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THE SOUTH INDIAN TEACHER

Vol. XVIII

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No. 4

SOME ASPECTS OF MONTESSORI MATERIAL AND METHOD.

By

EDITH F. PINCHIN, *Adyar.*

It is of the utmost importance to understand that the Montessori material or apparatus does not make the Montessori Method, although it is essential to it. I make this statement without in any way detracting from the extreme value of the material which should be used to its utmost capacity, far more than it is usually used indeed. It is wonderfully conceived both in its general and minutest details to teach perfectly that for which it was made, but the really important factor is to know that this perfection is achieved because the material is really the *result* not the source of Dr. Montessori's education-method; or perhaps I should say it is not the *heart* but it is that which ensures that the heart can work freely and finely. In her own words: "One cannot see the method; one sees the child. One sees the child soul, freed from obstacles, acting in accordance with its true nature" the childlike qualities "simply a part of *life*, like the colours of birds or the scent of flowers; not at all the result of any 'method of education'. But These natural facts can be influenced by an education seeking to protect them, cultivate them and assist their development". Hence the excellence and value of the material—it has one function and one importance alone—to protect and assist the child to show his own inner greatness, and follow his lead and his

expressed needs, meeting *all* those needs spiritual, psychical and physical.

The deepest foundation and the highest pinnacle of the Montessori School is the inner divinity of the child; "the SECRET OF CHILDHOOD, individual and sacred to each child" not to be moulded in any way by an outsider, but offered an environment to enable it to reveal itself as the child's real centre "round which he cannot err". Because of this inner divinity and plan, this individual secret of each child, all things are possible to him at his own rate, in his own time and according to his own inner nature. This understanding of the immense beauty and *power* of the child, which can express itself even in the years of childhood, must be firmly grasped. Unless we have this we can have, and alas, sometimes do have, schools full of Montessori material but they are not and never will be Montessori schools.

I may appear to be labouring this point, but if I am to show the value and use of the Montessori material it is necessary that we understand the *spiritual* source and essence of it and the Method, and that this assistance to the child is not only that he shall live a fuller intellectual life, but that he shall be able to live in the *wholeness* of his life; and wholeness means spirituality.

A mistake is often made when it is thought that insistence is only on intel-

lect in the Montessori Method; it is true that the children learn easily and quicker, but that is precisely because Dr. Montessori does not seek to serve the intellect alone. She recognises that *the whole child is present* in any real lesson; sensorially, actively, emotionally, mentally (both analytically and synthetically—or lower and higher) he is present even in babyhood; and above all there is the centre of him, expression of his real inner plan, that manifests itself when he is happy and working at his highest. This expression we sometimes call intuition; it is the quick recognition of the significance and powerful truth of any subject or information in its wholeness, which results in what she rightly calls an *initiation*. In the small child, when the sensorial qualities are paramount and active, this intuition will work through the sense expression, but always all the rest of his nature will be there—all the levels of emotion, intellect etc. but they will be subjective “pressing down for expression” as a French psychologist put it and will manifest themselves through the sensorial aspect as far as possible. When the child reaches the stage at which (for instance) the emotional aspect is paramount, the senses and the activity powers if they have been already happily developed will *serve* the emotional expression, while the intellect though keenly alive remains subjective. All these qualities of the child must have expression; “Education has to be equal for the greatness of man; and the greatness of man is not summed up in acquiring mental knowledge, but in planes of life and the way of living life”; and if he does not experience in all these aspects of his nature not only is there the gap in that expression, but “a general inertia in the total functioning of the whole personality takes place”.

Let us apply these principles to the material; and I will spend a moment on the sensorial aspect, it is the basis and your own Vedānta tells us of the paramount need of a complete education of the senses and give directions concerning this training.

Eg: The block of movable cylinders

This is one of the earlier pieces of apparatus and is used for, 2½ years old.

Its method of use is to remove all cylinders and then refit them into their respective hollows—a very fascinating exercise for the child at this age. It gives activity to the sense of sight and to the general motor sensitiveness, and as it is self-corrective it can be used by the child unaided, once he has been shown the method of use. But Dr. Montessori was not satisfied with noting that it was attractive to the children; she watched and meditated on what she saw that she might find out the *real* source of the children's interest and how that could be used and helped. For one thing she discovered that if the material was inexact the interest disappeared and that is why all the Montessori material has to be so perfectly made; attractiveness is not sufficient; for the child has a crying need for exactness; if the thing is not exact, *not true* his interest is gone. Only truth (even at this sensorial stage) will absorb the whole attention, so that even at this age it is a spiritual satisfaction that the child seeks, though expressed through the senses.

We notice that the cylinders deal with the three dimensions—as do certain other pieces of apparatus used at this stage. Nothing is said to the child about this of course, even the simple words thick, thin, long, etc. are not given till a later stage. No words are necessary at this point, nevertheless the child is able to satisfy himself with a completely organised *sensorial* understanding of dimension. He will of course meet dimension—since he lives in a dimensional world he meets it as soon as he begins to notice as a baby—and here comes another great understanding of Dr. Montessori and that is that most of what we “teach” small children we do not need to teach at all; they have learnt it all as practical experience long before they come to school through *living*. What they need is not facts but some help in organising the facts they have themselves acquired, some focus round which they can organise the knowledge they have gained through life far better than we could teach them. All the Montessori apparatus is planned to that end, whether at the sensorial or later stages. Nature with all her wealth of beauty will teach

him the facts of science, of mathematics, of all the “ologies” and he should live close to Nature all his years; the apparatus merely isolates one factor at a time, of natural law and beauty—(now it will isolate dimension, at another time, colour, scent, mathematical exactness etc.) So that *if and when the child chooses* he may concentrate on that one fact and reach the *essence* of it sensorially or at some later level. Dr. Montessori discovered that this was what the child needed—to be able to feel *exquisitely* the beauty of form, law, order in each isolated aspect by exploring it with all his senses and other capacities for his spiritual satisfaction.

Hence his repetition of these exercises if he can use them at the right age. It is not that the repetition is mechanical and produces mechanical skill or recognition of facts, but that the *repetition is a sign that he is absorbed in living into the essence of dimension* (in the case of this material). He meditates—albeit at the sensorial level: if you have seen this happen even once you will not think my words extravagant. He will repeat such an exercise a hundred times at one sitting, and is so absorbed that if he is sitting on a little chair, he can be picked up chair and all and put on a dais and then moved back again and he will not notice. He is completely absorbed in his work. I, myself, have had an inspector *complain* that the children took no notice of her entrance, did not know she was there, they were so absorbed in their work, and that was a class of 40 children all under 8 years, working individually. The child is truly a little Yogi at a sensorial level, and even after he is satisfied with work on the material, he will often remain absorbed “doing nothing” almost in a state of Samadhi as far as anything else is concerned. This is Dr. Montessori's idea of education, not mere intellectual skill.

