated with the guild as a life-member. We understand that Sir Meverell was a member of the guild when he was a Deputy Director of Public Instruction and had held the office of a vice-president. He has been taking a keen interest in the activities of Teachers' associations. We trust that the Madras Teachers' Guild will find it possible to honour itself by acceding to the request of Sir Statham. His is indeed a fine lead.



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