

Vol. XV

Regd. No. M. 2347

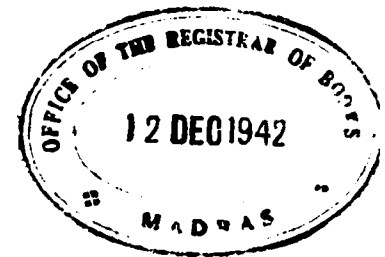
No. 11

The South Indian Teacher

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

124

NOVEMBER, 1942



उद्धरेदात्मनात्मानम्.—The Gita.

Raise yourself by your own efforts



ANNUAL SUBSCRIPTION :

Inland Rs. 4

Foreign Sh. 8

Single Copy As. 6.

POSTAGE EXTRA.

CONTENTS

ARTICLES	PAGE
Publicity for Education	347
Towards more Practical Education	348
Open access in School Libraries	352
School Museums	357
The Substitution Method in the Teaching of English ...	361
OUR ASSOCIATIONS	366
THE TEACHERS' BOOK-SHELF	369
EDITORIAL	371

The Indian Educator MADURA

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

*Started in 1925, and widely circulated
throughout India*

**Patronised by Schools, Colleges
and Libraries**

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

Annual Subscription Rs. 2/-

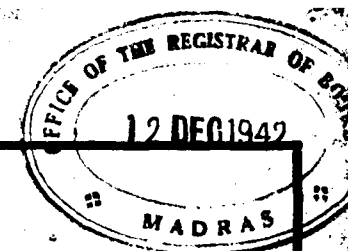
V. ARAVAMUDA AIYANGAR, B.A., L.T.
Managing Editor.

THE INDIAN GEOGRAPHICAL JOURNAL

Formerly
**The Journal of
The Madras Geographical
Association**

is a valuable Companion
to the Teacher.

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



PRIZE AND LIBRARY BOOKS

The following well-known titles of books suitable for Prizes and Libraries are selected from the catalogues of Macmillan & Co., Ltd., and the Publishers whom they represent in India.

THE GLOBE LIBRARY OF STANDARD WORKS

A feature of this Library is that each volume contains the complete works of the author. The Library includes among other works, the complete writings of great poets such as Cowper, Milton, Scott, Shakespeare, Tennyson, Wordsworth etc.

These authoritative texts are bound in green and gold. In Cloth (Rs. 4-8-0) each. In Leather, from (Rs. 5-10-0) to (Rs. 7-8-0) each.

THE GOLDEN TREASURY SERIES

The volumes in this celebrated series have been well described as perfect examples of "infinite riches in a little room." The first of the series was Palgrave's famous Anthology published in 1861.

The books are bound in blue cloth with gilt lettering and decoration. Prices : Cloth (Rs. 2-10-0) each. Leather (Rs. 3-12-0) each.

EVERYMAN'S LIBRARY

A popular Library consisting of nearly one thousand volumes. Cloth binding (Rs. 2-4-0) each.

THE KINGS TREASURIES OF LITERATURE

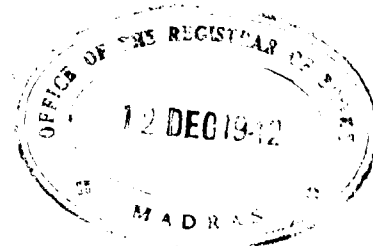
Edited by Sir A. T. QUILLER-COUCH

The series consists of over 250 volumes. Pocket size, cloth boards, gilt. Prices range from (12 As. to Rs. 1-2-0).

Full details will be sent on request.

MACMILLAN & CO., LTD.
(INCORPORATED IN ENGLAND)

MADRAS — BOMBAY — CALCUTTA — LONDON



THE SOUTH INDIAN TEACHER

Vol. XV

November, 1942

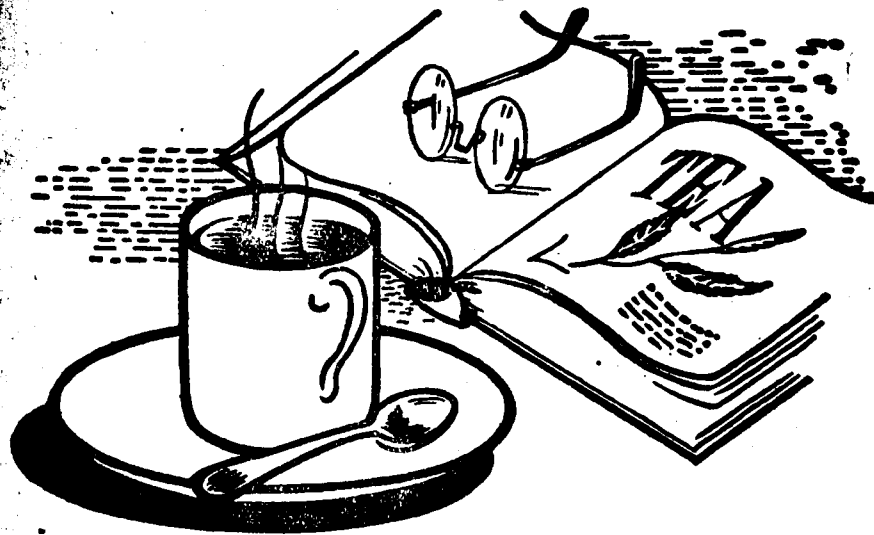
No. 11

PUBLICITY FOR EDUCATION.

The traditional attitude of our schools has been indifference to publicity. The general public must be educated before an effective demand is created for a good practical training of youth in citizenship, morals and industry. Too few school boards, have made adequate provision for a great majority of students, who do not go on to university. Parents have not sufficiently appreciated the value of practical courses, and realized that only in five cases out of a hundred does a boy or girl go to university. The rate payer objects to increased taxes, necessary for the introduction of practical subjects, and to pay salaries which will encourage students to qualify for teachers rather than go into industry. Industry only requires skill; teachers require skill, good personality and the ability to transmit knowledge.

The general public is induced to buy and use the services offered by manufacturers through advertising. Advertising is just as important in terms of the human product. There is a decided demand for well-trained and efficient instructors who can mould, fashion and shape human beings into useful and thoughtful public citizens. These instructors must be recognized financially as well as by words of praise. Excellent school plants have been erected and equipped in a creditable manner, but it is recognized without doubt, that the germ of the plant and equipment is the teacher. If the germ is weak, it makes little difference how much food reserve is stored in the grain; the shoots of the plant will grow spindly and colourless-so the pupils in the school with a weak teacher will be listless, unresponsive and not a credit to the school system.

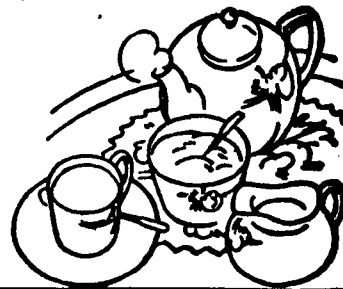
—The Canadian School Journal.



STIMULATING

Why do scholars, writers and thinkers—indeed, all intellectual workers depend so much on tea? Because it is from tea they get their inspiration and to which they turn for mental stimulation. Of all beverages tea has that unique quality which stirs the imagination and helps clear thinking. Get your stimulating ideas from tea.

ideas



HOW TO PREPARE TEA: Boil fresh water. Warm up a clean pot. Put in one teaspoonful of good Indian tea for each person and one spoonful extra. Immediately the water boils pour it on the tea. Let the tea brew for five minutes; then, pour it into cups adding milk and sugar.



