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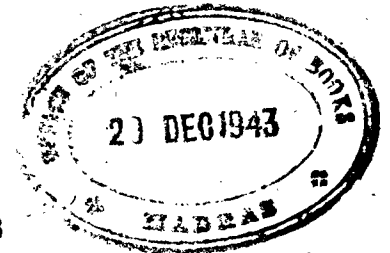
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The South Indian Teacher

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

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NOVEMBER 1943

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FREEDOM OF EDUCATION

BY

K. VAIDYNATHAN, B.A.,
S. M. D. H. High School, Vellore.

World hankers after Freedom four
From want, from Fear, of Faith and Speech.
O, more than all, the Freedom of lore
Is th' root and branch of what we teach.
Let on ev'ry door the numbers run,
'We want to light th' Lamp of Learning;
Let none ignore, even in fun,
That more than bread, more than earning,
'Tis food for mind and heart we want
To see the Truth, to nourish th' Soul!
Our task now lies in killing Cant
And raise the Soul to reach its goal.



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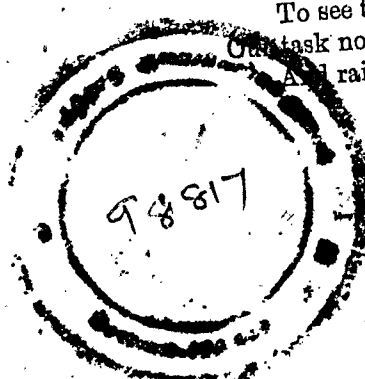
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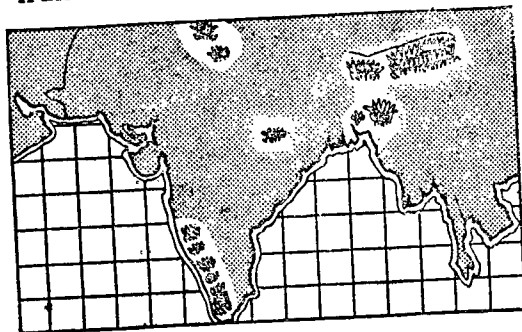


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THE SOUTH INDIAN TEACHER

Vol. XVI

November, 1943

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THE TEACHER IN THE POST-WAR WORLD

By

V. SARANATHAN, M.A.,

Principal, National College, Trichinopoly.

Let me take this opportunity of saying that, in spite of many disappointments, I firmly believe in the mission of the South India Teachers' Union and cherish my old association with its leading members. For, after all, a teacher must believe in his kith and kin all over the country and attempt to be one with them in their hopes and strivings, till his part in life is ended.

What does this faith in the great body of one's fellow-teachers really mean to one? It means that there can be no desertion of the ranks, no failing to offer one's counsel, even if unsought, and one's utmost sympathy where the bettering of the lot of teachers as a whole requires one's deepest sympathy and counsel, if no more, for even one who may be disposed to withdraw himself from the maddening vexations of the world. It means, briefly, for even a man like me, that I must think with my fellow-teachers and of them and of our common lot and its problems, and make real my share in the great fellow-ship of teachers in our country.

That being so, I hope you would forgive me touching upon the one problem for teachers to-day viz., what is to be our position in society, our status, our place in the ranks of leaders in some things and of foot-soldiers in other things? What should be our equipment for construction work in education and for the struggle not to be left behind by other classes and groups of Indian Society to-day? And lastly how shall we fit

*An address delivered on the occasion of the Education Week at the Sir P. S. Sivaswami Iyer's High School, Tirukattupalle.

in, when the world around changes inevitably, especially after this war? And what shall be our rights in the Post-War world?

First, let me say that teachers thinking of these things must bestir themselves to be in the vanguard to-day, in order that it may be profitable to us to-morrow. Teachers must give of their best to the thoughtful solution of present-day problems, as well as to the actual work of helping the people in this time of distress and danger. Minor war-work should come to us as well as to the title-seekers; and I think that, even if we don't agree with the present rulers, we ought to help in the successful prosecution of the war against the Germans and the Japs. Anyway, we cannot non-cooperate politically; and I say this with sincere conviction, though my own practice has not corresponded to it. Let us accept the role of active sympathisers with the British, the American and the Russian people, because, like the Chinese, in spite of ancient wrongs, we are involved *with them* in the dire issues of this war. And let us take this opportunity of doing one form of popular education (Don't smile at me, I know it has an ugly name, War Propaganda, and the enterprising younger men of the Educational Service will not perhaps look upon you as their equals.) The work of studying and sharing the thoughts and actions of the great body of our people at this hour is of inestimable value.

If, somehow, we acquire a certain political importance during this war, like the women of Great Britain in the last war, we shall not be obliged to sink back into the ranks of the socially inferior sections, after the war. Our importance as moulders of opinion is intrinsically more real than that of lawyers, doctors, or civil servants, and provided we assert ourselves as individuals, and as a great group of intellectual men we shall not go under, whatever parties come to rule our country.

The means of such a notable self-assertion in teachers must be economic, must depend on the material advancement of teachers achieved mainly by the prudence, enterprise and self-sufficiency of each teacher and his family, and by the Teachers' Organisation working on the co-operative principle for the palpable, material, economic security of the whole lot of us. We have, already built up such an organisation in the South Indian Teachers' Union Protection Fund, for instance. For the rest, the teacher must try to make money by every honest means in his power. There are signs that in the class of High School and College Teachers this idea has been grasped. Already the impecunious lawyer or doctor is prepared to accept the teacher as an equal in society. The State must provide the basic minimum salary for each class of teacher from its grants, as it now does for the Elementary Teacher. If we secure this immediately after this war, we should congratulate ourselves. Mr. S. K. Yegnanarayana Iyer once said "Let each teacher's family keep a cow, take in boarders and so on". I forget that picture of self-sufficient prosperity based certainly on ancient ideals, but some of you may recollect it. The material problem of individuals are not going to change radically in this country after the war and

we know that money, in a sense, is everything. "Put money in thy purse" I say.

Our educational work, as such, will probably change in several respects. We must have far more vocational education than now. That is absolutely certain. So each vigorous teacher must attempt to pick up some extra side of teaching and training which will bring him more credit and success of the kind. I think that though specialists of all kinds will spring up, there will be a real need for those who are not so vain as to despise useful knowledge and knack of various kinds, the qualifications of a "Jack of all trades" if you like. And then there is the great department of Physical Education for which every able-bodied teacher must fit himself. There is before me always the vision of the teacher in the post-war world becoming somehow, eager, young, competent, many-sided and of the Community duly recognising his work. And I suggest that teachers should now take up novel-reading, the study of psychology and of biology and the study of the country's industries and handicrafts for their own personal improvement. In England the Conservatives are attempting to re-introduce religion in schools in an obtrusive way. I hope we shan't do that. I think teachers should forthwith read a great many of H. G. Wells's books as a means of re-equipping themselves for life.

Now for a word on the personal life, possibly on character. We see some of the best teachers taking to religious exercises. It is a good thing, if religion would just make us fearless:—

"विद्वत्तमो वीरभयः पुण्यध्वजकीर्तिनः"

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By whatever means you like, get a little courage, a little confidence and the post-war world can have no terrors for you.

You may ask, "Is this all a man has to say from his thirty years' life as a teacher" to the men whose lot to-day is unenviable?" My brothers, I know of your troubles; I have fought the good fight myself (My head is bloody, but unbowed); I know what carking care overtakes the teacher who falls ill or is about to retire and has a large family on his hands; I know the pitilessness of managers and their general unworthiness; I know the ignorance of the political leaders where fundamentals are concerned. Still we have to fight our battle ourselves. The individual must achieve fitness, uniqueness that is the very purpose of education, the thing we are trying to impart to others. There is one thing I may venture to say for all my lack of experience of the matter. Give your women-folk and your children more work, more intelligent duties, more material occupations. Take a lesson from the common people who know the value of each one working that he may deserve to eat (you know Gandhi has exalted this into a sacred principle.) Shed this dependency on others, this listlessness born of fear for the morrow (while that should really induce activity) and everything will be well, as well as may be. And finally, if you like, study Communism. "We are all socialists now." The post-war world will accentuate it.

But never cease to agitate. Remember what Dadhabai Naoroji said "Agitate, Agitate, Agitate." "The Goal is thine." The lives of some of the old English Labour Leaders furnish precious lessons for teachers. Mrs. Besant as a politician was another exemplar of agitation, though some of her agitation belonged to her as one of the sex (yet she was a very great woman).

"She was active, stirring, all fire.....
 Could not rest, could not tire.....
 To a stone she might have given life..."

I like this picture (Browning's THE FLIGHT OF THE DUCHESS) and I would like that to be the picture of a teacher in the post-war world.

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THE WHITE PAPER ON POST-WAR EDUCATIONAL REFORM IN ENGLAND

By

K. S. VAKIL, *Bombay.*

The White Paper on Education issued recently by the Board of Education in England envisages the following reforms:—

(i) Nursery schools to be provided, wherever the existing facilities for the training (especially in good habits and physique) of children below the compulsory school age, which begins at 5, are inadequate.

(ii) The school-leaving age is to be raised, without exception, to 15; provision is to be made for a later raising to 16.

(iii) Elementary school education (primary education) is to cease at the age of 11 or 12. Properly designed and adequately equipped elementary schools are to be provided as soon as possible, with a reduction in the size of their classes and with improvements in the recruiting and training of teachers.

(iv) The present Special Place Examination for entry into secondary schools is to be abolished. All children at the age of 11 or 12 will be classified and then pass to one of three main types of secondary school—grammar, modern and technical, not necessarily established in separate buildings, today known as grammar, senior, and junior technical schools, etc. The classification of the children will be based not on any competitive examination, but on assessment of their individual aptitudes, "largely by such means as school records, supplemented, if necessary, by intelligence tests, due regard being had to their parents' wishes and the careers they have in mind." Revision of this classification, where in any individual it has proved unsatisfactory, is to be undertaken at the age of 13 or even later. In all secondary schools fees are to be abolished. Boarding schools are to be established for a certain proportion of students.