We may not see this happen very often even if we are using the material, due to the fact that there are various ‘wrong’ elements: the wrong age for that work; the wrong presentation of the material in some detail; wrong understanding of the child generally at home or school; some little temporary disturbance, etc. but if you have seen it

happen only once, you will know the truth of Dr. Montessori's principles: you will feel as if you yourself have had a spiritual lesson—as indeed you have.

This then is the essential value of the Montessori method and material—not the various points usually given: that the children like it; that they are happy; that they learn things in a play way; that they learn more easily and gain skill; all these they do, but Dr. Montessori's aims that the child wants to live spiritually—“the soul of the child demands High satisfaction” she says. This is what he asks of us, this is his heaven—only we don't believe it, we think he is yearning for lesser things—and as the Christian Scripture says; having sought first the Kingdom of Heaven” all things else shall be added unto him”; the joy of play, the skill; but if we teachers aim as a sufficient end in themselves only at these things for the child, we shall find that they satisfy only for a time and they are not even attained in the same high degree. We do not really know *what* the child obtains in these meditation lessons which are free to him and not imposed, we only know he gains some intimate knowledge which we can never give, and that he comes from them aglow with light and a new strength and purpose; and this is true as far as capacities allow even for the very poorly equipped, retarded child.

But let us take another subject not so unrelated to this as you may think, and that is one of the terrible 3 Rs. Writing. Probably most of you have remembrances of weariness connected with your early lessons—if not worse.

Many of you may have read Dr. Montessori's description of a totally unprepared and to her surprising “explosion” into writing—an initiation as she truly calls it. How do these things happen among ordinary children and what is their real value? There is a double aspect in the phenomenon. In the first place the teacher must herself realise the dignity and majesty of writing as a step in the drama of developing humanity; she must know how it developed in the different races and *feel* the wonder that it was when a new achievement, a spiritual achievement

at the time (for any new power drawn out from individual man or a race is spiritual in its first appearance for it is above and beyond anything hitherto expressed). There is no need that the child should know the history of this growth of writing; the older child of 7 years is interested to know and if you want to improve his handwriting a wise presentation of the development of writing will often achieve the result of a good style. The tiny child who wants to write, does not want to know this yet; but the teacher must know this so that all the emotion, sublimation and elevation of spirit that accompanied this building up of a skill through the ages, may be subtly felt by the child in the atmosphere. Dr. Montessori's words are:

"If you can, place yourself in the position of a superior being, who *helps the child to reach heights*.—This, and not any specific method is the secret of success".

Helping the child to reach heights is spiritual education and it comes in in every lesson in the Montessori Method, not merely in the religious class.

With her knowledge and real feeling for the majesty of the art of writing, the teacher will present it with the dignity it deserves—with a desk cleared of everything extraneous, with serious and calm attention, herself letting the child watch as she herself writes as if for her own delight, not an enforced copy to a class. This then is the great requisite—a sense of the dignity of any art—but you may lead the child thus rightly that he explodes into writing, but what if his effort is so poor (because of untrained fingers), so unlike what he wants, so unlike the glorious dream of achievement? Then the child's sense of disappointment and frustration may put him off the attempt for a very long time. There is the practical side to be considered, and here too, Dr. Montessori was concerned all the time to enable the child to express himself freely and completely rather than to "teach" any system. She realised in her masterly way of observing and meditating that the child's difficulties are again the misunderstanding of the adult. When writing is taught children have to attempt at one

and the same time many different exercises;

(i) to follow an outline with their eye (or perhaps finger)

(ii) to reproduce that outline; and to do so they must

(iii) be able to hold a pencil

(iv) be able to control the pressure on it.

(v) be able to control the length and direction of lines made by it.

What a host of things for a small child to accomplish successfully and simultaneously! So she came to her principle of "analysing difficulties" and preparing for them at much earlier stages one at a time and in connection with other activities. So to return to our cylinders with which the child plays at 2½ years and the real delight of which is fitting them into the cavities, he is incidentally shown the correct way of holding them (when he is really interested in holding things, and noticing the details). There is no question of any reason for doing so; it is just the way it is done and it is interesting to do it. *But* it is the way one places one's fingers in holding a pencil, so here unconsciously one difficulty (which is not difficult to him, because interesting) is mastered. Some weeks later he follows the outline of these wooden plane geometric insets to fit them also into cavities; the main interest here is the variety of figures and the fact that they are the basis of all forms he may meet, but again there is an incidental interest in tracing round their outline with the finger used as for writing. A little later come the metal insets where an added interest of using coloured pencils and making designs enters. Here again he twice follows an outline, this time with a pencil and then fills the space with parallel lines in another colour. At first his pencil lines are thick and uneven, but that does not detract from the resulting filled in form; it is correct in outline and pleasing in colour and shape; gradually his lines become more delicate and show greater control; he has found control over the pressure and movements of his pencil. During the same period he has been learning to recognise his letters by following the outline of sandpaper letters, and on one day when

the teacher very deliberately prepares a desk and provides a well sharpened pencil and attractive paper, (something and interesting is happening here!) and begins to write slowly and carefully as he looks at her efforts, he suddenly realises that he can do it and "explodes" into writing at an early age without any of the weariness and unhappiness—the "initiation" is complete. That and that only is education and it is spiritual first and last. The child is recognised as a spiritual Power, the teacher works with high intent, the

work is given its real dignified background, the achievement, though carefully prepared for in an atmosphere of loving care and assistance is nevertheless a sudden, magnificent acquisition of power, and the result is not merely skill but a *spiritual experience* expressed through a sensorial and active medium with high emotion and a taste of intellectual joy included.

It is a writing lesson but it is so much more. All Dr. Montessori's work is like that in all subjects.

The 35th Madras Provincial Educational Conference, Calicut—1945.