INDIAN TEA

the Universal Beverage

ORGANIZED BY THE INDIAN TEA MARKET EXPANSION BOARD

IK 47V

TOWARDS MORE PRACTICAL EDUCATION

Some Wartime Changes in British School Curriculum have come to stay MORE VOCATIONAL TRAINING

BY

H. C. DENT,

Editor of "The Times Educational Supplement;" became a school-teacher at the age of 16; served in France, Iraq, Palestine and Syria in the first World War; in 1928 became the first Headmaster of the Gateway School, a British Secondary School for boys of practical rather than academic ability; he then took up Educational Journalism.

The teacher in Britain enjoys considerable freedom in the handling of the school curriculum; but there are limitations on that freedom.

The head of a school has no set curriculum imposed upon him by authority, and every teacher is free—and is officially encouraged—to experiment with new subjects, methods and techniques. Certain basic subjects must be included, but within reason each school may deal with these as it chooses; and, these subjects being given due attention, may—again, within reason—fill the rest of the timetable as it pleases.

But entry to the post-primary schools from the primary school is determined by a selective examination, the Special Place examination. The post-primary school to which entry is most desired is the secondary school; and for most pupils the secondary school course (11 to 16 years) is terminated by an external examination, the School Certificate examination, which has acquired a high value as a qualification for entry to business and the professions. In practice, therefore, the primary school curriculum tends to be dominated by the requirements of the Special Place examination, and the secondary school curriculum by those of the School Certificate examination.

Neither of these examinations has been suspended, or appreciably modified, as a result of the war; and consequently there have been no major changes in the curriculum of either the primary or the secondary school. Nor have there been generally in the curricula of any of the other types of schools in the state system of education.

While there have been as yet no major changes, the dislocation of the schools due to war conditions has provoked a great deal of experimentation which may well lead ultimately to such changes. This has been particularly the case in the post-primary schools not officially rated as secondary, since these are unhampered by external examinations. The

most notable developments have taken place in the rural Senior Schools (11 to 14 years), the camp boarding schools (all post-primary), and the emergency schools set up to cope with the children who have returned from being evacuated to live in the cities and industrial areas.

Use of Local Industries

Many rural Senior Schools, and some rural Junior (primary) schools are making strong and successful attempts to build a curriculum round local industries, especially agriculture, and the rural crafts of the neighbourhood. This was being done in some areas before the war but the necessity for increased food production coupled with the crowding of the school accommodation owing to the arrival of evacuated children, have given this movement an immense fillip.

School gardens, in which are grown the vegetables for the school dinners, and school farms, on which are reared poultry, pigs, goats, rabbits, bees, and even in some cases cattle, are now becoming relatively common. The academic studies of the school are being closely linked with the garden and farm pursuits through produce and stock records and the keeping of accounts, and the serious study of rural science is developing.

The camp boarding school is a new feature in the English educational system, and this fact alone has given it exceptional opportunities for experiment. In addition, these schools are all situated in lovely rural areas and are provided with spacious grounds. Each has tended to develop a major activity round which the close-knit community life of a boarding school revolves. One, a secondary school, has specialised in dramatic work, in English and French; and recently obtained the cooperation of the Free French authorities in staging a "French week" during which plays were produced, films shown, lectures given, and a fine exhibition of pictures, drawings, and literature mounted. Another secondary school in camp has developed its biological work to an unprecedented degree in field and laboratory.

Gardening and Stock-rearing

Many of the camp schools have excellently-worked large gardens and rear much stock, usually assisted by the Camps Corporation staff. One in the south of England has concentrated on a comprehensive local survey, with exceptionally fine results; another, which drew its members from many urban schools, has made music its major activity; a third gives particular attention to practical domestic science. Most make much use of the cinema and radio.

Project work in one form or another has occupied an increasing number of schools. One secondary school last year spent much time in preparing for a "Greek week," and this year has similarly concentrated on a "French week." One of the London emergency schools seized upon

the "Warships week" idea to stage a brilliant exhibition of ships throughout the ages, a project which entailed weeks of academic and practical work covering every subject in the curriculum. Incidentally, in addition to raising a large sum for War Savings, this project brought about a real sense of corporate unity among the heterogeneous collection of children gathered in the school.

The war has focussed attention on the sparsity and inadequacy of the technical training formerly given in Britain. The technical schools and colleges have been forced by the exigencies of war to revise and speed up their methods, and there is no doubt that the short intensive courses of training for workers in munition factories and for service tradesmen have taught them a great deal about curriculum management. Many industries have been compelled to take greater advantage of the training facilities of technical colleges than they did in peace time. It is not possible to give details of the courses for secrecy reasons, but it is safe to say that an immense increase in efficiency has been effected. Equipment and scientific methods have been greatly improved, and this too is bound to lead to curricula changes.

Improved Agricultural Education

The necessity for increased and improved agricultural productions has already resulted in notable experiments in agricultural education. A junior technical school for agriculture with a two-year course (13 to 15 years) is in operation in Wales, and the Glasgow Corporation is sponsoring an important venture for somewhat older students. The National Federation of Young Farmers' Clubs, a voluntary organisation, is actively fostering a club technique in stock rearing which may have considerable effect upon the school curricula in the future.

It is impossible as yet to be in any way specific about post-war curricula changes. These must depend upon the nature and extent of the general reform of the educational system which everyone desires, and which is certain to take place on the conclusion of hostilities (its shape may even be determined before that time). But one or two points may already be taken for granted.

All forms of post-primary education will be ranked as equal in status and will have similar working conditions. The special place examination will then either disappear, or lose its competitive character; and this should lead to considerable liberalisation of the primary school curriculum, which need no longer concentrate so intensively on academic subjects and will be able to give much more attention to arts and crafts and physical education.

Pre-Vocational Training

Much more attention will be given in the post-primary schools to pre-vocational and vocational training. A committee appointed by the

Board of Education is at present investigating the secondary school curriculum, and while it would be hazardous and unwise to attempt to forecast the nature of its report, it is known to be pursuing, among other things, vigorous inquiries about pre-vocational studies suitable for incorporation into the curriculum.

The Board of Education has urged local authorities to do their utmost to set up junior technical schools for the building trade, in anticipation of the immense demands which will be made upon this industry for physical reconstruction. Recently the Ministry of Labour and the Board of Trade, in consultation with the Board of Education and the Department of Mines, set up a committee to inquire into the opportunities for training and advancement and the general welfare of juvenile workers in the coalmining industry. Other similar investigations are almost certain to follow.

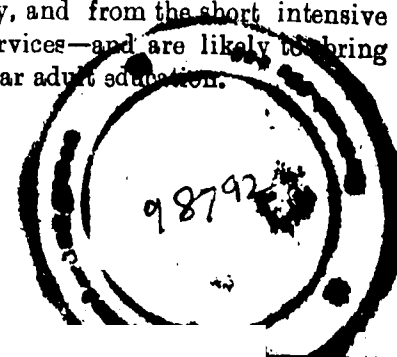
Blue print for the Future

It would appear that changes in the school curricula are likely to result from three main causes: experimentation within the schools due largely to the upsets of war; a general dissatisfaction with the curricula of the junior and senior elementary schools, and the secondary school in particular, as being too academic; and an insistent demand from various trades, professions and industries for capable and at least partially trained recruits.

These three causes may ultimately be resolved into one: a growing feeling, not only among those engaged in education but in every sphere of national life, that the present curricula some more than others, but all up to a point offer an inadequate and wrongly directed preparation for life in a genuinely democratic community.