(v) From 15 to 18 part-time education is to be compulsory for those not receiving full-time education. The term 'continuation school' is to be replaced by 'young people's college.' If officially approved, a works school can fulfil this function. In rural districts, where attendance is impracticable, short, continuous residential courses, in what at other times are used as school and holiday camps, may be substituted. The hours of compulsory attendance at the young people's college will be, initially only, at least one day a week. The curriculum will be essentially different from that at the secondary school. The building will also

serve all kinds of cultural and recreative activities outside the hours of compulsory school attendance.

(vi) Religious instruction is to be more fully recognized as an essential element of education, the old established rights of parental conscience remaining inviolate.

(vii) Present-day facilities are to be improved, for enabling poor students to proceed to the universities.

(viii) Voluntary schools are to be so re-organized as to play a satisfactory part in the proposed developments.

(ix) Wider opportunities must be provided for suitable adult education, including the establishment of a number of educational colleges and instruction in a wide range of non-vocational and cultural subjects. The need is stressed "for the further development of technical, commercial and art education, and the need to create a more extensive and flexible system of cultural and recreative provision for adolescents and adults." "Industry and commerce should review their arrangements for training, and should co-operate in associating the technical colleges and art schools more fully with the industrial and commercial life of the country."

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ERRORS, DEFECTS AND DEFICIENCIES IN THE STUDY OF HIGH SCHOOL ALGEBRA

By

S. BALAKRISHNA AIYAR

Retd. Vice-Principal, Teachers' College, Saidapet.

T. PROBLEMS IN ALGEBRA

T-1. ERRORS

(1) *Meanings and interpretations*

Mis-interpretation of meanings, situations and relations is intimately responsible for failure to choose and employ the relevant algebraic technique (e.g. use of formulae).

(2) *Errors in framing the equation*

(i) *Using letters without stating the entities for which they stand.*

(ii) *Omission of denominations.*

e.g. Let x be the breadth of the field.

(iii) *Mix up of denominations.*

e.g. $\frac{18}{x} - 3.6 \text{ inches} = \frac{18}{x+3} \text{ feet.}$

(iv) *Mix up of the abstract and the concrete.*

e.g. Rs. $3+x = \text{Rs. } 7$. $\frac{5}{2}x + \frac{1}{4}(212-x) = \text{Rs. } 21-2-0$. Rs. $x + 7 \text{ as.} = 100 \text{ pies}$, whence $x+7=100$. $x+2x+3x = \text{Rs. } 57-13-9$, whence $6x=11109$.

(v) *Absurd, meaningless assumptions.*

e.g. Let the doctor be x and the bottle y , let the coffee be c and the sugar s .

(vi) *Errors in relations of magnitude.*

e.g. $\frac{1}{x+6} - \frac{3}{40} = \frac{1}{x}$ (in a time and distance problem).

(vii) *Errors in linking up expressions derived from independent sets of data.*

The relations and values are wrongly read. One or more items of data are missed.

(3) *Failure to frame a sufficient number of equations*

(4) *Solutions :—*

(i) *Errors in setting down the answer.*

e.g. $x = 120 \text{ feet}$, a cow = Rs. 40,

(ii) *Leaving the solution uninterpreted* in terms of the problem proposed.

(iii) *Untenable solutions.*

Pupils do not scrutinize the answers to test suitability, as for example, fractional values for number of men, negative values for distances.

5) *Equations correctly framed, but left unsolved*

(6) *Going beyond requirements*

e.g. giving the complete solution when only required to frame equations.

T-2. DEFECTS AND DEFICIENCIES

(1) *Tyranny of 'x'*

Pupils straightaway start putting down "Let $x = \dots$ ". They do not see the advantages of using suggestive symbolism, e.g. using l for length, v for volume.

(2) *Needless multiplication of the number of equations*

Pupils assume two unknowns where one would have sufficed, with the other expressible in terms of the first.

(3) *Inability to express conditions of a problem in symbolic form*

(4) *Inability to supply problematic situations* and problems the solution of which can be effected by the employment of particular algebraic forms, relations and processes.

Note.—The above classifications of errors, defects and deficiencies have been confined to those that refer directly to the solution of problems by algebraic methods. A large number of errors, etc., are of a wider significance and belong to the investigation of problems in general and find a place in a comprehensive treatment of the topic, as for example, the technique of problem solving, computation methods, generalised skill, etc.

U. GRAPHS IN ALGEBRA

U I. Preliminary Stage

U I-1. ERRORS

(1) *Non-specification or non-indication of the origin*

(2) *Inconvenient positions for the origin*

e.g. Too near the top or right hand edge of the graph paper when large positive coordinates occur, and too near the bottom or left hand edge when large negative values occur.

(3) *Absence of any indication of coordinate axes themselves*

(4) *Errors in respect of general principles of plotting*

e.g. Wrong order of quadrants and their names; interchange of coordinates, Errors of signs,

U I-2. DEFECTS AND DEFICIENCIES

(1) *Failure to mark the axes thicker* than the coordinate (section) lines

(2) *Unhelpful scales*

e.g. The scales chosen are too large or too small.

(3) *Non-indication of chosen scales* separately in a conspicuous position

(4) *Failure to mark off scale values* on the axes and to number them

(5) *Marking only the data coordinates* on the axes

(6) *Plotted points not well marked* by small fine crosses or cross strokes across coordinate lines

(7) *Failure to enter the coordinates* (where desirable) close to the corresponding points

(8) *Working with inaccurate graph paper, non-straight rulers, blunt pencil, fountain pens, inferior eraser, etc.*

(9) *Not marking the coordinate lines of answer-points* by dotted lines

(10) *Slovenly work and general carelessness*

U II. Linear Functions and Simple Equations

U II-1. ERRORS

(1) *Mistakes in respect of shape of graph*
e.g. Broken (discontinuous) lines and even curves as graphs of linear functions.

(2) *Erroneous notions*

(i) That the linear graph should always pass through the origin.

(ii) That a linear equation graph should contain two variables.

e.g. To find the point common to $x+4=0$, $y-3=0$, pupils draw the graphs of $y=x+4$, $x=y-3$.

(3) *Faulty technique*

e.g. Taking a pair of too-closely situated points to determine a straight line.

(4) *Omission to set down solutions separately*

Pupils mark the answers close to the corresponding points, or on the axes.

(5) *Incomplete graphs*

e.g. The graph of $F = \frac{9}{5}C + 32$ drawn for positive values of C only.

U II-2. DEFECTS AND DEFICIENCIES

(1) *Inability—*

(i) to interpret $x=0$, $x=a$, $y=0$, $y=b$, graphically;

- (ii) to state the equations of the coordinate axes;
- (iii) to give by inspection of the equation the intercepts on the axes;
- (iv) to derive the graph of $y = mx + c$ from that of $y = mx$ and *vice versa*.

(2) *Ignorance of meanings*

e.g. Of slope, m , c , intercepts on the axes. For intercept on y -axis, the point (by name) where the graph cuts it is given. "The graph cuts the axis at -10 " is another type.

(3) *Tabulation of values*

e.g. Inconvenient values leading to approximations and points slightly out of position. For example, not taking $x =$ multiples of 7.5 to draw $y = \frac{x}{7.5} - 2$.

(4) *Experimental laws*

e.g. Failure to draw a straight line *evenly* through the region of the plotted points whose coordinates have been obtained experimentally or collected from observations. Consequent inability to determine correctly the constants m and c involved (standard form being $y = mx + c$).

U III. Simultaneous Equations

U III-1. ERRORS

(1) *Meanings*

e.g. Pupils draw two graphs for a pair of simultaneous equations *in separate places*, getting no intersections. This shows that the meaning of *simultaneous* has not been understood.

(2) *Dodging the issue consciously or otherwise*

e.g. Pupils draw the lines so as to pass through the answer-point otherwise determined, instead of drawing the lines based upon points obtained independently of the answer point.

(3) *Answers:—*

- (i) Roots wrongly read;
- (ii) Reading x -values only, leaving out the y -values, or *vice versa*;
- (iii) Readings short of desired degrees of accuracy;
- (iv) Coordinates of the intersections read, but not connected with the solution of the given equations.

U III-2. DEFECTS AND DEFICIENCIES

(1) See relevant remarks in the preceding section.

(2) *Absence of differentiating devices*

e.g. Omission to write down the equation alongside its graph. Omission to use mechanical devices like dotted and continuous lines, coloured lines, etc.

U IV. Quadratic Expressions and Equations

U IV-1. ERRORS

(1) *Errors in fundamentals*

e.g. The graph of $2x^2 + 9x - 10$ consists of two parts, a parabola and a straight line. The graph of $2x^2 - x - 15$ is a pair of straight lines for $x - 3$ and $2x + 5$, which are the factors of the expression.

From an Examiner's report: "Instead of drawing the graph of $3 - 4x - 4x^2$ (for investigating turning values), some draw those of $4x^2$ and $3 - 4x$ which will only help to find out the roots, but would be useless for doing the remaining part of the question."

(2) *Incomplete graphs*

e.g. Pupils set up limits for the range of tabulation arbitrarily and fail to get parts needed for the answer.

(3) *Incorrect graphs:—*

- (i) Broken lines joining successive pairs of points.
- (ii) Graphs not passing evenly and smoothly through the plotted points.
- (iii) Plotting points at long intervals and joining them at random without any reference to continuity and even flow.

From an examiner's report: "There is a deplorable ignorance of the shape of the quadratic curve, which is drawn in all sorts of fanciful shapes in a happy-go-lucky manner."

(iv) *Distortions and visual exaggerations due to unsuitable scales.*

e.g. Failure to choose a smaller scale for a rapidly changing variable and a larger one for a slowly changing variable.

From an examiner's report: "Too small a scale gave rise to a curve shrivelled up about the origin and unfit for drawing conclusions from it." Difficulties in respect of interpolation.

"Pupils do not seem to know when the same unit must be taken for both the axes and when they may with advantage take different units."