Final Programme

Wed, 9—5—45	
4 to 5 p.m.	S.I.T.U. Executive Board Meeting.
5 to 6 p.m.	S.I.T.U. Working Committee Meeting.
Thu., 10—5—45	
9 to 10 a.m.	S.I.T.U. Protection Fund Board Meeting.
10 to 11 a.m.	S.I.T.U. Profession Trust Fund Meeting.
4 to 6-30 p.m.	Opening of the General Conference and Exhibition.
7-30 to 9 p.m.	Subjects Committee Meeting.
9-30 to 10-30 p.m.	Dinner.
11 p.m.	Entertainment.
Fri., 11—5—45	
7-30 to 8-30 a.m.	Lunch.
9 to 10 a.m.	S.I.T.U. General Body Meeting.
10-30 to 11-30	S.I.T.U. Protection Fund General Body Meeting.
2-30 to 5 p.m.	Reading of Papers and Resolutions.
	1. The Masters' Association, The Hindu Theological High School, Madras - Teachers work and Team Spirit.
	2. Sri K. N. Pasupati - School Inspection and how it may be made more useful.
6 to 7 p.m.	Public Lecture.
7-30 to 8-30 p.m.	Lectures on Future of Elementary Education by Sri D. Ramalinga Reddiar, B.A.B.L., M.L.A.
8-30 to 10 p.m.	Dinner.
10-30 p.m.	Entertainment.
Sat., 12—5—45	
8-30 to 10-30 a.m.	Reading of Papers and Resolutions.
10-30 to 11-30 a.m.	Concluding Session of the Conference.

N.B.—Delegates are requested to send to the Secretary Reception Committee 35th Provincial Educational Conference Calicut the Boarding charges of Rs. 3-8-0 per delegate on or before 1st May.

ERRORS, DEFECTS AND DEFICIENCIES IN THE STUDY OF SCHOOL ARITHMETIC AND MENSURATION

By

S. BALAKRISHNA AIYAR,

Retired Vice-Principal, Teachers' College, Saidapet.

(Continued from page 8.)

CIII. Multiplication of Integers

CIII-1. ERRORS

1. (i) Confusion of meanings.

e.g., as between multiplicand, multiplier and product.

(ii) Loose, erroneous, inadequate statements and unsatisfactory definitions.

e.g., from text-books: "To multiply one number by a second number is to do to the first what is done to unity to obtain the second." "Each of the numbers multiplied together is called a factor." "Multiplication of more than two numbers is called their continued product." A moment's consideration will bring out the absurdities involved.

2. Confused and erroneous notions regarding multiplications involving abstract and concrete multiplicands and multipliers.

e.g., "Multiply Rs. 4 by 3 yds to get the cost of 3 yards at Rs. 4 each." Quoting wrong unit names; Omission of unit-names.

N.B. The sound and always safe rule is to operate with the numerical (abstract) parts and then attach the proper denomination or unit name to the product.

3. (i) Errors in the fundamental multiplication facts (primary multiplication combinations)—with non-zero numbers.

(ii) Errors in multiplications involving zero.

(a) Multiplication by zero.

$$\begin{array}{r} 75 \\ 6 \times 0 = 6, \quad 30 \\ \hline 75 \\ 225 \end{array}$$

(b) Multiplication of zero.

$$\begin{array}{r} 403 \\ \text{e.g., } 0 \times 4 = 4, \quad 2 \\ \hline 826 \end{array}$$

4. Irregular arrangement of the digits of the multiplier below the digits of the multiplicand.

5. Errors in the course of the multiplication process:

(i) Skipping or passing over of digits in the multiplicand (losing places)

(ii) Skipping or passing over of digits in the multiplier.

(iii) Failure to enter the digits of the product as they are obtained.

(iv) Failure to obtain and set down all the partial products.

6. Errors in fundamentals:

(i) Wrong products of specified figures in the multiplicand and multiplier. e.g., 2 thousands $\times$ 3 thousands = 6 lakhs. Even 2 hundreds $\times$ 3 hundreds = 6 hundreds = 600.

(ii) Entering partial products in wrong positions in the ordinary course.

(iii) Wrong placement of partial products after skipping zero digits in the multiplier.

7. (i) Errors in the addition of partial products.

(ii) Forgetting to add the partial products.

(iii) Partial products taken as complete products.

8. Carrying:

$$\begin{array}{r} 37 \\ \text{(i) Forgetting to carry, e.g.} \quad 5 \\ \hline 155 \end{array}$$

(ii) Writing down carried number

$$\begin{array}{r} 37 \\ \text{also, e.g.} \quad 5 \\ \hline 1535 \end{array}$$

(iii) Carrying wrong number.

(iv) Errors in the addition of carried numbers.

9. (i) Errors regarding differences in the order of operations.

e.g., in the difference between $28 \times 15 - 9$ and $28 \times (15 - 9)$.

(ii) Neglect of instructions regarding procedure, order of operations, etc.

10. Errors due to lack of control over the process:

(i) Getting different answers when the same operation is repeated more than once.

(ii) Persistence of errors during revision.

(iii) Multiplying or dividing indiscriminately (e.g., in problem-solving) without any thought of the size of the final product.

11. Mechanical errors:

(i) Malformation of figures leading to confusion and error.

(ii) Errors in reading digits.

(iii) Wrong copying down of figures, e.g. in transcribing from book to notebook, from blackboard to slate; in taking down dictated numbers.

(iv) Errors in setting down or transcribing answers; in transferring numbers from rough to fair work.

O III-2. Defects and Deficiencies

1. (i) Reversing the order of the figures.

e.g. Asked for 7 times 9, pupil gets it as 9 times 7 or 63.

(ii) Interchanging figures in the multiplicand and multiplier during the process.

e.g., To get 345×6 , pupil takes 5 times 6, 4 times 6 and 3 times 6.

(iii) Interchanging multiplicand and multiplier when there is no obvious need for it.

(iv) Not adhering to a definite uniform convention about the order of setting multiplicand and multiplier, like m times $M = M \times m = m M$.

2. Inability:

(i) to appreciate the scope, significance and application of the laws represented by $a \times b = b \times a$, $a(b+c) = ab+ac$, $a(b-c) = ab-ac$.

(ii) to illustrate the same laws graphically or with suitable problems.

3. Inability:

(i) to write down the complete value of a particular partial product (i.e., by any particular digit of the multiplier), affixing the necessary number of zeroes;

(ii) to give the place value of the product of marked digits of the multiplicand and multiplier.

4. Inability:

(i) to present results in equation form:—Multiplicand $\times$ multiplier = product.

(ii) to fill up the blanks in given equalities, e.g., $14 \times () = 98$, $() \times 9 = 153$.

5. Crutches:—

(i) Counting on fingers when adding carried figures.

(ii) Vocalization of procedure.