This feeling may become so strong, and the conclusions to which it may lead may become so clear that spectacular changes in the curricula of all types of school may result. That is not yet certain; Britain tends to move with a ponderous slowness in matters of social reform, and it may be that the radical changes which some educationalists are already advocating will be long delayed. What is certain is that there will be considerable changes, all tending in the direction of more practical curricula more closely related to the life of society.

These changes will affect all age-groups and all types of school, will spread to the universities already learning much from the shortened degree courses which are obligatory to-day, and from the short intensive courses they are undertaking for the Services—and are likely to bring about an entirely new conception of popular adult education.



OPEN ACCESS IN SCHOOL LIBRARIES

BY

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

Librarian, Hindu High School, Triplicane.

The open access system is of recent origin. It is a modern phase in the evolution of library thought and practice. Maximum utilisation of library books is its end and aim. Open access is a means of bringing the reader and books together in as short a time as possible.

Historical Background

The advent of this system is due to a thorough re-orientation in library outlook. To appreciate this let us have a glimpse of the historical background. During the Medieval Ages books were considered more as treasures than as useful tools for spreading knowledge. This was due to the enormous labour and cost involved in book production. Special steps had to be taken to safe-guard books. Chained libraries were then the order of the day. But after the Renaissance when printing became popular books were produced in larger numbers at cheaper prices. Private-owned libraries began to increase as they were considered to be 'Symbols of respectability.'¹ But books were there only to decorate drawing rooms. The use-aspect was often neglected. It was only during the nineteenth century that public libraries as such came into existence. Even here the spirit of janitorship prevailed. The idea of preservation still dominated. To quote an example, "there was the librarian of an American University whose unusually cheerful outlook on one day, was explained by himself to be due to all the books being in the library except two which he was going to rescue from the hands of a professor!"² Thanks to Dewey, Cutter and other pioneers the shackles under which the libraries were labouring were broken and fresh lease of freedom was given to them. Philanthropists like Andrew Carnegie gave filip to the library movement. Public libraries began to make rapid progress. The idea of 'Salesmanship' began to pervade the whole library atmosphere. Service to the satisfaction of the clientele came to be recognised as the primary purpose. As such new techniques were forged and developed to fulfil this obligation. Open access is one of such techniques.

1. Madras Library Association. *Memoirs*. V. 1. 1940. pp. 12-14.

2. Ranganathan (S.R.) and Sundaram (C.). *Reference service and bibliography* V. 1940. (Madras Library Association, publication, series,). p. 22.

Definition

"By 'Open Access' is meant the opportunity to see and examine the book collection with as much freedom as in one's own private library."³ The reader is permitted to wander amidst books without let or hindrance. But its introduction in any library presupposes the existence of other upto-date tools like classification, cataloguing, reference service, etc. Only when these exist can open access system function effectively and efficiently.

Usefulness of the Technique

Granting the existence of the other devices which are there only to minimise the time taken to bring the two entities, viz., books and readers, together let us evaluate the specific help of this system. It propitiates the three laws: Every Book its Reader, Every Reader his Book, and Save the Time of the Reader and the Staff.⁴

Every Book its Reader

Open access gives opportunities for finding an appropriate reader for every book. It is an accepted fact that a change from 'closed' to 'open access' increases the number of books drawn for use. When a reader is allowed to handle as many books as he likes more often he makes 'discoveries.' Books which would not have otherwise left the shelves will find their readers. The title of a book may not be arresting or the subject may not be interesting. But if a potential reader just skips over the pages out of curiosity, it is likely that he may find some useful information contained in them. Many readers have exclaimed that they did not expect to find their information in such a book. Here is an instance. A teacher was casually going through the volumes of the World's Great Classics. With a beaming face he brought a volume to the librarian and exclaimed that he had found in a most unexpected place what he had been looking for a long time. It seems he wanted to have a full text of Fahien's Travels in India and he found it in the volume containing Chinese Literature. This book would not have found this reader but for the opportunity given for browsing. It must be borne in mind that the teacher was not looking for Fahien's Travels at the time of browsing. It was by chance that he found it. Such chances will be frequent in an open access library.

Every Reader his Book

Direct contact with the books melts away the prejudicial effects of the 'closed' system. Opportunity is given for the full play of individuality. The atmosphere of spoon-feeding has no place here. Selection according to individual tastes promotes healthy reading. Every reader gets his book.

3. Ranganathan (S.R.) *Five laws of library science*. 1931. (Madras Library Association, publication series, 2), p. 300.

4. *Ibid*.

Save the Time of the Reader

The time saved in an open access library cannot be fully appreciated unless we know the amount of energy wasted in a 'closed' system. In the latter system the reader is not allowed to handle the books. More often books are kept in wooden bureaux under lock and key. If one wants to apply for a book he will have to go through the library catalogue and write out on a slip the call number, author and title of the book he requires. He will have to come after an hour or two to get his book. If he gets it, he is really to be considered lucky. More often the slip may come back with the endorsement 'on loan'. Then the whole process has to be repeated. To avoid disappointment, in one school library the pupils were asked to write out the titles of three books at a time so that they may get at least one of them. But even this does not appreciably save the time of the reader. On the contrary in an open access library the reader directly goes to the shelves, chooses the books he requires and gets them charged. The whole process is completed in a trice. Time is the very essence of open access. In this age of blitz we want everything to be accomplished in the shortest time. And open access is a means of bringing together books and readers in as short a time as possible. The advantages of this system cannot be fully appreciated unless one actually enjoys its privileges.

Victorian Outlook

Open access system is taken for granted in almost all the modern progressive countries. Its advantages are exploited to the maximum by public libraries. School and college libraries have not lagged behind. The authorities who enjoy the facilities of open access in public libraries cannot deny the same to the younger generation. Unfortunately in our country public libraries have not yet been established in adequate numbers. Hence, school libraries do not progress. Those at the helm of affairs have still the Victorian outlook. The caretaker librarian still holds his sway. At times he is sent for technical training. But it does not improve matters. Attempts at improving the library are stifled at the outset. As such open access system is not given a fair chance. More often its defects are magnified.

Magnification of Disadvantages

There is no system which has not got its defects and open access is not an exception. But instead of magnifying the difficulties, attempts must be made to overcome them. It is true that in this system there are more chances for losing books. This factor often so absorbed the minds of the authorities, that they do not want to be reminded of its advantages. This is from Phillippines: "The open-shelf system was inaugurated in one high school. The students were given more freedom in choosing their books; magazines and newspapers were more freely read; and the usefulness of the library was increased a hundred fold. But under the present accounting regulations this system appears to be a risky undertaking in as

much as release from personal responsibility for lost books is almost impossible to obtain."⁵ This attitude still prevails with our authorities.

Depreciation Amount

It is expecting too much from the librarian, what with his low salary, to bear the cost of books lost. But this difficulty can be tided over if the library authorities are generous enough. Already there is provision for weeding out useless books. Every year 5% to 10% of the total book value is deducted by the auditor as depreciation. It has been suggested that if the total cost of the books weeded out and books lost comes within the depreciation limit, then the librarian must not be made to bear the cost of books lost.⁶ This is reasonable.

Safe-guards

But every attempt must be made on the part of the librarian to reduce the number of books lost and if possible to recover the lost books. He must see that opportunity is not given for stealthily removing books from the library. Book-shelves and reading tables must be so arranged as to facilitate easy supervision by a minimum number of staff. The library must have one entrance and one exit only and these are to be controlled from inside the counter by turnstiles. Doorways and windows must be protected with closely knitted wiremeshes so that books may not vanish through them.