(v) *Getting parts of the curve near the turning point out of shape and position.*

This is due to failure to plot a sufficient number of close points in such a neighbourhood. Of course maximum or minimum value read from such a graph is wrong.

(4) *Miscellaneous errors*

e.g. Graph of $x^2 + 4x - 16$ same as that of $x^2 + 4x - 12$ *pulled up* 4 units. Errors in the limiting values separating the positive and negative ranges of values of the function.

U IV—2. DEFECTS AND DEFICIENCIES

- (1) *Inability* to develop any quadratic curve from those of $y = x^2$, $y = ax^2$.
- (2) *Camouflage, unjustifiable reading*
e.g. $\sqrt{2} = 1.414$ (three decimal digits) read from the square root curve.

U V. Errors, etc. common to graphical work
discussed in the above Sections

- (1) Absence of checking graphical results analytically and *vice versa*.
- (2) Tabulation of values on the question paper (in an examination).
- (3) Graph far removed from corresponding analytical work.
- (4) Inability to appreciate limitations of graphic methods.
- (5) Slovenly work.
- (6) Computational errors in tabulation of corresponding values.
- (7) Incapacity to frame a coherent, comprehensive mental picture of a situation and to indicate the same by a neat sketch.
- (8) Writing the answers on the back of the graph sheet, or at some other place far removed from the graph.
- (9) Leaving the graph sheet loose without attaching it to the main answer book and without the register number on it.

V. CONSTRUCTIVE SUGGESTIONS

- (a) A few suggestions for the improvement of Algebra teaching are appended. As in the case of Geometry [Pages 133 to 136, the **Teaching**, March, 1942] they are very brief, often in the shape of catch words. These suggestions will be found to run parallel to a great extent to the sequence followed in the body of the paper.
- (b) *General remarks*
 - (i) Teacher to realize that the value of Algebra is chiefly cultural to the general student (the algebra of ideas) and a technical preparation to the specialist in mathematics and to the student of other sciences (algebra of specialised skills and technique).
 - (ii) With the above end in view, he is to organise the differentiation of curriculum, collect instructional material and develop procedures.
 - (iii) Suggestion for a two-year course in Algebra:—
 - (a) A rapid survey of fundamentals in a general course during the first year, followed by (b) a more intensive course re-covering the old ground and extending and rounding off the whole course as an organic unity.

(c) *Nature of Algebra*

- (i) Algebra to be developed as generalised arithmetic in the first instance. The transition to be evolved with special care. The relation to Arithmetic and the expansion beyond it to be exhibited in parallel columns, for comparison and contrast.
- (ii) Discussion with the pupils of the scope, place and usefulness of algebra as a powerful tool in quantitative studies. Motivation based on understanding.
- (iii) Pupils to realize progressively that Algebra passes beyond Arithmetic, when they come to extensions of the number system, form and arrangement, transformations, functionality and equations.

(d) *Basic notions and definitions. Symbolism*

- (i) Development of ideas from a foundation of the rich experiences in Arithmetic, before attempting their definitions and the use of symbols.
- (ii) Liberal employment of oral work in teaching, testing, strengthening, extending and refining the ideas and concepts.
- (iii) Appreciation of symbolism as an economiser of space, time, labour and thought.
- (iv) Practice in interconversion of symbolic statements, verbal statements and diagrams.
- (v) Understanding of the conventional aspect of symbols. Limitations and cautions.

(e) *Operations and Computations*

- (i) Graduated presentation to suit individual needs, tastes and capacities.
- (ii) Mastery of language forms suggesting particular operations.
- (iii) Avoidance of indiscriminate practice and drill.
- (iv) Mechanical operations to give place to meaningful rationalized procedure.
- (v) Appreciation of the nature and scope of induction and deduction.
- (vi) Habit of systematic procedure to be cultivated. Limited use of scrap-paper.

(f) *Study of Form and Presentation*

- (i) Motivation: reduction of expressions useful and necessary for facility in computation.
- (ii) Training in recognition of form. Standard forms, their progressive evolution.

- (iii) Training in systematic logical presentation.
- (iv) Short and elegant methods to gradually replace round about processes.
- (v) Systematic training in the technique of factorization and identities and transformations. Proof *v.* verification.
- (vi) Cultivation of the algebraic sense. Identification of fields for the application of algebraic technique.
- (g) *Function Concept*
 - (i) To be developed not as a topic, but as a unifying central principle.
 - (ii) Fostering of functional thinking (*i.e.*, thinking in terms of relations).
 - (iii) Appreciation of the relative merits of the different ways of expressing functional relationships.
- (h) *Formulae*
 - (i) Evolution of formulæ by inductive methods.
 - (ii) Comparative study of formula, equation and identity.
 - (iii) Insight into the kind and degree of relationships pictured by formulae.
 - (iv) Practice in reading the face values of the symbols. Reading between the lines. Formula as a rule (indicator of procedure), as a clue for further work (research), as a grand generalization (unifying aspect), as a picture (visual help and appeal).
 - (v) Practice in changing subject of formula. Translation into verbal and graphic forms, and *vice versa*.
- (i) *Equation*
 - (i) Appreciation that the equation is another vital factor in algebraic armoury. Inexhaustible possibilities.
 - (ii) Training in solution technique.
 - (iii) Meaning, scope and application of axioms. Intuition *v.* logic.
- (j) *Problems*
 - (i) Use of real, genuine problems from life and science.
 - (ii) Reducing problems manufactured to suit special techniques. Technique for problems and not problems for technique.
 - (iii) Specific training in expressing conditions of a problem in equation form.
 - (iv) Avoidance of pedantic equational treatment in season and out of season.
 - (v) Training in the technique of problem solving—analysis, planning, execution and verification.

- (vi) Avoiding doing problems for problems' sake.
- (vii) Employment of problems requiring general solutions.
- (viii) Grading and grouping of problems.
- (k) *Graphs*
 - (i) Appreciation of graph as a method and a tool in quantitative work.
 - (ii) Avoidance of extremes of overdoing and inadequacy.
 - (iii) Training to construct as well as to read.
- (l) *Tests*
 - (i) Liberal and systematic employment of tests for diagnosis—
 - Flashcard tests
 - Matching tests
 - Completion tests
 - Selection tests
 - Classification exercises
 - True-false tests.
 - (ii) Special tests for special abilities, e.g., generalising ability, framing equations, detecting errors deliberately introduced and announced, capacity to show by rough sketches the lie of graphs, discovering gaps, omissions, and filling up.
 - (iii) Planned remedial work.
- (m) *Miscellaneous*
 - (i) Plenty of mental and oral work.
 - (ii) Preparation of charts and ideograms.
 - (iii) Cooperative work: Collection of data, of situations for illustrating special techniques and for furnishing fields for application.
 - (iv) Effective and intelligent correlation of algebra with arithmetic, geometry and the sciences.
 - (v) Frequent reviews and summaries.
 - (vi) Preparation of a pupil's handbook of facts, rules, laws, principles and processes, with hints and suggestions and cautions against errors.
 - (vii) Preparation and maintenance of a Teacher's Record—*Vide Teaching*: March 1942, page 136.

S. BALAKRISHNA AIYAR,

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2. BASIC ENGLISH

By

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Principal, St. Joseph's High School, Chingleput.

In my last article I spoke of the need for English as an international language and of its special qualifications not only as the administrative language of five hundred millions of people or about a quarter of the population of the globe, and the cultural and business language of a great number of them and of many foreigners besides, but also as a language which by its very nature provided a part of itself as a complete medium of expression, easily acquired, easily mastered and fully able to do the work required of it. This medium is Basic English.

Mr. C. K. Ogden studied Bentham, on whose *Theory of Fictions* he wrote a book in 1932. Before that, in collaboration with Dr. I. A. Richards, he was engaged in translating a number of Americanisms into English for the International Library of Psychology. In the course of his research he made several discoveries :

(1) the relations used in definitions may be reduced to a very small number.

(2) the analysis of verbs reduces the words necessary to describe action to a very small number.

(3) new formations are due to analogy.

English is a 'living' language; as it were, continually being nourished, growing and giving off new shoots, and adapting itself to a constantly changing environment.

Ogden and Richards soon developed a new science called *Semantics*, the science of meaning, in their book "*The Meaning of Meaning*", published in 1923. The new science has been adopted as a subject of study by all progressive universities throughout the world. In the course of their analysis of the meanings of words, they discovered that all the words of the language could well be expressed in terms of a few, which can all be printed on one side of a small sheet of paper. The main points (given by Ogden) which made this reduction possible were :

(1) **The elimination of the verb.** He found that "a verb is primarily a symbolic device for telescoping an operation and an object or a direction ('enter' for 'go in'). Sometimes an operator, a directive, and a name are thus telescoped, as in the odd word 'disembark' (*get off a ship*)". The fundamental physical operations are covered by ten simple verbs called 'operators'; *come, go, give, get, keep, put, take, make, let* and *seem*; together with three more 'auxiliary-operators': *be, do* and *have*;

these operators represent "the simplest and most familiar actions of every day life in so far as they are performed by one thing on another, or by one human organism as a whole on some other thing." In Basic three other verbs are used: *see, say* and *send* (also called 'operators'). These are "analogical extras, included in the vocabulary to lend facility to communication and to provide a useful link between the operators and the verb-system proper." We have also two auxiliaries proper; *may* and *will*. *Will* is a pure auxiliary to indicate the time of action. *May*, however, is used to indicate **possibility**, and derivatively to indicate **permission**. The subjunctive and exclamatory uses of *may* are avoided. The sixteen operators are conjugated in full. The two auxiliaries have their past forms. *Do* is used in negative and interrogative sentences and as a substitute for another operator to save repetition.

(2) **The analysis of the ten main operators and twenty spatial 'directives'.** Always from the original fundamental sense the other senses arise. These directives are: *at, from, to, after, before, through, between, under, over, by, with, against, across, among, about, down, up, on, off, and in*. Extension and metaphor help to signify other than the directional relations of space. Frequently fictional analogy, through the use of a directive in a phrase in which a fiction occurs, does this, e.g., *Thoughts come into the mind, Get at the details*.