(iii) Repeating particular multiplication tables from the beginning up to the required stage.

(iv) Repeating multiplication tables from known stages to required stages.

e.g., To get 14 times 7, pupil works up from 10 times 7.

(v) Writing down complete row of zeroes as product by a zero digit of the multiplier.

(vi) Noting down carried digits on the margin.

6. Ignorance of the method of multiplication by convenient simple factors of the multiplier.

7. (i) Want of confidence in mental work.

(ii) Inability to do simple multiplications mentally. e.g., 2000

$$\begin{array}{r} 4 \\ \hline 8000 \end{array}$$

(iii) Long multiplication instead of short multiplication.

e.g. Two rows of partial products for 12; 16.

(iv) Use of scrap paper when not needed.

(v) Short attention span.

(vi) Giving up in the middle and doing the work all over again.

(vii) Hesitation and want of facility with the process.

8. Procedure :

(i) Aversion (hesitation) to perform multiplication beginning with the left-most digit of the multiplier.

(ii) Inability to perceive and use simple relations among digits of the multiplier to shorten labour,

e.g., 287×84 is 287×4 , together with 2 (0) times this product.

(iii) Inability to indicate differences in the order of operations by using brackets.

(iv) Inability to employ labour-saving devices,

e.g., In getting 998×7 from 1000×7 , in simplifying $72 \times 84 + 72 \times 275$.

(v) Inability to deduce required values from given values,

e.g., Given 254×83 , to deduce 257×83 , 254×85 .

9. Verification :

(i) Neglect of verification.

(ii) Verifying by repeating process in the same order.

(iii) Ignorance of alternative methods of verification.

10. Poverty of knowledge of multiplication words. Inability to decide upon multiplication from the wording of the question.

11. Inability to supply practical problems to fit in with indicated relations (numerical framework),

e.g., To illustrate $14 \times 16 + 8 = 232$.

(To be continued)

GLEANINGS

The Purpose of Education

What is the purpose of education? I take it to be to furnish young people with the means of gaining as complete mastery as possible of the technique of the supreme art—the art of living; the art of living together in a great cooperative effort to develop a better world. The present condition of affairs would seem to indicate that to date our efforts have not met with conspicuous success. Why is this so?

For countless centuries education has been concerned exclusively with the *mind* of man. The *heart* of man has been left to its own devices. With ancient and modern languages, mathematics, science, history, we have taught students to memorize facts, to make feeble attempts to apply them, to think from cause to effect with some degree of logic; but nobody outside of the Church has made the slightest effort to attack the problem of teaching people to feel right. Yet it is a generally accepted truth among psychologists and medical men that people are governed in most of their reactions by what they feel rather than by what they think. In reality most of us are motivated by our emotions and these emotions more often than not make us think what we think we think.

Again, too many of us are concerned with studying or teaching a subject for itself alone rather than for the way in which it may contribute to a mastery of the technique of the art of living. In languages we are so concerned with acquiring or having our students acquire knowledge of the grammatical structure and a facility in speaking that we forget all about language as a means of understanding how other people think or feel about this and that. In sciences we are so preoccupied with formula and experiments that we overlook the two most important facts: what feelings about humanity have prompted many great men to give their days and nights to unremitting research and experiment; and what have their discoveries or inventions really added to the civilizing of the soul of man? In history the hours have been so exclusively devoted to the contemplation of campaigns, movements, conflicting forces in governments or between races that we have failed to take into account the feelings of the people involved, the similarity of their feelings to ours in various stages of our history, and how these feelings and experiences of other governments and other peoples could be compared with our own and show us what to do or what to avoid doing. Even in the study of English we spend on mechanical matters, on futile discussions of unimportant questions, infinite time which could be better spent on discovering what feelings led to disaster, what one to heroic endeavour.

Doctors and Nurses are continually asking: Why do you not do more to train the emotions of your students? If men and women had self-control, poise, serenity under stress of circumstance, half of our problems would be eliminated; half the ill that flesh is heir to would disappear."

In *Between Tears and Laughter* the great Chinese philosopher, Lin Yu Tang says; "Ultimately the problem of peace is the problem of general education in good manners and music." and again, "In a mature, full-grown democracy, peace and order ultimately depend on the decency and self-respect of the individual."

—By Blise Howard Spaulding, in *American Education*.

A Sociological Principle

Discipline is perhaps, the least well understood of these educational aims. It is more than social order: We cannot identify it with mere obedience to a set of arbitrary rules or customs. Used either in an intellectual or a moral context it implies a condition of internal harmony among the impulses and modes of expression of a personality. Antagonisms of impulse and expression are liable to arise in the best regulated personality, and it can be shown that this overriding influences facilitating self-control are well-developed self-respect and self-confidence. It is important for our purpose to note that modern studies of personality indicate that the essential condition for an adequate degree of self-respect and self-confidence, and therefore of personal stability, is successful activity.

Successful activity arouses feelings of satisfaction, security, confidence and optimism. These feelings encourage physical and intellectual adventure and initiative, and acceptance of social responsibility. On the other hand, persistent failure arouses feelings of insecurity, frustration and humiliation. These lead to anxiety and despair, to refusal of initiative and responsibility, and to withdrawal from social participation. The human organism craves the satisfaction of success. If this is persistently denied self-respect either does not develop or is lost. If otherwise not obtainable the satisfaction will be sought in substitute activities often of an anti-social kind, but owing to pressure of public opinion these activities, even if successful, tend to produce feelings of insecurity and anxiety. Unless this vicious cycle is broken at some point the inevitable result is, at best, a warped bitter person, hating himself and society; at worst, a "nervous breakdown." All this is now common knowledge, demonstrated time after time from the case-books of medical and other psychologists, but curiously unheeded by many schoolmasters.

The resistance against this evidence and its educational implications is so great in some quarters that a *proviso* is necessary to prevent misinterpretation. It is not claimed that a pupil must always be completely successful immediately he takes up any task. What is claimed is that he shall have been successful sooner or later on sufficient occasions in the past to imbue sufficient confidence in his powers to succeed again in the future if he applies himself seriously.

—From an article by A. Pinsent, in the *British Journal of Educational Psychology*.

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THE XXXV MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, CALICUT

Draft Resolutions

The Working Committee of the S. I. T. U. at its meeting held on the 31st March 1945, decided to bring forward the following resolutions at the Conference at Calicut.—

1. (a) This Conference is of opinion that the introduction of the Sargent Scheme is essential for the all-round progress of the Province and requests the Government to take such steps as to give effect to the scheme.