Lockers and Private Books

Another problem peculiar to school libraries is how to provide for the accommodation of the boys' own books. Generally pupils are wont to carry their class books with them and when they come to the library these are much in the way. If they are allowed to keep their books even within the library then it will be difficult for the library staff to keep a vigilant watch. This will give an inducement for boys to carry away library books. To avoid this in certain school libraries lockers are provided just outside the library for people to leave their books before entering the library.⁷ Even if a decent number of lockers are provided it will be rather difficult to cope up with the boys during rush hours. Anyhow this seems to be the best way out of the difficulty.

Vigilance

These are only preventive measures. To find out the books lost the clientele must be studied carefully. The motive behind the stealing of

5. Thirteenth Annual Report of the Director of Education to the Secretary of Public Instruction (Phillippines), 1929.

6. This was suggested to me by Rao Sahab S. R. Ranganathan, M.A., L.T., F.L.A., Librarian, Madras University Library. He has dwelt upon this point in detail in the Fifth All-India Library Conference recently held at Bombay.

7. Fargo (L.). *Library in the School*, 1930. (American Library Association Library Curriculum Studies. 4), pp. 242-44.

books may be one or many of the following: personal vengeance against library staff, craving to possess a book, urgent need for a book, and just for the fun of stealing. Invariably in the last two cases books are likely to be returned unnoticed, in the same way in which they were taken out. The first two cases are difficult ones, but they are rare. Wherever necessary drastic punishment can be meted out as a warning for other probable offenders. Even if it is not possible to recover the books it is a wise policy to write them off if the losses do not exceed the depreciation amount.

Cost vs. Efficiency

Another point often quoted against open access is that it is expensive in as much as new types of furniture are to replace old ones. If we want to introduce anything new, naturally the process will cost some money. This cannot be avoided if we want efficient service. The increase in the cost of furniture is more than balanced by the saving of human labour. If efficient service is our ideal, then all these obstacles will melt away.

An Appeal

Approached properly the benefits derived from the adoption of open access system are numerous and invaluable. The direct and voluntary contact gained by the boys with the books creates an atmosphere conducive to healthy reading. Opportunity is given for cultivating their individuality. This is the right type of education that will stand them in good stead,—even better than the text-book knowledge acquired in the class-rooms. When we look at the efficiency, the number of books made use of, and the healthy atmosphere created, the obstacles do not matter. School libraries can very well adopt this technique.

EDUCATION

FOR TEACHERS, PARENTS
AND EDUCATIONISTS.

Founded in 1920

Proprietors:

T. C. E. JOURNALS & PUBLS. Ltd.

Deals with the theory and practice of Education in all its scientific, academic and practical details

Subscription Rs. 5-11; 10 s.; \$ 2.00. Post Free.

Have you seen the following Specials, each Copy Re. 1/4-
Post Free?

National Education, Holidays & Timings, Tagore Memorial, Chintamani Special, Conference Specials.

'EDUCATION' OFFICE

Post Box 63, Lucknow (U.P.), India.

SCHOOL MUSEUMS

By

DR. A. AIYAPPAN,

Superintendent, Govt. Museum, Madras.

How shall we set about to organise a museum for our school? Can you send us a list of books that would help us? I am asked these questions very often by friends from schools. If I tell them that books are not of much use, they might think I am withholding information. Of course, there is no dearth of books telling you how to collect minerals, animals, plants, objects of art, etc., how to preserve, arrange, label and exhibit them. You may know all about these things, and yet no school museum would result from it, if you don't have an immense enthusiasm for knowledge, and an equal degree of intelligent curiosity about the processes of nature. Museums are not ends in themselves. Their purpose is "to raise the general level of refinement by giving pleasure and imparting knowledge." If the boys and teachers of a school are full of scientific curiosity and are prepared to overcome difficulties to satisfy it, they have then laid the foundation stone of their museum.

I know of a school at Mangalore which has one of the best school museums. This school has demonstrated what can be achieved by a progressive management, with the help of earnest teachers and boys. Exhibits come to it from Australia, Africa and even South America; the boys and their parents and relatives took real pleasure in building the museum up. From a mere school museum, it has now become a great centre of attraction and instruction in Mangalore town.

The educational value of museums in the building of which the chief contributions are those made by school boys and their teachers, have been recognised by every one. In the United States of America, there are special museums for the exclusive use of children. Several of the larger museums have children's sections. In India, museums are very few in number, and schools have to depend more or less on their own efforts. Teachers as a rule know what their students are interested in, and these interests would be the basis on which their museums grow. Boys and girls have more interest in things around them and they are more anxious than older people to know what things are. I know a village boy who was greatly excited over the first bit of coal that he got the chance to see. I am also reminded of a friend who is now an authority on the subject of birds, but his interest in the subject began when as a Scout he used to watch birds. Interesting facts about bird migration whetted his appetite for more knowledge. Can any boy help wondering when he gets to know

* With acknowledgments to the A. I. R. Madras.

that some of our birds come here from far-off Siberia, Scandinavia and Iceland?

A scrap of information about one thing here, another scrap about something else there, are not the sort of knowledge that any one would care to have. A few odd curiosities spread on a dusty table would not make a museum. The collection in any museum should be arranged on a definite plan and should tell a connected story.

An increasing number of schools now-a-days have museums primarily to help the teachers in making their lessons more practical and interesting. Geography, Botany and other field sciences are most effectively taught with the help of museum specimens. A modelled relief of your taluk or district is a hundred times more helpful than a flat map. Every example of minerals that the geography lessons deal with can be got by the joint efforts of the pupils and teachers. Bits of low grade iron ores are kicked about by you every day. One of you may have a relative working in the Nellore District who won't refuse you a present of a few bits of mica mined in that District; or you might come across it if you watch when a well is being dug in your own area. Boys can then easily study the different kinds of layers that make the earth on which their school stands. Samples of the different layers can be kept in the school museum for future reference.

A good collection of plants is also essential, but it is somewhat difficult to make you realise, why it is so. Now let me ask you a frank question: How many of you leaving out those belonging to the planting areas—have any idea of the nature, size, and habits of the tea plant from which your tea is got? Of course, your tea tastes equally well even if you don't know these, but knowledge is better than no knowledge. I am tempted again to give another illustration. Pepper, as you all know, is of great importance in the kitchen and also of great historical importance because European Companies were attracted to India by its pepper and spices. I showed a five inch long bunch of green pepper berries to half a dozen city dwellers, the first six to meet me that day, but not one could tell me that it was pepper. But these are elderly people, and if your boys are not to be like them, encourage the museum idea and help one another to see specimens of these essential agricultural products in your school museum.

There is the question of the school garden. Why should it be confined to merely ornamental plants? It can be made to help you in learning practical botany more thoroughly than in the class room. There are some schools with good botanical gardens, but the number should be greater. If the Headmaster would spend a small amount on a cement tank, you can have a fresh water aquarium in your garden to watch how animals live in water.

I would recommend very strongly the maintenance of a nature diary by every boy and girl. In a good note book, make a record of what

you see about your own house and school. Several English school boys and girls do it. When do your trees and shrubs put forth flowers? How long does each of them take to produce ripe fruits? When and how often do they shed their leaves? What kinds of birds, butterflies and beetles appear in your compound? What plants die out and in what order during the beginning of the dry season? How many varieties of spiders can you see, on the ground or among shrubs? There are hundreds of such things that you can enter in your nature diaries, of which you will be proud when you grow up. In the course of this work you will develop your powers of observation and description. And you will come across several things which would interest your friends and would be worth exhibiting in your school museum.