(3) **The use of Panoptic Conjugation in systematic definition.** This is an objective device not only useful for analysing a meaning but also and chiefly used for eliminating unnecessary words (*Panoptic*=seen at a glance). Roughly the system is as follows: a chart (*Panopticon*) is drawn with a small circle and a number of lines radiating from it to a larger concentric circle. Each ray represents a relationship: of time, space, magnitude, etc. The accepted word is written within the small circle and another word, somehow related to it, is placed on the outer circle at the end of the appropriate ray according to the relationship between the two words. We express the relationship in words along the joining line. If the word in the inner circle together with the words of relationship express the word at the end of the ray, the latter is thereby analysed and can be replaced by the substitute phrase. For Basic English the rule is: if the new word can be expressed in terms of the given word at the centre and not more than nine other words of relationship, then it may be eliminated.

Thus in the Basic system a definite meaning is assigned to "*necessary*" and "*unnecessary*" with regard to a word. Necessity has reference to expressive power and utility in definition. Actually, however not all words which might be discarded are in fact eliminated. Several other considerations are taken into account when deciding whether a word is to be retained or eliminated. A word is retained in spite of its being rejected by the Panopticon :

(1) If the use of the substitute-phrase turns out to be very awkward;

or (2) If the word is *very* frequently required ;

or (3) If it forms many other useful words ;

or (4) If it will substitute one of two words, which have the same sound but different senses. (This is in order not to confuse the learner.)

(4) The projectional interpretation of emotional adjectives.

(5) The development of Bentham's theory of fictions in the treatment of metaphor.

When I first glanced through Mr. Ogden's "*The A B C of Basic English*" about ten years ago, and recognised that it was a scientific system, I made the following analogy for myself. Chemists have obtained about 92 elements into which all known substances can be analysed ; and conversely, from them all other substances can again (at least theoretically) be synthesized ; indeed, unheard of compounds can be made up. If then, I said to myself, all the words (symbols of concepts) can be analysed into about 850 elemental words, surely we can synthesize these again into all the other words. In this case we are wholly in the ideal plane ; the analysis and synthesis are of concepts and are mental operations and in this plane certainly *the whole is equal to the sum of its parts* ; a different case altogether from that in which we deal with concrete objects in the physical or the biological or the human plane. Moreover, the elemental words (representing fundamental ideas) are a stable lot, and the list is not liable to be altered. Again, the list will be a most useful one for analysing my own thoughts and so will aid me in precision of expression, and provide me with a stimulating mental exercise, as engrossing as solving a rider in Geometry. I found that Basic was all this and more. And when it fell to my lot to teach English in an Indian School, my interest in Basic increased in proportion to my disgust with the results of accepted methods ; so much so that I got the Basic Way to English introduced in the school under my care as soon as I could possibly manage it.

Let us go on now to see how the 850 words of Basic could do so much.

(1) Many verbs are only directed acts, i.e., they can be analysed into the names of an act and a direction. (*Enter*=go in). The first ten operators combined with the 20 directives give us the equivalent of 200 (20×10) simple English 'verbs'. Again, each combination has a large number of variations of meaning. Thus *put* (something) *in* can be the equivalent of *insert*, *interject*, *sow*, *infuse*, *file*, *install*, *render* etc., according as the something is e.g., a key, a word, seed, tea, a request, things, an account etc. Each of these words has a special narrow use ; but *put* and *in* are most extensive in their use. It must be noted that the special sense taken on by the combination arises from the context. This must be borne in mind. In fact no word in a language gives a significance except in a context, just as no concrete thing in this world is intelligible except in its environment.

If then we have, say, 20 variations for each combination then the 200 combinations will take the place of 4000 (20×200) English verbs.

(2) A large number of English verbs are reducible to the combination of an operator with another word in the Basic list, e.g., to pull = give a pull ; to fatigue = to make tired ; to butter = to put butter on etc.

(3) Basic English admits of the use of idioms. An idiom is, properly speaking, a combination of simple words with a special meaning not clearly derived from the root meanings of the single words. Idioms have made English complex and difficult to the foreigner, and in this respect it is getting more and more so. In order to restrict the number of idioms so that the Basic learner will not have a great burden to bear, only 50 idioms have been accepted in Basic. Basic literature makes use of these only, so that those who take Basic as an end in itself without desiring to proceed further will not be confounded by what they read. The Basic idioms have been selected for their usefulness or expressive power. Thus "take into account" can be substituted for 'consider', 'realize', 'deal with', 'allow for', 'reckon with', 'pay attention to' etc.

(4) Extension in meaning of a word by a figure of speech is admitted in Basic, but only if the extension is simple, easily understood, and related to the root-sense of the word, and convenient. Thus we can always recognise a fiction as such. Such extensions, even those involving fictional analogies, will offer no special difficulty to the foreigner. (Cf. *into* in the sentence "Thoughts came into my mind.")

(5) One part of speech may be used for another. But we do not create verbs in this manner. Verbs in English are the most difficult to master : many are irregular in their variable forms, many have different uses according to the prepositions that follow them or according to their use transitively or intransitively, or with an active or a passive sense, etc., and no rules can be given to cover these vagaries. The 16 verbs of Basic and the two auxiliaries are all we would burden the learner with, until he reaches the transition stage to higher English. All of the English irregular verbs are very common ones. Basic, based on word-elimination, is fortunately not constrained to present the whole lot to the learner.

(6) A specialised **additional** meaning may be accepted of any Basic word, e.g., "account" for a bill, 'judge' for a legal judge, and so on.

(7) In Basic we may make use of compound-words, formed by joining together any two words as in simple standard English.

(8) Three terminal formations are accepted which increase the vocabulary very much. To many of the nouns (such as admit them in Standard English) may be added any of the endings *-er*, *-ing*, and *-ed*. The words ending in *-ing* and *-ed* are used adjectivally like the *Quartermaster*, while the noun ending in *-er* gives the doer of the action named by the word, and the *-ing* form used as a noun denotes the operation itself.

A few "unnecessary" words were added to make the system fluent and easy to work with, e.g., *where* (in which place), *when* (at which time),

why (for which reason), etc. Thus the 850 words are not all necessary, but have been selected in order to produce a complete medium of English expression enough to serve both as an International language as well as a basis on which to build up a sound knowledge of higher English.

The Structure of Basic

(i) The Basic words are the most useful for defining purposes since they express the most elemental ideas.

(ii) They are the most inclusive in meaning. One Basic word or expression is the equivalent of several English words, each of which can be used for only a specific purpose.

(iii) The Basic words are the most simple. 600 are used by a normal English child of six; and most of the words are used in everyday speech. (No Englishman in ordinary conversation uses the words: 'declare', 'assert' etc. Pedantry and snobbery are at a discount, and are not likely to be at par again.)

(iv) The Basic words are incidentally almost wholly Anglo-Saxon. The simple Anglo-Saxon words form the backbone of English, and we cannot do without most of them. Even "Americanisms" turn out to be analysis of concepts into simple words, mostly Anglo-Saxon. (This is remarkable in a country with such a mixed population.) From the point of view of literary style this is a great advantage. Basic is conducive to simplicity and sincerity combined with clarity and conciseness. The Basic speaker will say what he means and mean what he says. Another point is that the skill of an artist is more admirable, the simpler and fewer in number his tools are. He would thus show his command over his technique and his ability to get the most out of his materials. When the speeches of Mr. Churchill are compared with those of Burke, Pitt, Sheridan and others of the Golden Age of Oratory, our meaning will become very much clearer. It is no wonder then that not only scientific men but also literary men have voted for Basic: Haldane, Wickham Steed, Wells, Shaw and a host of others.

(v) The Basic words, obtained by scientific elimination, form a complete medium of expression, as we have seen. The list is the maximum necessary and the minimum sufficient for complete expression.

(vi) The Basic words are the closest to reality, i.e., whether names of operations or acts or things or qualities or spatial directions, they are such that their root meanings can be easily explained and grasped by gestures, by direct indication, etc., 200 of the 600 nouns are 'pictured' or visualisable. Several of the remaining (e.g., animal, iron, etc.) being representative of a class or substance, can be understood by pointing out to individual specimens. 100 of the 150 Qualifiers (adjectives) are in pairs of opposites. Besides the 600 nouns and 150 Qualifiers we have 100 miscellaneous words made up of Operators, Auxiliaries, Directives, Pronouns, Articles, Conjunctions, Interrogative Adverbs, Adverbs of place, time and

degree, names of the four main points of the compass, "Please" and "Yes".

(vii) In the matter of pronunciation Basic words give the learner no difficulty. A large majority (513) are words of one syllable. Of the rest in general the rule of stressing the penultimate (last but one) syllable holds. The remaining few can be learnt separately (When spelling reforms come into English, then another great source of difficulty will have been removed.) The inventors of Basic have had gramophone records made to guide the learner in correct pronunciation.

(viii) By the use of the General Basic English Dictionary, the Basic speaker will be able to understand communications written to him in higher English, and read intelligently English works. It will even help him to get on by himself and advance to higher English without a teacher.

(In this connection one must have a proper notion of the use of a dictionary. If one attempts to make a word-for-word translation from one language to another, or even from ordinary English into ordinary English, he will land up in absurdities. Any word has its sense in relation to the others among which it occurs, i.e., when taken in its context; and the meaning of the whole as a whole must be got out of them.)

(ix) In the matter of word-order, Basic uses Normal Prose Order. English has a most natural and logical sentence-pattern. Unnecessary complex inversions are avoided in Basic. Two or three sample sentences illustrate word-order perfectly. Slight variations from this order for various reasons will not offer any special difficulty. However, as words take their senses from their arrangement, correct word-order is important.