(b) This conference urges the Government to make provision at least for the immediate introduction of Basic Education and for the improvement in the conditions of service of teachers as recommended in the Sargent Scheme.

2. This Conference is of opinion,

(a) that the recommendations of the Madras Post-War Committee seem to have been made independently of those of the Central Advisory Board of Education and they are vague, disappointing and unsatisfactory;

(b) that the present State-aided policy of education under which the aided schools under private managements are the products, is out of date and that the Government should take up immediately for consideration the question of managing agency which is the crux of the problem of South Indian Education.;

(c) that no progress in education can be expected in post-war India so long as the responsibility for the maintenance, administration and control happens to be divided and that in the period of working out a planned programme of education, this responsibility must rest with only one authority, the State;

(d) that the recommendations of the Madras Sub-Committee that the Government may step in when other agencies fail, is not calculated to further the progress of education and that the Government should take the responsibility from the beginning, permission being granted to private managements only for special reasons and when there is demand for them;

(e) that the cause of education in India will not be helped by the recommendations of the Madras Sub-Committee when it could have no idea of the mind of the Central Government on the All-India educational problems in regard to general policy and educational finance.

3. This Conference is of opinion that the recent ruling of the Director of Public Instruction that candidate who failed in English in the E. S. L. C. examination should not be awarded the E. S. L. Certificates is a gross injustice and is against the spirit of the E. S. L. C. Scheme.

4. This Conference requests the Government to grant fee concession in secondary schools to the children of elementary school teachers.

5. This Conference while thanking the Government for ordering payment of dearness allowance to teachers in Local Boards and Municipalities at the Government rates, deplores the delay in granting the requests of teachers in aided institutions of all kinds (elementary, secondary, training and collegiate) for dearness allowance and urges the Government to pass early orders directing managements to pay their employees dearness allowance at the Government rates, agreeing to meet the expenditure on this account from provincial funds, as is being done for teachers in Local Boards and Municipalities.

6. This Conference appoints a Committee consisting of the President of the S. I. T. U., the Secretary of the S. I. T. U., Mr. C. A. Samuel, Mr. K. S. Chengalroya Iyer, and Mr. S. Natarajan, to prepare a memorandum setting forth the grievances of the elementary school teachers in aided institutions on the following points:

(i) Provident Fund scheme; (ii) Number of working days; (iii) Salaries; (iv) Grant; (v) Duty allowance to headmasters; (vi) G.O.'s Nos. 416, 417 and 418.

OUR BOOKSHELF

A High School Composition for Matriculation classes: By E. E. Speight and G. L. Sethi. Publishers: Longmans, Green & Co., Ltd., Price Rs 3/-.

The authors have spared no pains in making the study of English Grammar and Composition a loveable one. The exercises for practice both in grammar and composition, which form an outstanding feature of this book, are really numerous, copious, varied, well-chosen and carefully graded. The language used is simple and would not tax any student of English who is properly guided by his teacher. The chapters dealing with correct usage, words often confused, the formation and derivation of words are commendable and are sure to enrich the vocabulary of the students, encouraging them in the matter of expressing themselves more effectively and vividly. The list of idioms including the colloquial expressions are sure to help the students in their day-to-day conversation.

The Graphic Method of Analysis might have been restricted to being a novel method of

explanation instead of being one to be followed by students. As a composite volume they might have a chapter on Detailed Parsing.

On the whole the book, though principally intended for students of the Matriculation classes, can very well benefit those who take up the E. S. L. C. examination of our province. If the book is rightly used it is bound to improve the standard of English of our boys which has been found to be rather low.

First Aid in English: By Augus Mac Iver. Published by Longmans, Green and Co., Ltd. Price Rs. 2-0-6.

This book of 112 pages claims to be a working text-book, useful for class work and individual study. The claim is amply justified. The book covers all grammatical and general knowledge, essential for a school leaver. The exercises are so arranged as to encourage not merely vocabulary acquisition but writing and speech practice so necessary for a mastery of a difficult foreign language.

S. T. R.

THE SOUTH INDIA TEACHERS' UNION

Proceedings of the Executive Board Meeting held at 11 a.m., on Saturday the 31st March 1945 in the office of the Union:—

Chairman: Mr. K. S. Chengalroya Iyer.

Members present: Miss S. Chellam, Messrs. C. Ranganatha Iyengar, C. A. Samuel, V. Jayarama Iyer, S. Subramanya Iyer, S. Natarajan, K. Narayanaiah, K. M. Seshadri, K.N. Pasupathi, S. D. Purushothaman, V. Guruswamy Sastrigal and T. P. Srinivasavaradan.

1. Letters expressing inability to attend the meeting received from Messrs. M. S. Sabhesan, F. H. Brown, S. T. Ramanuja Iyengar and S. Venkataramanan were read.

2. Minutes of the last meeting were read and recorded.

3. Arising out of the statement made by the Secretary, the Board resolved:—

(a) That a sum of Rs. 25 (Rupees twenty-five only) be paid to the Madras Teachers' Guild towards the expenses incurred in connection with the Reception given to Sir Cyril Norwood, and

(b) That the Secretary be authorised to submit a memorandum to the Director of Public Instruction and to the Government against the ruling of the Director of Public Instruction that candidates who fail in English in the E. S. L. C. examination will not be given certificates.

4. The Board resolved to invest Rs. 500 as fixed deposit with the Madras Teachers' Guild Cooperative Society Ltd., or to purchase the Post Office or National Savings Certificates, whichever is considered beneficial.

5. *Internal audit report:* Recorded.

6. *All India Educational Conference:* The Secretary was asked to address the General Secretary of the All-India Federation of Educa-

tional Associations and take steps to be taken, and to submit a report at the next meeting of the Board.

7. *Appointment of an Auditor:* Mr. V. Soundararajan, B.A., G.D.A., R.A., was appointed auditor to audit the accounts of the year 1944-45 on a remuneration of Rs. 30.

8. *Preparation of the Annual Report:* The Madras members of the Board were authorised to prepare the report.

9. The Secretary was asked to make enquiries and report regarding the introduction of compulsory education in certain districts, particularly with reference to salaries offered and conditions of service of teachers.

10. *Honouring workers of the Union:* A committee consisting of Messrs. M. S. Sabhesan, T. P. Srinivasavaradan, and S. Natarajan was appointed to consider the proposals made and make recommendations.

Proceedings of the Working Committee of the S. I. T. U. held on the 31st March 1945:—

Chairman: Mr. K. S. Chengalroya Iyer.