Animals and plants are best studied in nature, but preserved specimens are also necessary, for the simple reason that you can't safely examine the teeth or scales of a snake or the string of a scorpion when these animals are alive. Similarly seeds, flowers, and fruits may not be available for your class when you want them badly. These ought therefore to be kept in stock. A ten percent solution of spirit is a good general preservative.

When you have decided to do some of the things I have mentioned the beginnings of a museum are also made. Then it is a question of properly housing and developing the collections. A good well-lighted room should be selected for the museum, if possible, not right under the headmaster's nose, for children cannot be expected to be absolutely quiet, and a good school museum would sooner or later develop into a juvenile science club. It is absolutely essential also that from the very beginning the museum should be placed under the care of one of the teachers. If the Scout Master happens to be familiar with a few of the field sciences, he would make an excellent museum curator. To the scout's equipment, he would then have to add a collecting box containing one or two small bottles of spirit, a killing bottle of cyanide and a few tubes and corks for the specimens collected during excursions. Schools that have sufficient funds would go in for a few glass-fronted almirahs to keep the exhibits, but shelves fitted along the wall would be enough for most exhibits. Special areas of the shelf accommodation is to be allotted to the various subjects. In one South Indian School museum, I have seen an attractive display of wood specimens, blocks of wood, cut and polished in the shape of library volumes, with the name and use of the wood painted neatly at the back. Every museum specimen should be labelled. The best labels are either printed or neatly written in Indian ink. Typed labels are not good, as they fade rapidly.

Children are always fond of living things. For this reason no school museum should be without a small vivarium and an aquarium. A vivarium is a high sounding name for a glass sided box, with small holes

above, for keeping live animals. Small animals such as caterpillars, snails, etc. are kept and fed in these glass boxes and their peculiarities can be observed by the children. A boy or girl who observes the emergence of a butterfly from a cocoon gets a glimpse of nature's mysterious ways which would never be forgotten. The social organisation of a termite hill can equally well be studied by classes of boys without much trouble, and the king, queen, soldier and worker termites exhibited in the museum. When I speak of a school aquarium, you might think it is going to be a very expensive matter. Not at all. A couple of glass jars—shallow ones are to be preferred—or if you are too poor for that, a kerosene tin cut into two and one of the sides replaced with glass and made water-tight, would serve the purpose equally well. Water beetles, small fishes, snails etc. can be put into these tanks, and a few water weeds would help to keep the water aerated. Aeration can be effected by blowing into the water or changing the water a few times a day. Immediately after the monsoon frog spawns can be collected and put into the tank, and the children can watch the metamorphosis of the fish-like tadpole into the tail-less frog. Some forms of spiders can be kept alive in bottles and their habits can be watched, but these creatures are cannibals who kill and eat their relatives and neighbours. The methods of breathing fishes and frogs can be compared in the school aquarium. The life history of the mosquito is equally well studied by rearing the larvæ in the aquarium. The methods of destroying the larvæ can also be demonstrated in a control tank. The public health authorities would be thankful to the schools for spreading the knowledge about malaria control.

In schools on the sea-coast where sea water is available, a number of marine animals, medusae, Portuguese-men-of-war, sea slugs, etc. can be exhibited for short periods. Shells can be collected and exhibited and, incidentally, they add beauty to your museum shelves.

To make history lessons more interesting through museums is more difficult. Only the bigger museums can do anything substantial in this direction. One school in the City of Madras has in its museum models of fortresses of the various epochs in English History. This can be supplemented by photographic enlargements of historical monuments. One thing that every school can attempt to do is to have plaster casts of coins of the various important dynasties of India with the help of the Provincial Museums that have the originals. The Greek, Kushan, Gupta and other emperors become more real to the students if they can actually handle the coins issued by them or at least their facsimiles. Even as objects of art, Roman, Greek, Gupta and some of the Mughal coins have rare attractiveness. Modern coins and stamps will go together and would certainly be of interest.

THE SUBSTITUTION METHOD IN THE TEACHING OF ENGLISH

By

Y. NARAYANASWAMI, B.A. L.T.,

SIR SIVASWAMI AIYAR, *High School, Tirukattupalli.*

At the outset we should define our aim in teaching English Prose. Our aim is, to put it in a nutshell, widening or enrichment of the pupils' vocabulary. What do we mean by the phrase 'widening or enrichment of the pupils' vocabulary?' There are two kinds of vocabulary, namely, **Passive vocabulary** and **active vocabulary**. The words and phrases under **passive vocabulary** are those the meanings of which the pupils understand, but they are unable to use them in their own contexts. On the other hand the words and phrases under **active vocabulary** are those which the pupils can use in their own contexts. The teacher must explain not only the meanings of these words and phrases, but he must enable the pupils to use them in contexts different from the one appearing in the text. The teacher himself can suggest the context if necessary, and the pupils may be asked to use the particular word or phrase in that context. The teacher must go through the passage before-hand and choose the active and passive vocabulary. Now-a-days text books are written based on vocabulary selected according to the standard of the respective forms and classes. We may say 'word economy and selection' is now being adopted.

Next we should note that there are two stages in a prose lesson. The first stage is an explanatory stage, and the second is a practice stage. The practice stage comes after the explanatory stage. Let me explain this by means of an example. Take for instance the sentence, "Some force out of itself acts upon it, otherwise it would remain for ever where it was." This sentence appears in the lesson 'Why an apple falls to the ground' in the IV Form English text. In this sentence we have to explain at first the meaning of the word 'otherwise,' for, on that word the meaning of the whole sentence depends. We may explain the meaning of the sentence in this way: The apple is an inanimate thing. So it has not its own power of motion. So it is acted upon by the power of something else moving it. Now it is clear some force out of itself acts upon the apple. If that outside force does not act upon it, the apple will not fall down even when loosened from the tree. Now the meaning of the word 'otherwise' is clear to the pupils. We may use the vernacular also in explanation, and especially in explaining the above sentence it should be used. We have now explained the meaning of the word 'otherwise.' The explanatory stage is over. The practice stage begins. As the word 'otherwise' comes under the active vocabulary of the pupils of IV Form,

they must be enabled to use it in their own contexts. They may be enabled to frame sentences like the following :

We must work hard ; *otherwise* we may fail in the examination.

We must not do mischief in the class ; *otherwise* we will be punished.

We must be clean ; *otherwise* we will have to suffer from some disease or other.

A teacher's job is not mere explanation. Pupils must be able to use the words and phrases in their own contexts. Then only they can be said to have secured an active mastery over the words and phrases. By means of exercises pupils gain mastery over the language—several words, phrases and idioms. This is the object in setting exercises.

Now the most important of these exercises is through the substitution method. This method can be adopted mostly in the practice stage. Let us now consider the characteristic features of this method. The definition of this method given by Harold Palmer is precise and simple. According to him, this is a device or method whereby an authentic sentence is multiplied indefinitely by substituting words or word-groups within certain grammatical limits. A model sentence is taken and split up into different parts—component parts. Suppose we want to teach pupils of I Form the peculiarities in the sentence: 'I gave my brother a pencil.' What is the peculiarity in this sentence? The characteristic feature in this sentence is the position of the direct object 'pencil' and that of the indirect object 'brother.' The position of the two objects has to be impressed in the minds of the pupils. Further the sentence 'I gave my brother a pencil' is idiomatic, but the sentence 'I gave a pencil to my brother' is not idiomatic though it may be grammatically correct. Now this model sentence has to be multiplied by substituting for its words or word-groups. This can be done as follows :

I gave my brother a pencil.