(x) Basic avoids subtleties, e.g., in the use of 'will' and 'shall,' with the confidence that the average Englishman is himself not a "stickler" for niceties of grammar, and is ready to accept a great deal as correct. We must also distinguish between what is fundamental and what is not fundamental to grammar. "Will" is used for the formation of the simple future tense, and "would" is taken as its past form to be used in a clause subordinate to a clause in the past tense. Determination is expressed by emphasis or by a substitute phrase. Propriety or fitness, plan and the subjunctive future are replaced by substitute phrases: 'You should do your best' by 'It is right for you to do your best,' 'The order was that I should go,' by 'The order was that to go,' or 'The order was for me to go,' or 'My order was to go' etc. 'If he should come' by 'If he came.' The subjunctive mood is altogether left out in Basic, according to the present tendency in ordinary English. The exclamatory use of 'may' can easily be avoided. The genius of this language is its remarkable tendency towards greater and greater simplicity, regularity and uniformity. "The gain in clearness and simplicity," says Jespersen, "has been enormous." 'The' is used only as the definite article. Its generic use, as in 'The horse is a great help to man,' is found to be unnecessary, and easily avoided by using the noun in the plural. To

teach Indian pupils the use of the articles is already a tremendous task for the teacher, without the intrusion of a special kind of usage.

(xi) The plurals of the Basic nouns are the **English formations**. The general rule is to add 's'; in some cases '-es,' (for nouns ending in *s*, *x*, *sh*, *ch* or *o*. When a noun ends in *y* preceded by a consonant, the *y* is changed to *i* and *es* is added.) The few exceptions can be learnt. (*feet, teeth, men, women; knives, leaves, selves*)

(xiii) The rule for the formation of adverbs of manner is to add 'ly' to a qualifier. By analogy we have, also 'possibly,' 'probably,' and 'certainly.' Adverbs of direction retain the same form as the adjective.

(xiii) **Degrees of comparison** are formed by 'more' and 'most.' Basic also admits the '-er' and '-est' endings. The few irregular formations have to be learnt. Questions are formed by an 'inversion' and the use of the auxiliary 'do' when necessary, as in Standard English.

(xiv) **The operators conjugate in full.** Pronouns also have their full declensions. It is good for the Basic learner to have the conjugations and declensions in tabular forms for frequent use at the start. The nature and use of the operators and auxiliaries have been given above. (Under the heading "The Elimination of the Verb.")

(xv) Words for measurement, numerals and ordinals, currency, calendar words and international terms are in their standard English forms.

It must be noted that Basic is both a stepping-stone to higher English as well as an end in itself for those whose requirements would be satisfied with a simple international language for utilitarian purposes. In either case it does not mean that the Basic speaker is prohibited the use of a non-Basic word. This would go against the spirit of Basic. If a learner knows a word and has mastered its use, so much the better. If, however, Basic literature confines itself to the use of the Basic words and expressions only, it is for the sake of uniformity and definiteness, and because the reader is expected to know *at least* these. A great deal of work is being done in order to provide books in Basic on all subjects: story books, and knowledge books; and if the War had not interrupted it, the work would have been well advanced by this. Each special subject of study has its own 'jargon': technical words and expressions. These have to be used to avoid frequent repetitions of the lengthier phrases, but they are all explained firstly in Basic words.

There are no circumlocutions in Basic, as has been asserted by those who persist in their hostility to it. Such circumlocutions may arise from a word-for-word translation of an English word or phrase with the help of the Basic Dictionary. But this is a mis-use of a dictionary. The equivalent Basic expression is often more concise and elegant than the original.

In the above I have given a short history of Basic and shown how it arose from the nature of English itself. I have also explained how the

Basic list of words does the work of a vast vocabulary; and I have outlined the structure of Basic. Those interested in the subject cannot do better for the start than go through the two books of Mr. C. K. Ogden: "*The ABC of Basic English*" and "*Basic English*", as well as that of Mr. Adolph Myers: "*Basic and the Teaching of English in India.*" We hope that we have so far given the reader a glimpse of Basic, sufficient at least to remove any misconceptions he may have had of it. In my next article I propose to deal with "The Basic Way to English."

Take Time for Everything :

Take time to work.

It is the price of success.

Take time to think.

It is the source of power.

Take time to play.

It is the secret of perpetual youth.

Take time to read.

It is the foundation of wisdom.

Take time to be friendly.

It is the road to happiness.

Take time to dream.

It is hitching your wagon to a star.

Take time to love and be loved.

It is the privilege of the gods.

Take time to look around.

It is too short a day to be selfish.

Take time to laugh.

It is the music of the soul.

—An old Irish prayer.

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EDUCATION WEEK CELEBRATIONS—1943

1. R. K. Middle School, Allur, Nellore District :

Under the auspices of our teachers' association the Education Week was celebrated. Sri Appuswamy Sreshti Garu, B.A., R.D.O., Kavali, presided over the meeting. The Tahsildar, Kovur, also attended the function. Sri M. Sundarachari, B.Sc., Assistant Headmaster of the school, Sri K. Sitarama Rao Garu, Headmaster of the Local Board Higher Ele. School and the Headmaster of this school, spoke on Post-war Education among others.

2. Madanapalle :

Under the joint auspices of all the Local Teachers Associations of schools, secondary and elementary, Government, Board and Aided, Hindu, Muslim and Christian, and the College, the 13th Education Week was celebrated from 18th October to 23rd October 1943. The main theme for consideration was "Post-war Education" in different aspects, viz., (a) Post-war Education—the kind of it, and in relation to, (b) the parents, (c) the managements, and (d) the teachers.

The following programme was observed :—

(1) Monday, 18-10-43—Opening Day.

Subject : What is the kind of education that should be given to the Indian Youth after the War ?

Speakers : Sri R. Krishna Sastry, M.A., B.L.
 „ M. V. Papanna Gupta.
 Prof. H. Sunder Rao, M.A.

President : Sri M. Govinda Pillai, B.A., B.L., District Munsif.

(2) Wednesday, 20-10-43—Parents' Day.

Subject : How Can Parents make Post-War Education successful ?

Speakers : Dr. D. Gurumurthy, M.A., Ph.D.
 Sri C. Rama Reddi, B.A., B.L.
 „ C. Venkata Sastri, B.A., L.T., Deputy Inspector.

President : „ K. Tatayya Rao Nayudu, B.A., Sub-Registrar.

(3) Friday, 22-10-43—Managements' Day.

Subject : How Can Managements make Post-war Education successful ?

Speakers : Sri R. Lakshmana Rao, B.A., B.L., Correspondent, Theosophical High School and Member, District Board.
 „ B. Subbiah, M.A., L.T. (Vakil)

President : Rev. John O. Muyskens, Correspondent, Mission Institutions.

(4) Saturday, 23-10-43—Teachers' Day.

Subject : Symposium on "How Can Teachers make Post-War Education successful ?

Speakers : Principal B. R. Kumar, M.A., (Oxon)
 Miss L. Joshua, B.A., L.T.
 Mrs. Kamala Bai Trilokekar, M.A., Lady Lecturer, N.W.E. and Member, District Board.
 Sri R. Ramachandra Rao, B.A., L.T.
 „ A. S. Venkataraman, B.A., L.T.
 Dr. D. Gurumurthy, M.A., Ph.D.
 Sri B. Sitaramiah, M.A.
 „ C. Subba Rao, B.A., B.Ed.

President : „ C. S. Trilokekar, M.A., Retired Principal.

3. The Municipal High School Teachers' Association, Villupuram :

The Education Week was declared open by Sri S. Pasupathi Mudaliar Commissioner, Villupuram, after the welcome of the guests by Sri V. Jayarama Iyer, President of the Teachers' Association.

Public Meetings.—There were three Public Meetings during the Week. On the 18th, the Opening Day, a Public Meeting was held under the Presidentship of Sri T. N. Ramanatha Iyer, G. T. S., Villupuram when Sri K. L. Palaniswami Pillai, Senior Deputy Inspector of this Taluk spoke on "Education and Post-war Society." The Second meeting was held on Thursday, the 21st under the Presidentship of Capt. Bramble, I.E. when many Physical Demonstrations were made by the pupils of the M. H. S. after which Sri G. V. Desikan, Pleader, lectured about the "Correlation between the Schoolroom and Playground." The third meeting was held on Saturday under the Presidency of Sri Anandan, Special I Class Magistrate, Villupuram. Rev. Fr. Montfort gave away the prizes to the winners in the various competitions organised during the Week.

Competitions.—(i) Essay Competitions were held separately for Higher Elementary Boys and Girls and pupil teachers of the G. T. S. on Tuesday, the 19th instant.

(ii) Elocution Competition was held separately for M. H. S. pupils and pupil teachers of the G. T. S. on Wednesday, the 20th.

(iii) Music Competitions open only for girls were held on Friday, the 22nd and

(iv) Sports Competitions were held on Friday and Saturday when the local Elementary School pupils participated. All the schools of this locality, numbering 20, were represented and almost every school got a prize. On the whole there were hundred competitors in all competing for various events and 43 prizes were given to them.

The celebrations came to a close with a social to all the teachers of the place including the Presidents and lecturers and the judges in the various competitions etc. This social was presided over by Sri N. Govindarajulu Naidu Garu, Chairman, Municipal Council, Villupuram.

An exhibition was organised and opened by Sri Anandan, Special I Class Magistrate, Villupuram.

4. Sir S. High School, Tirukattupalli :

Under the auspices of a special public Committee consisting of Teachers and parents of a range of 20 villages, with Sir Sivaswamy Aiyar High School as the central place, the XIII South Indian Education Week was celebrated with great eclat on October 19, 20 and 22 with an audience of over 1000 on each day.

Rao Saheb L. S. Parthasarathy Iyer Retd. Dt. and Session Judge hoisted the Flag and presided on the 1st day, Sri S. R. Balasubramanya Iyer, M.A., L.T., Headmaster of the High School, and Sri V. Muthuswamy Iyer, Retd. Ry. Inspector of schools on the other days.

A grand entertainment programme covering items relating to essential ideas of Social Reform, "Grow More Food Campaign," and the staging of "Baktha Kuchela," and Mass Drill (which was participated by 600 boys) was provided by the following schools:—Board Higher Elementary School, Tirukattupalli, Panchayat Board School, Palamaneri, and Sir S. High School, Tirukattupalli.

