

527
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South Indian Teacher

JANUARY 1945

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8	285	180	285	105	285	285	70
9	290	235	290	125	290	290	80
10	295	300	295	150	295	295	90
11			300	175	300	300	100
12			305	205	305	305	115
13			310	285	310	310	130
14			315	275	315	315	145
15			320	325	320	320	160
16					325	325	175
17					330	330	190
18					335	335	205
19					340	340	220
20					345	345	240
21					350	350	260
22					355	355	280
23					360	360	305
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THE SOUTH INDIAN TEACHER

Vol. XVIII

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No. 1

PROBLEMS OF EDUCATION CANNOT WAIT

By

SIRDAR K. M. PANIKKAR, *Prime Minister, Bikaner.*

Extracts from the Presidential Address—the All-India Educational Conference, 1944.

With the approaching end of the war, it is only to be expected that the emphasis should shift to the problems of peace and to the reconsideration of all values in the hope that with the opportunity now afforded for a new start, it may be possible to create a better world.

Planning and education.

This seems to be the explanation, as indeed it is the justification, of all the feverish planning that is going on in every country. In India also, this question of planning has assumed an importance which overshadows all other issues at least for the time.

One notable feature in respect of all this planning is that the question of national education has now been recognised as the basis of all reconstruction. The purpose of all planning is to raise social standards; and greater production of wealth, greater industrialisation, more scientific methods of agriculture, expansion of commerce and trade, these are but means to the one end of a better and more harmonious life. That end cannot be attained without the benefits of an efficient and sound education being available to the people as a whole. This fact stands out clearly in all the programmes which have so far been drawn up, though the emphasis may differ according to the predilections of those responsible for the plans.

The Sargent Scheme.

The Sargent Scheme is undoubtedly a notable contribution to educational planning. It enunciates our major educational problems, and courageously seeks to find solutions for them. I know that educational thinkers who experiment with new ideas, experts in child psychology, advocates of manual labour in schools, and others who devote themselves to fundamental issues in education, will find numerous faults in his scheme. But, after all a system of national education cannot be based on experimental institutions. The practical administrator must proceed to work out his schemes on existing foundations, expanding, modifying and making them more useful.

The objectives of national education.

Those who are responsible for national education have two problems to face to create a new framework which will take into its fold the entire community that has to receive education; and secondly to furnish the framework with positive ideals. The planners can provide the frame work; only educationists can provide the ideals. Such a framework, together with the objects which a general system of education in India should serve, has been provided through the co-operative effort of the leading educationists in the country, and is now under active consideration. The second problem, that of furnishing the

our faiths, revive our ideals, and generally rejuvenate our minds. A moment of introspection will show that none of us knew anything of which we can now be proud when we left our universities. It is only by a process of continuous re-education that we have been able to do anything worth while. Educational institutions provided us with the apparatus, with the key to the treasure house of knowledge and conduct, and our success or failure has depended on the way we utilised that apparatus and that key for further educating ourselves. This is the essence of the problem of adult education for the educated.

That the educated are the people who most need continuous education is not a matter of surprise. Proper education can begin only after the mind has matured; before that only the mechanical methods can be taught. Aristotle proclaimed this truth long ago. "The young are not fit to be students of politics, for they have no experience of life and conduct". The same remark he applied to philosophy as a subject of study for the young. If we consider our own degrees of appreciation of literature at different ages and periods, we would unhesitatingly come to the conclusion that humanistic studies are for maturer minds, and schools and universities can at best provide the necessary training which, if used at a later age, will be of very great profit. Continuous education, therefore, is the only method by which the expenditure and effort involved in a national educational system can reach its fruition.

Experimental Schools.

Any well-organised system of national education must allow for a wide variety of educational institutions: experimental schools, work schools, Gurukuls, Ashrams and any other kind that educational thinkers can devise. It is only in these institutions that new ideas can be developed, new methods tried and new systems fashioned.

They alone can provide the antidote to departmentalism, the control of education by routine and administration, and put a brake on the inevitable tendency towards regimentation. Besides,

special schools represent individual ideas and effort, the vision of a thinker or the experiences of a practical man.

Aesthetical education.

Another point of very considerable importance in national education, but which must remain inevitably outside the scope of any "system" however well devised, is the improvement of national taste. It is often said that taste cannot be educated, but this is only one of the foolish egoisms of professional critics. National taste can and is being educated in all progressive countries. The purpose of all museums—apart from conservation—is to educate the taste of the community. Music festivals, amateur theatricals, libraries and other institutions are meant for such an education.