You gave me a book.

He gave me a rupee.

We gave him rich presents.

They gave us flowers.

You gave them nothing.

In the same way, the verb 'gave' also may be removed. The following sentences may be added :

I brought him a book.

They sent me a pen.

You sold me an umbrella.

We sold him note-books.

He brought me an instrument box.

In this way a number of sentences can be constructed. In every section it is possible to record a number of changes. We must note here that an

authentic model sentence should be chosen for substitution. That is to say, the sentence must be correct—grammatically as well as idiomatically. The authentic model sentence in the above example is a correct one with the proper position of direct and indirect objects. We must take particular care of the position of the direct and indirect objects, because that is what is to be impressed. By constructing a number of sentences according to the pattern, pupils are trained in the usage and the result will be they will not make any mistake if and when they are asked to construct similar sentences in future. The usage becomes well-grounded and impressed on pupils because of constant repetition under different contexts. There is not the least chance of a boy or girl going astray when a similar situation arises. The model sentence is called authentic because the teacher guarantees or should guarantee that it is correct. This method is now-a-days strongly advocated.

What is the underlying principle of this method? Educational Psychologists have found out that whenever we give expression to our ideas, there are two possible ways of expression. A person may be well-acquainted with the rules of grammar of the foreign language and the vernacular equivalents of each and every word and phrase of the foreign language. When he begins to construct a sentence in the foreign language, he has to find out for every vernacular word or phrase the corresponding word or phrase in the foreign language. This process takes time. First of all, he has to pick out the correct words. Then he has to apply the rules of grammar, and then he has to frame sentences. All these he does deliberately and cautiously. Take for instance another person with a fair amount of language ability. He does not halt. He does not take time in framing sentences in the foreign language. What enables him to construct so easily and so soon? He has fixed in his mind certain types or models. He seizes hold of these patterns, and by analogy works out other patterns when there is need.

Harold Palmer recognises two types of matter in learning a foreign language. They are the constructed matter and the memorised matter. By memorised matter, he means the unconscious memorising done by listening to patterns. So by memorised matter we are able to express our ideas easily. But if, on the other hand, we attempt deliberately to construct a sentence each time, considerable time is wasted. The sentence so constructed may not be correct. Construction of a sentence according to grammatical principles will lead to mistakes in the formation, and further such sentences though grammatically correct may not be idiomatic. Now this psychological principle—unconscious memorising of a matter—is now pressed into service. Learning process is hastened by unconscious memorising and not by conscious construction according to grammatical rules.

How to apply this method? What is the procedure? Now let me tell you how I adopted this method in my class. I took the sentence "If

there were nothing else in the world, they would come together' for substitution.

First of all, I wrote this sentence on the black-board. This is the model sentence. This is also authentic since it appears in the text. I read every part of the sentence clearly to the pupils. In this sentence I asked the pupils to note particularly the pronunciation of the words: 'were, world, together.' The sounds in the words 'were, world' are foreign to us. Our pupils—both boys and girls—feel the difficulty in pronouncing them. Further the 'w' sound must be produced by rounding the lips and bringing them closer together and then withdrawing them gradually. In pronouncing the word 'together' the final 'r' must not be pronounced. Very often our pupils go wrong in this. In our vernacular we pronounce the final 'r' when we pronounce words like 'அவர், வந்தார், போனார்' etc. So when they are asked to pronounce words in English ending with 'r', they pronounce the 'r.' This mistake should be avoided. I gave my pupils drilling in the pronunciation of those three words.

Then I explained the meaning of the sentence, I make them understand that the verbs 'were' and 'would' are in the subjunctive mood, that they imply negative meaning and that they are used to indicate a state of things which is only thought of. The meaning of the sentence is this: 'The two marbles are not the only things in the world. There are many other things like the table, chair, ground etc. in the world. The two marbles attract each other; they are also attracted by the table, chair, ground etc. These different attractions pull against each other. So they do not come together.' I used the mother tongue also in explaining the meaning. Now the meaning of the sentence is clear to the pupils. Then I asked my pupils to suggest their doubts and difficulties, if any. In this connection we must note that pupils must clear their doubts and difficulties as to the meaning of the authentic sentence, the pronunciation of words or word-groups etc., otherwise the authentic sentence will not justify its name. Only after these difficulties are over, pupils must be asked to construct similar sentences by means of substitution.

The next step is substitution proper. Then I split up the authentic sentence into different parts like this:

If there were | nothing else in the world | they would | come together.

Then I enabled the pupils by suggesting the context to construct sentences like the following by means of substitution:—

If I were | the king | I would | make you a powerful man.

If my brother were | alive | he would not | make such a mistake.

If there were | unity among the various communities in India | India would | get Swaraj now.

If wishes were | horses | farmers would be | kings.

Then I enabled the pupils to construct sentences like the following using the verb 'had':

If you had | seen me earlier | I would have | lent you a sum of Rs. 10/—

If he had | worked hard | he would not have | failed in the examination.

If the thief had not | stolen the bangles | he would not be | in the jail now.

If he had | common sense | he would have | answered the questions.

I asked the pupils to write sentences in their note-books then and there.

Having described the procedure as adopted by me in my class, let me point out the advantages we derived from using this method. Pupils get hold of a number of similar model sentences. On account of constant repetition, they are not likely to forget them. The usage gets fixed up in their plastic minds. Their vocabulary is thus widened. The substitution method may also be used to explain grammatical constructions and to explain the meaning of words.

There is a charge against the use of this method which we must note. Some critics like Michael West say that after a certain time they lose all interest and become mechanical in character. But Harold Palmer tells us that the defect pointed out is the very virtue of this method. By such limitless application, the pupils can no longer err or go astray. This memorising process is the very virtue of this method. This method, in short, is a proof against all errors.

EDUCATIONAL INDIA

A monthly record of education for British India & Native States

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

EVERY NUMBER CONTAINS

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

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

INLAND Rs. 3—8—0

FOREIGN Rs. 5—0—0

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

OUR ASSOCIATIONS

Bellary District Teachers' Guild

Report of the Annual Conference. September 26th, 1942.

Conference :

Mr. C. Doraiswamy M.A., Headmaster, Junior Certified School Bellary, spoke on The Backward Child in our public Schools. He stressed the difficulties of dealing effectively with the backward child in the ordinary class or school and described the way in which the problem was tackled in America. As a result of his address and the discussion which followed a committee consisting of all the Headmasters of the schools affiliated to the Guild in the town of Bellary and the Secretary was appointed to meet with Mr. Doraiswamy and organise a survey of backward children in the schools with a view to more effective treatment.

Lecture :

A lecture was given by Mr. Venkappa Sastry, M.A., Headmaster, U. J. High School, Bellary on Some Aspects of Modern Poetry, in which modern poetry was compared with that of earlier times—new themes, new treatment of old themes and new adventures in technique being referred to.

Annual General Body Meeting :

Secretary's Report :—The Secretary referred to the settlement of the difficulties in Hospet and reported the observance of Education Week in Hospet, Yemmiganur and Bellary. During 1941-42 two new Associations had joined, viz. The Gandhinagar Aided Elementary School, Bellary and the Bellary Taluq Aided Elementary School Teachers' Union. The Guild Accounts shewed a deficit of Rs. 13-1-6 which is to be carried forward.