Sri S. T. Ramanuja Iyengar, Joint Secretary, S.I.T.U., Miss Lidiys Vedanayagam, Tanjore, and N. Helasyam, M.L.A., Trichy., delivered thought provoking lectures, containing among others the following thoughts on Post-War Educational Planning:— "The grant of the Children's charter, containing the cardinal rights of the child viz., to be washed, clothed, fed and educated—the need to organise heavy industrial courses of study all over the country—the right amount of attention to be paid to defective children—the immediate introduction of schemes of education of the type of Wardha Scheme and of Sargent Report."

Sir Sivaswamy Aiyar wishing success to the celebration stated in a message among other things, "*The choice of a rural area will, I trust, give the members of the Teachers' Association an opportunity of acquainting themselves with the conditions of rural life and the wants of rural areas and considering how teachers may help to improve their condition.*"

5. The National High School, Negapatam :

The National High School Masters' Association in co-operation with the Masters' Associations of the Methodist Mission High School and the Government Training School, Negapatam, celebrated the Education Week from the 18th October 1943 to the 22nd October 1943. On the first day Sri V. Guruswamy Sastri, retired headmaster, delivered an address on "The policy of S.I.T.U. towards post-war education" under the presidency of Sri K. S. Ganesa Iyer, District Judge, Negapatam. On Tuesday the 19th instant there was an Inter-School staff debate on 'The present system of Secondary Education should be totally remodelled'. The resolution was carried by an overwhelming majority. The third day being devoted to Rural Education, the Government Training school celebrated it by going round the town appealing to the parents to send their children to the school. Mr. K. S. Naidu, the Public Prosecutor, Negapatam presiding over the Parents' day at the National High School, appealed for parents' co-operation and support for getting the rights of teachers recognised by every one concerned. On Friday the 22nd instant, the boys and girls of the National High School took part in the various competitions arranged for them. Mrs. K. S. Ganesa Iyer distributed the prizes. There was a large attendance of teachers and parents on all the days.

6. P. K. Nadar's High School, Tirumangalam :

The Education week was celebrated on 21-10-43 and 22-10-43. The proceedings of the celebrations are as follows :—

1. On 21-10-43, Sri K. Balachandra Iyer, Advocate, gave an address on "Post-war Education" when Sri M. Arunachalam, M.A., L.T., the Headmaster of the institution presided.

2. On 22-10-43, the 'Parents' day was celebrated. The local Sub-Registrar, Sri P. Ponniah Kone, presided and Rev. Mr. P. Paul Raj Thomas, B.A., B.D., spoke very eloquently on the duties of parents, students and teachers. A large number of parents and all the students and teachers were present on the occasion. A variety entertainment also took place after the lecture.

Sir Sivaswami Aiyars Satabhishekam Celebration.—Thirukattupalli

The School has been celebrating the Founder's Day on the 7th February every year since 1918. On the 25th of January next, our revered Founder will be completing his 80th year and it is the earnest desire of the public of Tirukattupalli and the neighbouring villages and the old pupils of this institution that his 81st birthday (the date of his natal star of Tiruvonam) should be celebrated in a manner worthy of the occasion and the illustrious Founder.

The Celebration Committee, formed at a public meeting held in the school hall on the 22nd August last, has decided that the Celebration should take place for three days, a purse of Rs. 1008 be presented to Sir Sivaswami Aiyar, a religious function be performed at the School on the 25th January, followed by the feeding of the poor and distribution of sweets to school children, a booklet detailing his life and work be published and that, if sufficient funds are forthcoming a school hall shall be erected in commemoration of this unique function.

The public and the old pupils of this institution have nobly responded to such appeals in former years and it is the hope of the Celebration Committee that their response will be more enthusiastic and generous this time.

S. R. Balasubrahmanyam,
Headmaster & President.

V. Guruswami Sastriar,
Retd. Headmaster &
Hon. President.

N. N. Vaidyanatha Aiyar,
P. G. Rajagopalan.

Joint Secretaries.
G. Sundaram,
Treasurer.

7. The District Teachers' Guild, Coimbatore and the Nilgiris :

Under the auspices of the District Teachers' Guild, the affiliated teachers' associations of the Coimbatore Town and Peelamedu celebrated the Education Week between the 20th and 23rd October.

Mr. N. Lakshmana Mudaliar, Editor, 'KUTTURAVU' delivered a lecture on Post-War Education and Culture at the S. J. H. School, Peelamedu. Mr. R. Srinivasa Iyengar, B.A., L.T., presided over the function. The lecturer vehemently decried the militant educational system of Germany and other Fascist countries. The American system laid more emphasis on the material aspects of life, throwing to the background the spiritual; the post-war education in India must reflect the glorious culture of our country in its several aspects.

Sri K. C. Ramakrishnan, M.A., Professor of Agricultural economics delivered his address on 'Teaching and Co-operation' on the second day, at the R. S. Puram High School, Coimbatore, Sri N. Chandrasekara Iyer, M.A., of the Agricultural College, presiding. The lecturer laid emphasis on the importance of the teaching world taking an essential part in shaping the public life of the country. He deplored any attempt on the part of the authorities to fetter the freedom of teachers and thus prevent their playing a useful role in public activities. In fact, the villagers most often relied on the guidance of teachers who could do much in the field of Co-operation with such an influence. The big T.U.C.S., one of the best organised stores owed its origin to a few teachers. The consumer societies almost in every village, the stationary societies and Co-operative restaurants in big schools and colleges could be easily organised and run by the teachers to the benefit of all.

Sri M. S. Sundareswara Iyer, M.A., L.T., gave an interesting discourses on 'Women and Post-War Education' on the 3rd day, at the Brahmin Extension school with Dewan Bahadur P. S. G. Rangaswamy Naidu in the chair. The Sargent Scheme of Education for all was a welcome future of the Post-war Education and if only the public lend their unstinted support, the country could hope for a bright future. The Lecturer dwelt at length on the necessity of having a different curricula of studies for women, in as much as a very small percentage among them took up to professions like teaching or medicine.

Sri N. Srinivasachariar, M.A. of the Government College, in his address on the moral aspect of Post-War Education laid stress on the noble calling of teachers and appealed to them to have high ideals and be men of character.

8. Peelamedu :

Under the joint auspices of the Sarva Jana High School, and P. S. G. & Sons' Charity Elementary School, Peelamedu, the Education Week was celebrated with great eclat. The message issued by the President, District Teachers' Guild was issued broadcast to all the teachers on Monday the 18th October. On the 19th instant, a public function was held in the Sarva Jana High School Hall, when Mr. N. Lakshmana Mudaliar, a veteran journalist and public worker, delivered an address on "Culture and Post-War Education." The lecturer traversed a wide ground on the educational systems in Britain, America and other countries, and observed that the Sargent scheme was a landmark in the annals of Indian Education and that it is the primary duty of the Government to find out funds for working out the scheme.

Mr. R. Srinivasa Iyengar, B.A., L.T., President of the District Guild, in inaugurating the Education Week, said the element of fear should be ruled out, and our educational institutions should be "a shrine of love, a garden of freedom, and a temple of joy." It was a happy augury that the Education Week synchronised with the arrival of the sympathetic Viceroy with a progressive outlook on the social needs of India, and with the publication of the Sargent Scheme which may well be called the *Educational Magna Charta of Free India*. The policies of all Provincial Governments till now centred round five-standard schools for children up to 11 years, and so were considered inadequate or purposes of modern citizenship. It may be hoped that the future national govern-

ment would implement the well-thought-out scheme of Sargent, which provides education for every boy and girl in India.

The President, in his concluding address, referred to the opinions of Dr. Besant, Sir Surendranath Banerjee and others that India needs to be made free in order that she may deliver her message of spirituality to the world and that she must assume the cultural leadership of Asia. The renovation of culture in Europe was not an immediate possibility. Japan with her imperialistic cult, has lost her claims to culture and civilisation. Our Post-war education should aim at harmonising our cultural heritage with modern developments, and hastening India's assuming the cultural leadership of Asia, and establishing links of cultural solidarity between India and China who form a fifth of the world's population.

With vote of thanks proposed by Mr. A. M. Venkatarangam, B.A., L.T., Secretary, Teachers' Academy, the function came to a close.

9. The Board Middle School, Kaniyur, (Coimbatore Dt.):

Under the auspices of the Masters' Association a largely attended public meeting was addressed by Mr. S. Rajan, B.A., L.T., Personal Assistant to the District Educational Officer, Coimbatore, on Post-war Educational planning and reconstruction. The lecturer pleaded for a type which allows individual freedom to experiment. The need for a mass literacy campaign, a compulsory programme of free elementary education, and a technical bias in the later stages were stressed upon. Sri S. Thirumalachari, M.A., L.T. opined that future educational system shall make life worth living. The burden of curriculum must be lifted off and a diversified courses should give scope for students to learn and help the industrial growth of the country. The President, Sri K. C. Sundararajan, wound up the proceedings with the remarks that the post-war planning and organisation should commence even now as is the case with transport, industry or monetary systems.

10. The P.V.C. Board Middle School, Voyalpad:

On the 18th October a procession of all the school boys and girls went through the town at 5-30 p.m. and then there was a meeting in the Board Middle School presided over by the local Tahsildar. The school children entertained the audience with war propaganda songs, Suryanamaskars and Yoga Asans under the guidance of Sri G. Narayanaswamy and the Telugu Pandit read out some poems on the war. Sri A. Jagannatha Rao, the Deputy Inspector lectured on "Girls' Education". With a few remarks from the President the function was brought to a close.

On the second day, the children of the combined elementary school displayed kolattam, war lecture, and thandava on war propaganda. The Deputy Inspector of Schools presided and the local medical officer delivered a lecture on "the importance of physical culture for the school children."

The third day's function was held in the mission school when the local doctor presided. The children of that school performed kummi and sang war songs. Sri G. Narayanaswamy addressed the audience on "the Teacher's place in the New World Order".