Members present: Miss S. Chellam, Messrs. C. A. Samuel, V. Jayarama Iyer, V. Guruswamy Sastrigal, S. D. Purushothaman, C. Ranganatha Iyengar, S. Natarajan, and T. P. Srinivasavaradan.

1. Minutes of the last meeting read and recorded.

2. The tentative programme for the ensuing Provincial Educational Conference was approved.

3. The resolutions to be taken up at the conference were considered.

T. P. SRINIVASAVARADAN,
Madras, 12th April 1945.] Hon'y. Secretary.

FROM OUR ASSOCIATIONS

The South Arcot District Teachers' Guild

An ordinary meeting of the Guild was held on 31-3-1945 in premises of the Board High School, Vridhachalam, with Rao Bahadur C. S. Srinivasachariar, President of the Guild, in the chair. Sri T. Rangaswami Ayyangar, M.A., L.T., President of the Teachers Association, Board High School, Vridhachalam, welcomed the Delegates. Dr. R. N. Poduval, M. Sc., Ph. D. (London), Professor of Economics, Annamalai University, spoke on 'Economic Planning for India.' In the course of his speech he analysed the work of the various planning committees. He stressed the need for minimum food and clothing for every individual in this land.

Sri M. N. Rangachari, M.A., B.L., Lecturer in Economics, Annamalai University, spoke on

'Kalai Sorkal.' He said that the mother tongue should be used in expressing one's thoughts to the exclusion of other languages unless they are absolutely necessary.

Sri A. Ramaswami, M.A., M.Litt., Annamalai University spoke on 'Cooperation and Education.' He advocated the need for teaching the elements of Economics in the High School Forms.

Sri E. S. Varadaraja Ayyar, B.A., of the Annamalai University spoke on 'Education Ideals of the Early Tamils.' He cited from Kural, Tholkappiam and other early Tamil literature about the educational ideals of the early Tamils.

Sri Ranganadan B.A., L.T., spoke on the new syllabus of Modern History in High Schools. He welcomed the new syllabus but stressed the

question of medical inspection of pupils in these "compulsory" areas, and the provision of medical treatment to weak and defective children with such financial assistance as can be given by the parent and the school authority concerned and by Government and Local Board aid. Then the conference resolved that in view of the hardship and expense caused to E. S. L. C. Examination candidates in that many of them have to go a great distance and remain away from home on the days of the Examination, the number of Examination centres should be increased so that candidates may be able to return to their homes at the end of each day of the Examination. The conference then passed a resolution which, while appreciating the recent increase of dearness allowance to teachers in aided Elementary Schools, said that all teachers in aided schools and colleges should be given the allowance at Government rates and that the Department should bear the whole of this expense—that anything less than this would not be equitable to teachers and managements—and appealed to the Government to take this action even at this late stage.

The Madras Teachers' Guild

The Annual Educational Conference of the Guild was held on Saturday the 7th April 1945 at St. Gabriel's High School, George Town. Rev. Fr. T. N. Sequeira, S. J., M. A., Principal of St. Xavier's College, Palamcottah, presided. Over 300 members were present and prominent among those present were Rao Bahadur Dr. T. S. Tirumurti, Rao Sahib Dr. B. V. Narayanaswamy Naidu, Dewan Bahadur K. S. Ramaswamy Sastrigal and Mr. C. Raghunathan.

Sri. K. Rangaswami Iyengar, President of the Guild, in his welcome address, said the most important problem that was now engaging the attention of educational bodies throughout India, both official and non-official, was the implementing of the Sargent Scheme of Post-war Education. No one could foresee at present what shape their labours would eventually take. But everyone realised the need for making a beginning in reform, instead of awaiting the end of the war. The sorry state of affairs that obtained at present in their educational system had its roots in the niggardly policy which the Government had been adopting from the beginning in the matter of providing funds. Obsessed by the fatal desire to save money, the Government had all along restricted its financial commitments to the maintenance and development of the comparatively few institutions under its control, turning a blind eye to the bulk of the educational establishments run by private bodies with the meagre fee-income coming from poor pupils. The most serious of the evils that have resulted from this short-sighted and disastrous policy of deliberate neglect was the virtual starvation of the teacher and the consequent lowering of educational standards.

Merit of the Sargent Scheme

The chief merit of the Sargent Scheme was that it had exposed the supreme unwisdom of the policy which the Government had hitherto pursued in the matter and that it had recommended the provision of a living wage to the rank and file of the profession, especially to

teachers of elementary schools instead of allowing them to rot on the miserable pittance that was being doled out to them now. Referring to the grant of dearness allowance to teachers and to their present salaries, Sri. Rangaswami Iyengar said that there was no conceivable reason why teachers in private employ who stood in every respect on a par with those in Government Institutions, should be treated differently in the matter of service conditions like security of tenure, a graded system of salaries with regular increments, and provision against old age. It was up to the teachers to press their claims incessantly.

Proceeding, Mr. Rangaswami Iyengar dwelt on the corresponding obligations of teachers to pupils and their parents and appealed to teachers to give full satisfaction to the expectations demanded of them by parents and pupils. He also exhorted the teachers to join the Guild in larger numbers and consolidate it so that it might become a real power to be reckoned with in the shaping and moulding of the education of the children of this land.

On the motion of Prof. R. Krishnamurthi, Vice-President of the Guild and seconded by Rev. D. Chellappa, Rev. Fr. Sequeira took the chair.

Messages wishing the conference success from Sir Thomas Austin, Dr. B. B. Dey, Sir A. Lakshmanaswami Mudaliar, Prof. M. S. Subesana and Prof. S. K. Yegnanarayana Aiyar were read by Mr. S. Natarajan, Secretary.

Fr. Sequeira, in his presidential address, pleaded strongly that not only teachers but also lecturers in colleges should join the Guild so that the Guild might become more powerful and speak with one voice on all problems of education and questions pertaining to the teaching profession. He did not see any vital distinction between the teachers in the high schools and the lecturers in the colleges as far as problems of the profession were concerned.

Task before Teachers

Proceeding, the President observed that it had been stated in some quarters that teachers at present did not realise their high position and that those who entered this profession were ready to accept service under any conditions. He did not think that it was a true statement of the position. There might be individual cases. But on the whole, teachers did respect their profession and the service conditions under which they were placed did not depend upon them at all. The remedy lay with the society. Their conditions could not be improved by mere legislation alone. There was hardly any private educational institution which was able to meet its running expenses and pay the salaries of its teachers from fee collection which was the main source of income to the institution. Unless outside agencies, like the Government came forward to make up the deficiency, the service conditions of teachers in such institutions could not be improved.