Officers for 1942-44. The following were appointed :

President : Mr. E. D. Martin.

Vice-President : Mr. M. G. Venkataseshiah.

Secretary : Mr. F. H. Brown.

Mr. Sundaravaradan was appointed to audit the accounts.

Affiliation Fees : Alteration of the Bye-laws.

Article IX of the Bye-laws was altered to read :

Subscriptions :—The subscription of each of the affiliated associations shall be as follows :

1. For Teachers' Associations attached to High Schools, Rs. 4 for an Association with less than 20 members, Rs. 5 for an Association with from 20 to 30 members, Rs. 6 for an Association with more than 30 members.
 2. For Teachers' Associations attached to Middle Schools, Rs. 2.
 3. For Teachers' Associations attached to Training Schools, Secondary Grade Training Schools as for High Schools, Higher Grade Training Schools as for Middle Schools.
 4. For a Teachers' Association attached to a single Elementary School or Higher Elementary School, Rs. 1-4-0.
 5. For an Elementary School Teachers' Union, Rs. 1-8-0.
- The Subscription of an individual member shall be Re. 1.

The South Arcot District Teachers' Guild

The Annual Conference of the Guild was held at Villupuram under the auspices of the Teachers' Association of the Municipal High School, Villupuram on Saturday the 3rd October 1942.

A large number of delegates from Chidambaram, Panruti, Cuddalore, Nellikuppam and a number of visitors from Villupuram attended the session.

The public meeting began at 3-30 p. m. after lunch. Miss Jayalakshmi entertained the guests with music. Sri. A. Nagaraja Aiyar, President of the Teachers' Association, M. H. School welcomed the delegates. Then Rao Bahadur C. S. Srinivasachariar addressed the audience on the 'Historical Vicissitudes of Pondicherry.' Mr. K. Venkatachalam spoke on Physical Education. This was followed by a discussion on the medium of instruction through the mother tongue (generally with reference to the remarks of the Madras Mail in its Leader of August 26, 1942) in which a number of delegates including the President, took part. At the end the following resolution was carried:—

"That this Guild affirms its faith in the teaching of all knowledge subjects in the High Schools through the medium of the mother tongue and condemns strongly the move in some quarters to revert to the old method on the fanciful plea of its being a hindrance to the pursuit of higher studies."

The Guild facilitated the President, Mr. C. S. Srinivasachariar on the title of Rao Bahadur, Dr. B. V. Narayanaswami Naidu on that of Rao Saheb and Pandithamani M. Kadiresan Chettiar, the title of Mahamahopadhyaya and Mr. R. M. Statham C. I. E., that of Knighthood, respectively bestowed on them by Government.

The Guild expressed its sincere condolences to the members of the bereaved families on the demise of Mr. Dr. U. V. Swaminatha Aiyar and Dr. Sir. K. V. Reddi Naidu Garu, Honorary Patron of the Guild.

It was resolved to enroll the District Educational Officer of South Arcot Sri P. K. Pattabhirama Sastriar, B.A., L.T., as an Honorary member of the Guild.

The Guild passed further the following resolutions:—

The Guild conveys its thanks to Government and the Department of Education for the timely help assured by them to the institutions in the coastal area affected by the war-scare, and the members of the staff thereof, and further request that Government may kindly implement the suggestions submitted in this connection by the Working Committee of the South India Teachers' Union.

In view of the present enormous increase in the price of foodstuffs, and having regard to the recent grant of allowance by the Government to its employees, the Guild resolves to request the managements of all educational institutions in the district to grant dearness allowance to the members of the staff on the scale adopted by government.

The Guild requests the President, District Board of South Arcot, to safeguard unimpaired the rights and privileges of the staff under notice of discharge as per G. O. Ms. 717 dated 12-5-1942.

The Guild requests the Commissioner for Government Examinations to arrange to publish in the Fort St. George Gazette a list of failures in VIII Standard Public Examination showing the subjects in which the candidates have failed.

The Guild requests the managements of Elementary Schools to grant advances of pay to Elementary School teachers towards the purchase of foodstuffs and recover the amount in easy monthly instalments.

The Guild requests the Government in the Educational Department to raise the scales of grants of the aided Elementary School teachers at least to the level of the scales of pay of teachers of the other public institutions; and at any rate under the present circumstances not to impose any cut in the present scale of grants.

The Guild also resolved to invite the South India Teachers' Union to hold under its auspices the Provincial Educational Conference after the Vellore session.

When the business meeting was held the amendments to the rules of the Guild proposed by the Teachers' Association of Municipal High School, Villupuram were considered. It was resolved to circulate them to the affiliated associations for opinion and to bring them for reconsideration at the next meeting.

The report and the audited accounts were adopted.

The following members were elected as office-bearers for the year 1942-43:—

President:

Rao Bahadur C. S. Srinivasachariar.

Vice-Presidents:

Messrs. A. Nagaraja Aiyar

Abdul Raof

R. Parthasarathy Aiyangar

R. Swaminatha Aiyar.

Secretary:

Mr. S. R. Balasubrahmanyam

Member on the Executive Board of the S. I. T. U.

Mr. V. Jayarama Aiyar.

Other members of the Executive Committee.

Messrs. N. S. Subba Rao

S. Ramachandra Aiyar

C. Tirunavukkarasu Pillai

N. Roberts

P. S. Lakshmanaswami.

After dinner—(the members of the M. H. School, Villupuram, were 'At Home to the delegates)—Mr. N. S. Subba Rao delivered a lecture on 'Matter and Energy,' illustrated with lantern slides.

With a vote of thanks to the President, the lecturers and the hosts, the meeting terminated at about 11 p. m.

Chidambaram,
Dated 15th Oct. 1942.

S. R. Balasubrahmanyam,
Secretary.

THE TEACHERS' BOOKSHELF

More O. U. P. Pamphlets on World affairs

No. 57. Greece by Stanley Casson.

No. 58. Great Britain and China by Sir John Pratt.

No. 59. Who Mussolini is by Ivo Thomas.

No. 60. War at Sea today by Admiral Richmond.

These pamphlets written by persons who can write with authority on these respective subjects maintain the high level of the series which messrs Oxford University Press are publishing. Stanley Casson, gives a graphic description of the traditions and characteristics of the Greek people to enable the lay man to comprehend the spirit behind the achievements of the Greek army. The growth of modern Greece and her relations with other European powers are all clearly set forth. It must be noted that in spite of many adverse forces the Greeks have maintained the purity of their language—an evidence of the virility of the nation.

Sir John Pratt outlines the main features of Sino-British relations and the opening up of foreign concessions in China, leading to the battle for the concessions and Japan's aggressive policy against China and the foreigners enjoying the concessions, culminating in a combination of the A. B. C. D. powers in a fight against Japan. 'When Japan's fantastic schemes of Empires have crumbled into ruin they will together undertake the tremendous task of reconstructing a new order in the Far-East.' In the meanwhile the Chinese under their valiant leader Marshal Chian-kai-Shek are acutely feeling that they have been fighting the battle of civilisation and new world order and they have been bitterly disappointed that the great democracies have not been rendering them sufficient and substantial assistance.