11. Sivaganga:

Under the auspices of The Teachers' Association, Rajah's High School, the Education Week was celebrated on the 21st and 22nd October.

On the 21st evening Sri Narayanan Servai, M.A., L.T., inaugurated the week. Captain Leonard addressed the audience on 'Technical education' the facilities afforded by war and its importance in the post war Indian life.

On the 22nd evening another meeting was held under the same presidency. Sri, S. Kuppuswami Iyer, B.A., L.T., spoke on 'Post war education'. Mr. S. Dharmarajan, B.A., L.T., Dip. Geo., spoke on the 'Changing Map Of Europe'. All the

schools of the place participated in the celebrations. Mr. Vadivel Pillai, Personal Assistant to the D.E.O., Ramnad also was present.

The celebrations came to a close, after thanksgiving by S. Chinnatambi Pillai, Secretary of the Association.

12. St. Peter's High School, Nellore:

Under the auspices of the teachers' association, of the school Education Week was celebrated from 3rd to 8th November 1943.

A public meeting was held on 4-11-43 with Sri A. Satyanarayana Rao Pantulu Garu, B.A., L.T., Headmaster, Government Training School, Nellore, presiding. Rev. Fr. P. A. D. Ruyter, Headmaster, St. Peter's High School, Nellore, spoke on "Basic English in Post-war Education". In the course of his talk he observed, that after this war even more than before the need for a common language would be great. A set of scientifically well chosen words capable of doing all the work is necessary. Basic English alone has the qualities and fulfils these conditions.

Sri V. S. Venkatanarayana, M.A., B. Ed., Assistant Headmaster and member of the S. I. T. U. Executive Board, gave an interesting lecture on "Post-war Education". In the course of his lecture, he suggested that the future World can be a haven of peace and delight only when the education of the instincts and emotions is thorough and complete. In view of the comprehensive nature of the post-war educational policy, it should be a function and responsibility of the state. Then he spoke on the policy of the S.I.T.U. and said that the Sargent committee has forgotten or neglected to secure effective training for high school teachers, while it has something to say about the training of middle and elementary school teachers.

With a triologue by the pupils on the present war, variety entertainment and a vote of thanks the meeting came to a close. The meeting was well attended by all the teachers and was representative of all sections of the public.

13. Ramnad:

The South Indian Education Week was opened in Ramnad on Monday the 18th October by Rao Sahib J. Balaji Rao, B.A., Manager, Ramnad Estate. A procession of school children displaying educational placards started from the Rajah's High School, at 5 p.m., and reached the Schwartz School, where at 6-30 p.m. a largely attended public meeting was held. The President in his opening address dealt with all the aspects of "Post-war Education" in a thorough and scholarly manner. An interesting and varied programme was gone through. Captain Leonard, Sri M. Marimuthu Pillai, B.A., B.L., and Sri Viraraghava Iyengar, M.A., B.L., also spoke on "Post-war Education". All the schools in Ramnad took part in the celebration of the week and were responsible for the arrangements.

The Madras Teachers Guild

A Teachers' Camp was organised by the Madras Teachers' Guild at Ponneri on Oct. 1, 2 & 3. The campers who numbered 136 came from 20 institutions in the city of Madras. On arrival the campers solemnly gathered round the Flag of the Teachers' Guild specially designed for the occasion with the Motto 'Love, Learn, Serve, Sacrifice, Teach, Train'. It was unfurled by the President and Camp Chief Gurukula Dharmacharya Sri K. Rangaswami Aiyengar. The campers then adjourned to the neighbouring hall, when the campers were welcomed by Mr. Joseph of the Board High School, Ponneri. Sri K. Rangaswami Iyengar then explained the significance of the motto of the flag. At his request Sri T. P. Santhanakrishna Naidu, District Educational Officer, Madras, inaugurated the Camp. In his opinion, Camp life for teachers was necessary, partly for recreation and partly for education. He wished the Camp all success.

The Camp programme included physical exercises, lectures, talks, and entertainments to engage the campers throughout the three days' stay. In the mornings, the campers had physical exercise. Every day after breakfast and dinner they had either lectures or talks on important subjects. Sri T. P. Santhanakrishna Naidu spoke on "The Technique of Conducting Students' Camp." Sri M. Vivekananda spoke on "Visual Education and Teaching Aids". Sri M. P. Rajagopal gave a talk on "Ponneri and its Suburbs". Discussions on Examinations, Adult Education and Behaviour Problems were respectively led by Messrs. V. Rangaswami Iyengar, V. Bhuvaramurthi Rao and L. R. Chandrasekaran. On the subject of Economics of Teachers, Sri V. Rangaswami Iyengar spoke on the different ways in which teachers can improve their lot. Sri V. Srinivasa Iyer spoke on the S.I.T.U. Protection Fund and the benefit of the Scheme. Sri T. P. Srinivasavaradan then spoke on "Compulsory Life Assurance for teachers" after pointing out how the Provident Fund scheme does not cover risks and how by taking a life assurance policy, no loss is incurred by diverting a part of the teachers' deposits. Sri G. Sundaram Iyer pointed out that the fee-income derived from pupils should wholly be spent on teachers. Sri S. Balakrishna Joshi spoke on "Parent-Teacher Co-operation". He stressed that for a successful working of an institution, this co-operation was necessary to solve all difficulties. Sri S. Natarajan spoke on "Education of the Demobilised Secondary School Youths". Sri T. V. Neelakantam Pillai spoke on "Scouting". Sri C. Jambulingam Mudaliyar, Dy. Inspector of Schools, spoke on "Rural Schools". The Campers were engaged in friendly matches, in Volley Ball, and Badminton with the local players who of course came out successful. Great interest was evinced by the public of Ponneri in the Camp. The President of the Union of Ponneri, not only helped them in all the arrangements, but actually played the part of a host on the last night and practically stayed with them throughout our camp. The President of the District Board, Sri T. Shanmugam Pillai, at great inconvenience to himself came to Ponneri to preside over a public meeting on the last day. The teachers of the local school left nothing to be desired.

The mess arrangements were excellent. Dr. Sambasivan of the locality rendered valuable Medical services. The distinguished visitors to the Camp were Messrs. V. M. Ramaswami Mudaliar, Correspondent, T. T. V. High School, R. Nambi Aiyangar, V. A. Ramachandra Iyer, P. Doraikannoo Mudaliar, V. S. Krishnaswami of Villivalkam, S. Pattabiraman of Uttiramerur, Kandaswami of Poonamallee and W. V. Veeraraghavachari of Chingleput.

Messages wishing success were received from Messrs. M. S. Sabhesan, Rao Bahadur S. K. Yegnanarayana Aiyar, Rao Bahadur K. V. Krishnaswami Iyer, Prof. M. Rutnaswami, Sri A. K. Krishnaswami Aiyar, Rao Bahadur C. M. Ramachandra Chettiar, Rev. D. Thambuswami and Sri P. Raghavacharya.

OUR BOOK-SHELF

Soviet Asia by Violet Conolly. Oxford University Press. Price 4d. nett.

This pamphlet appearing in the well-known series on World Affairs published by the Oxford University Press keeps up the high reputation already achieved by the series for its wealth of accurate and up-to-date information. Its publication is very opportune just at present as the United Nations are all anxious to know the resources in men and material of their colleagues.

Starting with a brief account of the expansion of Russia into Siberia the author deals very briefly with the Anglo-Russian question and then gives a brief account of the various units that constitute the Asiatic portion of the U.S.S.R. Mineral and other resources and means of communication are dealt with. The author concludes with a note of caution regarding over-optimism about the self-sufficiency of Soviet Asia and pleads indirectly against dismemberment or the U.S.S.R.

S. K. Y.

Victoria, Queen of England by Lawrence Housman. Retold by L. W. Taylor and E. C. Parnwell. Oxford University Press. Price Re. 1-2-0.

If ever there was a full life it was that of Queen Victoria who lived for 82 years and reigned as queen for 64 years. Sir Sydney Leis' official biography deals with this long and full life on a scale commensurate with the topic. Lawrence Housman has dealt with the most appealing episodes and incidents of that life in the form of a play which is too long for the ordinary man, more so for an average student. Messrs. Taylor and Parnwell have, therefore, to be congratulated on this extremely readable condensation of the play.

Striking episodes that throw much light on the character and personality of the Good Queen have been chosen; How she exercised her independence even against her own mother-who brought her up so strictly, how sometimes the Queen in her had to be subordinated to the wife, how anxious she and her husband were about their son, the future Edward VII, who was a problem to them, how she bore her bereavement, all these are well illustrated and the book ends appropriately with an account of the Golden Jubilee of her reign in 1897. There is a useful glossary at the end. The book is bound to be very popular with the boys and girls not only of England, but all over the world.

S. K. Y.

Our Indian Heritage by Levanchand Sharma. Blackie and Son (India Ltd., 1942). This book which is specially meant for young readers narrates briefly but clearly the story of Indian Civilisation from the days of the Indus Valley civilisation till the present day. In order to make the story vivid it has been built round great kings, distinguished Indians, eminent women and noble monuments. In the first chapter the author has taken pains to explain how Indian civilisation is ancient, vital, a synthesis of many cultures and one that is mainly spiritual but also practical. In the subsequent chapters he has not only dealt with, in broad outlines, the prominent features of the Indus Valley civilisation and the Aryan culture but also the contributions of Buddhism, Jainism, Mohammadanism, Christianity and Zoroastrianism to the rich and glorious heritage of the civilisation of our motherland. The part played by Akbar, Shah Jahan, Shivaji and Rajaram Mohanroy, Mahatma Gandhi and Rabindranath Tagore in the cultural progress of our country has also been briefly indicated. The valuable contributions to our culture made by the great women of our Country in the past as well as in the present have also been touched. The book is written in a simple lucid style. It deserves to be read by the youth of our country, especially High School pupils who will do well to note the author's exhortation to them "to so live and work and think that to those who are to follow us, we can hand this torch with a glow that is brighter."