Referring to the future position of teachers, he said that it would be impossible for teachers to be enthusiastic and play their part satisfactorily, unless the economic and political conditions in the country improved. The standard of living of the people must increase. In his view, the problem of educational reform was related with

other problems facing the economic and political life of the country. As long as the war lasted, they would have to wait patiently. At the same time, they could educate the popular mind on the need to remedy the depressing state of affairs of the teaching profession. If the profession had not attracted the best and enterprising minds, it was up to the society to see that such people took up this profession and let the teachers at this conference resolve to spread these ideas among the public, so that in the post-war period children might get the best education.

Rev. T. M. Kuriyan, Wesley High School, Royapettah, next addressed the conference on "Educational broadcasts for secondary schools".

Messrs. Purushothaman, Vivekanandam, T. R. Mahalingam and Rev. D. Thambuswamy participated in the discussion that followed. The Conference then adjourned for lunch, to re-assemble at 3 p.m.

Mr. G. Sundaram Iyer, M.A., L.T., of the Hindu Theological High School, opened a symposium on Service Conditions of Teachers in aided schools. He pleaded for a Teacher's Charter with the following six points: (a) Security of Tenure as per Civil Service Regulations; (b) Leave Rules as per C.S.R.; (c) Promotions based on efficiency and seniority; (d) An adequate minimum of salary; (e) A free compulsory State Insurance of at least Rs. 2,000, and (f) Free education for the children of teachers in schools and colleges. Mr. G. Srinivasachary, Mylapore, made a special plea for fair treatment to the secondary grade teachers. Mr. S. S. Arunagiri Mudaliar desired that special tutors be appointed to assist the Pandits in their correction work and that Pandits, be treated as equivalent to L.T.s in the matter of salary scales. Mr. N. K. Mia, Principal of the Y.M.C.A. College of Physical Education, described the nature of the work that teachers of physical education have to do and said that to secure efficiency, the physical education teachers must be treated as part of the staff and not as an adjunct. He pleaded that their salaries should be raised commensurate with their special technical qualification and the importance of their work. Mr. T. P. Srinivasavaradan pointed out the defects in the present agreement between teachers and managements and stressed the need for incorporating in the contract more specific clauses regarding leave rules, salary scales, and conditions of termination of service. He opined that in all cases of termination of service of a teacher by a management the previous approval of the Director of Public Instruction must be had and obtained.

Mr. R. Suryanarayana Rao, M.A., then initiated the second symposium on post-war Education. He outlined the proposals of the Madras Post-war Reconstruction Committee and pointed out some of its salient features viz. the introduction of compulsion up to the age of 11 as a part of a five-year plan, the improvement of the pay and the conditions of service of teachers in all schools. Mr. S. Natarajan speaking on the need for selection for higher education said that the Madras Sub-committee did not appear to have considered that aspect at all. He was of opinion that if the nation and the country as a whole should benefit by education, then those with aptitudes and abilities must be enabled to take advantage of the provisions of higher education. Selection should not be based upon the ability to pay but the ability to utilise the facilities. He said that while there was strong difference of opinion as to the age at which selection should be made, there was fair unanimity on the need for selection among distinguished educationists of this country and that in England, selection was recognised as essential by all. If the selection was made on the basis of records regarding aptitudes, interest and general progress in study and psychological tests then it could become reliable and the speaker pleaded for research and experiment on those lines. Mrs. K. N. Brockway, Principal, St. Christopher's Training College, spoke on better Training Methods for Teachers. She pleaded for special facilities to be provided in order to attract women to the teaching profession. A great step in improving the status of the teacher would be the unification of the Teaching Profession. The Training Institutes should all have University status and there should be fostered in teachers under training a community of interest. She pleaded for periodical refresher courses and provision and encouragement for research in Training Institutions.

Rev. Fr. Sequeira in his concluding remarks hoped that the service conditions of teachers would improve as the efficiency of teaching depended largely on the contentment of the teaching personnel. In regard to the post-war education, he observed, that the Madras Committee had not considered the question of selection and that selection would be a major problem and much depended on right selection if education is to serve national ends.

With a vote of thanks proposed by Prof. R. Krishnamurthy, M.A. to the President, the speakers and to Rev. Fr. Mairotta, S.I.C., Headmaster, St. Gabriel's High School, the Conference concluded.

Opportunity for all must be provided.

Every child in our country deserves a fair start in life including an educational opportunity that will develop his talents to the fullest. Failure to provide such an opportunity to *all* the children of the nation is tragic in its consequences. We need the best talents of all our people. Above all we need to find and develop superior talent.

The
SOUTH INDIAN TEACHERS' UNION PROTECTION FUND LTD.
SEVENTEENTH ANNUAL REPORT

The Directors have great pleasure in presenting to the members the Seventeenth Annual Report for the year ended 31st December 1944, together with the Audited Revenue Account and Balance Sheet and the other prescribed Statement, for their adoption.

Strength : The number of policies at the end of the year stood at 1,832 (inclusive of 84 paid up policies) consisting of :—

254	of	4	units
183	"	3	"
725	"	2	"
670	"	1	Unit

making up a total of 3,685 units. The number of Policy-holders was 1776 as on 31-12-44 against 1581 (3052 units) in the previous year. 309 policies (comprising of 728 units) were issued during the year. This figure is highest on record since 1933. There were 23 deaths and 19 surrenders.

The average age of new admissions was 31'3.

Annual Meeting : The Sixteenth Annual meeting of the General Body was held at Annamalai Nagar, Chidambaram, on the 10th May 1944, to consider the Annual Report and to elect the Directors and the Auditor.

Board of Directors : The Board met three times in the year.

This year the Life Insurance Fund has increased by Rs. 34,446. The value of policies issued during the year covers Rs. 1,82,000. Claims by mortality during the year amounted to Rs. 11,439-14-0 and a sum of Rs. 1,935 outstanding from previous year was paid this year.

Claims : Claims were settled expeditiously as usual.

The Tables of Benefits for 10, 15 and 20 years passed by the General Body last year, were approved by the Superintendent of Insurance and were given effect to from September 1944. Seventeen policies have been issued under the New Tables.

The Directors offer their thanks to the members of the Fund for their hearty co-operation and to the field workers (particularly to the Agents at Tuticorin and Madras) and are glad to report that the Audit Committee has expressed its appreciation of the work done by the office.