Admiral Richmond makes it very clear that the command of the sea depends not only upon the sea fighting forces but upon naval bases for supply and operations and upon a numerous merchant fleet sustained by a healthy ship building industry. He discusses in very simple languages the elements of naval strategy and describes the various measures devised to counteract the many disadvantages that the allied nations are now having. A perusal of the book will surely satisfy them who exclaim 'What is our Navy doing?'

The Cripps Mission by R. Coupland As. 0-12-0. Oxford University Press.

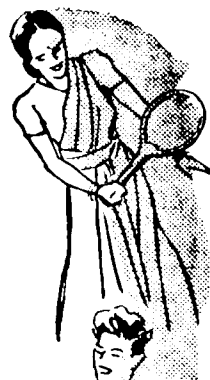
'The Cripps Mission' is the talk of to-day. Many are referring to it as a very diplomatic mission. The causes for the break-down of the mission are given differently by the two parties that had most to do with the mission viz., the British Cabinet and the Congress. Coupland who was in India studying the constitutional problem, under the auspices of the Nuffield College was invited by Sir S. Cripps to join his staff, presumably to have the assistance of his study. While his impressions are yet fresh he has set in this paper a brief record of the work of the mission. According to Prof. Coupland the break-down came as the Congress desired immediate changes in the constitution making it possible for a national government which must be a cabinet government with full power while Sir Stafford had to brush aside all changes in the present constitution.

While it is impossible to completely efface subjectivity from an account of this nature it must be said that the author has succeeded in giving a very fair account of the work of the mission. A special feature of the book is the inclusion of many photographs connected with the mission.

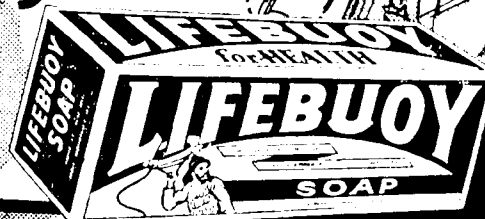


KEEP YOURSELF FIT for Work and Play with **LIFEBUOY**

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



LIFEBUOY
THE "GOOD-HEALTH"
SOAP



LEVER BROTHERS (INDIA) LIMITED

EDITORIAL

The Twelfth South Indian Education Week :

Education Week was first inaugurated in our province in 1931 and since then it is being observed every year. Its main aim is to give wide publicity to the needs and achievements of our schools. It is gratifying to note that in the observance of this Week, teachers, school authorities, officials of the education department and members of the public are all co-operating in making the observance as successful as possible. The movement has given an opportunity for the starting of many Parent-Teacher associations and for the organising of adult education centres. The programme this year is to centre round the theme 'Education and Post-war Reconstruction'—the appropriateness of which can well be appreciated. In these days when all are concerned with 'How to win the War,' the claims of education are apt to be relegated to a secondary place. In the stress of war there may not be an adequate realisation that the ideals for which we fight can be realised and retained only if post-war society is properly educated to cherish those ideals. The aim of this year's Education Week is therefore two-fold—firstly, the giving of wide publicity to the needs and achievements of our schools and secondly, to indicate the part that education has to play in preparing for the new order of things that is sure to come. It must be realised that in the post-war world there should be no place for greed, selfishness and domination of one group by another. Such a state can be achieved only if, as Prof. B. Sanjeeva Rao in the course of his inspiring address on the occasion of the inauguration of the Twelfth Education Week at Madras pointed out, the schools set before their pupils the ideal of greatness through sacrifice and renunciation instead of the ideal of greatness through power and wealth.

Dearness Allowance to Teachers :

Last month we urged the case of the teacher for Dearness allowance. Almost every other grade of employee is given an extra allowance to enable him to meet the increased cost of living consequent on the increase in prices of commodities. That there is need for dearness allowance is recognised by all. The Railway authorities have granted such help to their employees. The factories and commercial firms have been generous in this regard and Government are giving such an allowance on a really liberal scale to their employees in all departments.

We understand that Government have informed local bodies that if funds permit dearness allowance may be paid to their employees, and Managements of aided institutions too seem to have been advised that expenditure incurred in granting dearness allowance would be admitted for purposes of grant. All these clearly indicate the recognition on the

part of government of the need for giving assistance to all the low paid teachers in Board, Municipal and aided institutions. But how can these institutions find the additional finance?

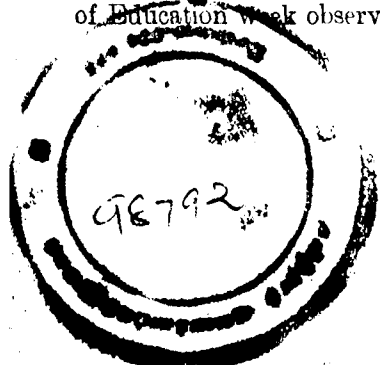
In the extraordinary circumstances prevailing, when the resources of these bodies are limited, Government will have to place special funds at their disposal so as to enable them to render the just help needed by the teachers. Peace-time economy makes it difficult to increase the emoluments of the teacher. War expenditure is quoted as an excuse for not assisting the teacher to meet the increased cost of living. It looks as if Government and society look upon the teacher as the only class of employee who should suffer and sacrifice himself at all times. We hope that the Government will appreciate the justice of the teachers' request for help during these hard days and issue such orders as may enable the teacher to get an adequate measure of relief so that he may discharge his duties free from worries and anxieties.

The Late M. R. Paranjpe :

We deeply regret to have to record the death of Prof. M. R. Paranjpe of Poona—a great educationist, who spent all his life in furthering the cause of education and striving to raise the status of the teacher. He was the founder of the 'Progress of Education' of Poona that excellently conducted contemporary devoted to the advancement of Education. Till his death, which occurred in July last, he continued to edit that Journal. He was a prominent personality in the councils of the All-India Federation of Educational Associations. Teachers of South India who attended the All Asian Educational Conference in 1930 would well remember this short, sturdy, serious faced professor with an artful smile as he entertained them at Poona. His death is a national loss. We offer our sincere condolences to Mrs. Paranjpe and her children.

Our Next Issue :

Our next issue will be exclusively devoted to the Problems of Physical and Health Education. We are happy to have secured the co-operation of Mr. H. C. Buck, adviser to the Government on Physical Education in planning this number. It may not be possible therefore to find space in that number for full reports of Education Week Celebrations. Correspondents are therefore requested to send only very brief reports of Education week observed in their respective areas.



War Time Maxim No. 1

THE SUCCESSFUL MAN DOES TODAY WHAT THE FAILURE INTENDS TO DO TO-MORROW.

The successful man is he who does the right thing at the right moment. He knows that the right thing to do is to obtain protection by an insurance policy. He also knows that the right moment is today—now, and the right choice is a HINDUSTHAN POLICY. It gives him a complete circle of protection at usual rates for civilian lives.

Let Hindusthan bear your burden and let peace of mind be yours.

A Company that speaks in terms of crores.

Hindusthan Co-operative Insurance Society Ltd.

Head Office :

"Hindusthan Buildings",
CALCUTTA.

Madras Branch :

Now at: 767, Jail Road,
COIMBATORE.

UNCERTAIN TIMES?

Face them boldly with a policy

in

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

Slogan for 1942

Every Teacher, A Member

This is the Valuation Year

JOIN AT ONCE

* * *

BAZAAR ROAD,
Villupuram.

V. SRINIVASAN,
Hony. Secretary.

Printed by K. Sadagopachariar, at the Liberty Press,
10, Lingha Chetty Street, G.T., Madras. Edited & Published by M. S. Sabhesan, M.A.,
for the S. I. T. U., at 520, High Road, Triplicane, Madras.