A. V. S.

The New Oxford Geographies—Section 2—The Americans by Jasper H. Stenbridge. This book which is section 2 of the New Oxford geographies is a welcome addition to the text-books in Human Geography, intended to meet the requirements of the pupils of the upper forms of the secondary school. One of the good features of the book is that opportunities occurring in the course of the treatment of the various regions have been availed of to illustrate clearly and in simple language the basic principles of geography. Here and there concrete and detailed descriptions of places and scenes have been given to exemplify and illustrate the influence of environment on man's life. The book contains a large number of plates, maps and diagrams which add much to its value as a text-book of modern geography. The illustrations, the exercises at the end of each chapter, and the index will be of great help to the pupils to make an intelligent study of the subject largely through their own efforts.

A. V. S.

EDITORIAL

Post-war Education :

Reconstruction of Education to suit the post-war world is a problem which is now engaging the attention of all countries. Educationists in India are not behind their colleagues in other lands. The Central Advisory Board of Education, New Delhi, which met last month had before it a very comprehensive scheme prepared by Mr. John Sargent, Educational Adviser with the Government of India. The scheme as it stands at present, does not embody any decisive policy of Government. We do not know if the Central Reconstruction Committee appointed by the Government of India has the problem of post-war education before it. From a perusal of the summary of the scheme prepared by Mr. John Sargent, it is evident that he has attempted to give a true picture of the appallingly deplorable educational backwardness of our country. In a statement Mr. John Sargent is reported to have said that his scheme aids at providing for post-war India only that stage of educational advancement which has already been reached in Great Britain before the war. He advocates universal compulsory and free elementary education to all children from the age of five to fourteen. This is to be followed by the secondary course covering a period of three years, the secondary course providing for courses leading to the university and to technical and vocational careers. Nor has Mr. Sargent failed to stress the importance of pre-school training and the role of the nursery schools. His scheme makes far-reaching recommendations regarding University Education, Commercial Education, the importance of Art in Education, Technical Education, Adult Education, and the Training of Teachers. Very pointed attention is invited to the need for taking care of the health of the school child and Mr. Sargent has advocated a scheme of school health and medical service, laying great emphasis on health, nutrition and recreative activities of children. Nor has he ignored the youth who just leaves the school. He urges the setting up of a Youth movement which would directly promote the welfare of those out of school and between the ages 14 and 20.

Thus in outline the scheme must command acceptance from all. It is no use saying that the scheme would be too costly for India's resources. That way of looking at Educational reform has been responsible for our being where we are educationally. India can no longer evade her responsibility. We have to take up the task with a will to achieve. A great effort is therefore necessary. Mr. Sargent is no visionary. He is a practical idealist. He has worked out the full cost of the scheme of Education. When the full scheme is given effect to in 50 years, it would cost according to him 313 crores of which he expects, 277 crores to come out of the public revenues. A prodigious effort is necessary if the traditional apathy and inertia have to be overcome so that we may be set going on the road to pro-

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gress. Public opinion towards educational advancement must have to express itself in strong language and it is therefore the duty of teachers to study the details of the scheme, acquaint the public with its essential features and secure that support which will induce the government to implement it at an early date. In Education lies the salvation of our country.

Teachers and the War Effort :

It is very surprising that the amount of work that teachers do in the various social fields other than education is not properly recognised. The teachers' part in Scouting, Cooperation, Adult education and such other services is indeed great. He is in all these departments an humble field worker. Men of other walks of life take the pride of place and with it all publicity, fame and glory. Ever since the outbreak of war, teachers have been doing their best in furthering the war effort. In a recent issue of the Educational Review, Madras, Sri N. Sarangapani Iyengar, M.A., L.T. of the Madras Educational Service has given a detailed account of how teachers in this province are helping to further the war effort. Whether the public or the state recognises our services or not, it is our duty as teachers to do our share, and a big share too, in all activities that are calculated to advance the well-being of our country. We all wish that war should come to a victorious end as soon as possible and hence a very great effort on the part of all concerned is necessary. Teachers can do a great deal. They, of all persons, can create in the minds of the children a strong faith and confidence in the strength of the allied arms and of our final victory. By giving correct news of the war and dispelling false rumours they can help to keep the morale of the people. They are already doing a great deal in organising their students in Salvage work, and in collection of books and periodicals for the use of the fighting forces. The schools have taken very enthusiastically the appeal of the Red Cross for the one-anna-a-week programme and for the Madras Provincial Students X-ray Outfit Scheme. In the drive for recruitment, teachers are doing their best in acquainting the ex-pupils of the schools with the attractive prospects of the Defence Services and of the allied Technical Services. In this connection we may commend to the notice of our teachers and school authorities how the United States of America by her School Victory Corps is enlisting the cooperation of the youth in the war effort. The School Victory Corps has its extra curricular programme whereby the young secondary school pupils, while still at school continuing their high school studies, get the necessary initial preparation for joining the various branches of the defence and its allied technical services.

ஸ்ரீ சந்திர மௌலீஸ்வராய நம :

உபாத்தியாயர்களுக்கு விஞ்ஞாபனம்

இஹபர்சேயை அடைய விரும்புவோர் அனைவர்களுக்கும் கீழ்க்கண்ட புத்தகங்கள் மிகவும் உபயோகப்படக் கூடியவை. விலையும் மிகக் குறைவு. இதுவரையிலும் இப்புத்தகங்களைப் பார்த்திராவிட்டால் உடனே எழுதித் தருவித்துக் கொள்ளவும்.

ஸ்ரீ காமகோடி பிடைதிபதி ஜகத்குரு ஸ்ரீ சங்கராசார்ய ஸ்வாமிகளின் ஆதரவில் இப் புத்தகங்கள் வெளிவருகின்றன.

ஸ்ரீ காமகோடி கோசஸ்தானத்தில் வெளிவரும் புத்தகங்கள்

ஒவ்வொரு புத்தகத்திலும் பல படங்கள் உள்ளன. ரூ. அ.

- *1. ஸ்ரீ முகபஞ்ச சதீ — ஸ்ரீ முக கவி அருளிச் செய்தது. 500 ஸ்லோகங்கள் கொண்டது. தேவநாகர் மூலமும் தமிழ் மொழி பெயர்ப்பும். (2-ஆம் பதிப்பு). ... 1-4
2. ஸ்ரீ விஷ்ணு ஸஹஸ்ரநாம ஸ்தோத்ரம் — ஸ்ரீ சங்கர பகவத்பாதர்கள் அருளிய பாஷ்யத்திற்குத் தமிழ் அனுவாதம் ஸ்ரீ வே. நாராயணன் எழுதியது. (2-ஆம் பதிப்பு). ... 1-4
3. ஸ்ரீ பஜகோலிந்தம் — ஸம்ஸ்கிருத மூலமும் ஸ்ரீ ஏ. எஸ். நடராஜ ஐயர், இ.ஏ., எம்.எல்., எழுதிய தமிழ் அனுவாதமும். ... 0-2½
- *4. ஸ்ரீ ஸ்யாமளா தண்டகம் — இதை இயற்றியவர் ஸ்ரீ மஹா கவி காளிதாஸன்: ஸம்ஸ்கிருத மூலமும் தமிழ் அனுவாதமும் ... 0-6
5. ஸ்ரீ முகுந்தமாலா — ஸ்ரீ குலசேகரப் பெருமான் அருளியது. ஸாஹித் வல்லப ஸ்ரீ T. ஸுந்தராசார்ய ஸ்வாமிகள், இ.ஏ., இ.எல்., எழுதிய விரிவுரைபுடன் கூடியது. ... 0-5
6. ஸ்ரீ ப்ரர்சநோத்தர ரத்ந மாலிகா — ஸ்ரீ சங்கர பகவத்பாதர்கள் இயற்றியதை ஸ்ரீ காஞ்சி காமகோடி பிடைதிபதி கள் தமிழில் உபதேசித்தது. ... 0-2½
7. ஸ்ரீ விஷ்ணு பாதாதி கேசாந்த ஸ்தோத்ரம் — ஸ்ரீ சங்கர பகவத்பாதர்கள் இயற்றியது. ஸ்ரீ பண்டிட் எ. எம். ஸ்ரீ நிவாணாசார்யாரவர்களும் ஸ்ரீ வே. நாராயணன், எம்.ஏ., எம்.எல்., அவர்களும் எழுதிய தமிழ் ஆங்கில அனுவாதக் களுடனும், பெடரல் கோர்ட் ஜட்ஜ் கனம் ஸர் எஸ். வரதாசாரி அவர்கள் முன்னுரைபுடனும் கூடியது. ... 0-8
- *8. ஸ்ரீ ஸதாசிவ ப்ரஹ்மேந்த்ரர்கள் அருளிய சிவ மானஸிக யூஜா, கீர்த்தனங்கள், ஆத்ம வித்யா விலாஸ: என்னும் தூல்கள்: ஸ்ரீ வே. நாராயணன், எழுதிய தமிழ் ஆங்கில அனுவாதங்களுடன் கூடியவை. (2-ஆம் பதிப்பு). ... 0-10
9. ஸ்ரீ தீனாக்ரந்தனம் என்னும் ஸ்ரீ காசி விசுவேஸ்வர ஸ்தோத்ரம் — ஸ்ரீ லோஷ்ட தேவர் ஸம்ஸ்கிருதத்தில் இயற்றிய சுலோகங்களும், ஸ்ரீ ஏ. எஸ். நடராஜ ஐயர், இ.ஏ., எம்.எல்., எழுதிய தமிழ் அனுவாதமும் கூடியது. ... 0-8
- *10. ஸ்ரீ சாந்தி விலாஸம் — ஸ்ரீ நலகண்ட தீக்ஷிதர் இயற்றிய ஸம்ஸ்கிருத ஸ்தோத்ரமும் ஸ்ரீ Y. மகாலிங்க சாஸ்திரியார், எம்.ஏ., இ.எல்., எழுதிய தமிழ் அனுவாதமும் கூடியது ... 0-6

ஸ்ரீ காமகோடி கோசஸ்தானம்,
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The office has returned to the above premises-the Fund's own Building

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V. SRINIVASAN.

Honorary Secretary.

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