(By order of the Board).

Triplicane, } 1st April 1945.	M. S. SATHESAN, President.	T. P. SRINIVASAVARADAN, Secretary.
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The
SOUTH INDIAN TEACHERS' UNION PROTECTION FUND, LTD.

NOTICE TO MEMBERS

Notice is hereby given that the Seventeenth Annual Ordinary General Meeting of the Fund will be held at the Zamorin College, Calicut, on Friday the 11th day of May, 1945, at 10-30 A.M. to transact the following business :—

1. To receive, consider and adopt the Directors' Report and the Audited Statement of Accounts for the year ended 31st December, 1944.

2. To elect the President, the Vice-President, the Secretary and six other Directors under article 25.

The retiring Directors are eligible for re-election.

3. To elect an Auditor for the year 1945 and fix his remuneration.

The retiring Auditor Sri V. Soundararajan, B.A., G.D.A., R.A., is eligible for re-election.

Members who intend to ask for information at the General Meeting regarding any matter either in the Directors' Report or in the Statement of Accounts are requested to give notice of the same to the Secretary on or before Friday the 4th day of May 1945.

520, High Road,
Triplicane,
10-4-45.

(By order of the Board),

T. P. SRINIVASAVARADAN,
Hony Secretary.



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EDITORIAL

Fitting Honour :

We heartily congratulate Maha Kulapathi Gurnkula Dharmacharya Sri K. Rangaswamy Aiyengar, B. A., B. L., D.T., on the well-deserved title of 'Maha Kulapathi' conferred on him by the Parents' Association of the Hindu Theological High School at a public meeting held at the School in March last under the distinguished chairmanship of Dewan Bahadur P. Venkataramana Rao, Chief Justice, High Court of Mysore, and convened for the purpose of formally bidding him farewell on his retirement from the office of Headmaster of the Hindu Theological High School. Sri Rangaswamy Aiyengar was Headmaster of that School for nearly two decades during which period, thanks to his great organising power and fostering care, the school has grown to a pre-eminent position among schools of this province. His friends and well-wishers, old boys, the members of the parents' association and of the masters' association presented him with a purse of about Rs. 7,000. With his characteristic generosity and devotion to the school and to its teachers; Sri K. Rangaswamy Aiyengar added his own savings of Rs. 5,000 to the purse and gave Rs. 10,000 to the management

towards equipping the chemistry laboratory of the school and Rs. 2,000 to the masters' association to serve as a nucleus of a benevolent fund for its members. We are happy to note that though Sri Rangaswamy Aiyengar has retired from the office of headmaster of the school, he will continue to serve the school as its correspondent and secretary of its managing committee. We pray to God that he may be enabled to continue his meritorious services to that institution and raise it to the status of India's First School. Sri Rangaswamy Aiyengar has chosen not to avail himself of his well-earned rest and lead a life of leisured idleness. His passion for work has made him undertake additional responsibility and he has accepted the office of Joint Secretary of the National Girls' High School, Myslapore.

His great love for the teaching profession and his services to the profession rendered through the Madras Teachers' guild and the South India Teachers' Union are too well known to need recapitulation here. Now that he has time at his disposal, we hope he would enable the teaching profession to achieve the ideal he placed before them at the Vellore Conference.

Education—a mighty force

This is the title of a pamphlet issued by the National Education Association of the United States. Realising that a greater and nobler America can be built only as they develop their human resources, the Association has put in a powerful plea for increased educational effort. We give below only two quotations and leave it to our readers to say how well they apply to India.

The Power of Education

There is power in a waterfall, in a B21, in an acorn. But there is a greater power in education which teaches men how to control the forces of nature and changes the thoughts and the actions of man himself.

There is power in education. To fail to utilize this power for creative good is the greatest folly an individual, a community, a state, or a nation can commit.

What Makes a Good School

Perhaps your child has a good teacher—well prepared, constantly learning more about teaching, a wholesome personality . . . a teacher who is supplied with excellent books and motion picture and radio equipment . . . a teacher whose classes are small enough so that each pupil can be treated as an individual . . . a teacher who is paid a salary which makes it possible to live comfortably, to continue to study, to travel, and to do other things which enrich personality. . . If so, you are a fortunate parent.

How many of our parents are fortunate?

No Schoolboy should be without a copy of MARTIN'S A DICTIONARY OF ENGLISH USAGE

PAGES 181.

SECOND EDITION.

"It is inevitable that the name of Mr. Martin's book should invite a comparison with Fowler's classic on the subject. And while on account of its smaller scope, it is something less, it has special points of appeal for the Indian students. It is not discursive; it makes its points briefly and precisely; and it does not—and cannot afford to indulge in whimsical expressions of opinion. It is in fact a miracle of compression. It is astonishing to find how much information is gathered within the covers of this book. The phrase 'English Usage' is delightfully vague and covers points of Grammar, rhetoric, prosody and idiom. Mr. Martin has done ample justice to all of them. And he has even attempted to clear a way through that tangled jungle, which is another name for English pronunciation and spelling. Words which are spelt or pronounced alike and which are frequently mistaken one for the other are carefully distinguished, and illustrative sentences are given to clinch the point of distinction."

"English usage of course is not an exact science. There is therefore room for honest difference of opinion on many of the controversial points discussed in the work, but almost always Mr. Martin manages to give the *pros* and *cons* of the issue involved."

"It is always dangerous to say that any particular thing in this solid-seeming world of ours is absolutely indispensable, but it looks as though Mr. Martin has written an indispensable work of reference for our students and teachers in schools and colleges. And with this handy and low-priced volume available, there really is no excuse for our pupils manufacturing any more 'howlers' hereafter. Congratulations to Mr. Martin and the publishers."

—The Educational Review, Madras, April 1942.

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FOOD . . .

FUEL . . .

CLOTHES...

SERVANTS . . .

Pity the poor housewife in these difficult days :

her life is full of worries and problems.

Food is very expensive — clothes and fuel

are daily recurring problems—getting the children to school and her husband to work a nightmare.

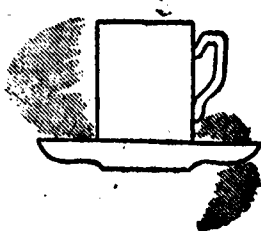
But there is still one sure friend left which will never let her down. It is TEA. No matter

how tired or worried she is a cup of tea

will ease her burden, smooth out her worries,

give her new Hope and strength to face

the future, turn her thoughts
to the easier times that are to come.



INDIAN
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