Allied to the improvement of taste is the question of arts and crafts in education. It is now almost an axiom that, for the proper awakening of the mind, the eye and the ear have to be trained to appreciate beauty. The use of the hand in crafts is also important, not merely from the point of technical skill, but for acquiring a sense of shape and form. In this connection, I cannot do better than quote a passage from a recent book of Dr. James Cousins on the Aesthetical Necessity in Life:—

"Those today who realise the necessity of the infusion of the aesthetical spirit through all phases of life and simultaneously realise the potent influence of the creative arts and crafts, that only awaits the opportunity to be given it to take up its regenerative work, are no longer content to have the 'liberal arts' confined mainly to the derivative study of other peoples' notion of things through the unsteady and seldom fully informed medium of intellect. They claim for the arts and crafts an integral place with others in education, from which place they may instruct the makers of a stable future beyond the post-war future 'in the right conduct of our life'. This the arts and crafts will do with the directness that Montaigne so long ago stipulated as one of the conditions that should govern our choice of an art;

for every detail of artistic activity is a step towards the discovery of the way of creative life, and this is the central need of the future."

The crucial question which Indian educational authorities have to face is the position of the teacher. There is no doubt that, apart from university teachers, whose position also leaves much to be desired, the teacher in India lives on a precarious margin of life. There is no profession where the salary is so disproportionate to the responsibility of the post, and however we may expand our system, no satisfactory results will follow till the teachers are given a living wage, and are honoured for their profession. It may justly be said that the value which a nation attaches to education may be judged from the honour it pays to its teacher. We are too often prone to consider the teacher as a minor employee, measuring his importance to society by the yard stick of the salary he draws. With such an attitude, it becomes doubly a crime to pay the teachers so low, for neither honour nor profit falls to their lot. The old Indian tradition of holding the teacher in the utmost respect compensated in many ways for the financial privations that the smallness of emoluments involved. But with loss of that respect from the community, the position of the teachers in the present system of education in India is altogether deplorable. Nothing warps the mind so much as dependence and poverty. If the teacher's mind loses its sense of proportion and value, as a result of his poverty, it cannot surely be expected that he would be able to convey to his pupils anything but his warped values. By keeping our teachers poor, we are poisoning the wells of knowledge. The first thing required in any scheme of educational reform is the improvement of the social and economic condition of the teachers.

The American Committee on Teacher Education in its Report (1943) gives the following remarks on this important question. "Good teaching requires persons of native superiority who have benefited from an extensive and superior education. Such persons will be attracted into the profession when certain conditions exist. The esteem in which teaching is held must be high.

The salaries offered and the conditions of employment must be consistent with that esteem, must compare favourably with what is available to able and well educated persons in other occupations." It is significant to note that the McNair Committee, which went into the whole of this question in England and which submitted what may justifiably be termed an epoch making report, also came to the same conclusion and regretfully stated that England has never given to the teaching profession the esteem that it needs and deserves. The Committee's basic recommendation was that there should be a really big rise in teachers' salaries, especially in the salaries that teachers can look forward to.

I am fully aware that, while every one, including Governments, Municipal and District Boards and Aided School Managers, will all agree to this in principle, the proposal is likely to meet with active opposition when any attempt is made to give a practical effect to it. There is nothing that Finance Departments love so much as pointing out the cost of any improvement. It is their legitimate function, and I give them all credit for the caution with which they approach all proposals involving greater expenditure. But, if the object we have in view is to be achieved, the expenditure has to be faced, and moneys made available. This will undoubtedly increase the cost of education much beyond even what the Bombay Scheme contemplates.

Objection to the proposal is likely to come not only from the Finance Departments of Governments and from District Board and Municipal authorities, but also from the owners or managers of private schools who combine philanthropy and social service with momentary profits. I do not for a moment deny the great services that aided schools have rendered and are rendering, and pay due homage to the selfless work of many privately owned institutions; but I do not think it will be contested that at least in some cases these schools are managed as commercial ventures, and in others there is a noticeable tendency to run such schools "on the cheap." Cases are also not unknown, and I regret to say not infrequent, where even the aid given by

Governments or Local Bodies do not reach the teachers to the extent it is meant. The opposition of the powerful body of private school managers is a factor which we have to take into consideration. But, if education is to be re-organised on a national basis, then the freedom, both of administration and of teaching, given to private managers will have to be curtailed to a large extent and will have to be brought more effectively into line with what national standards require.

There has been a volume of criticism in this country about our methods of examination. At the risk of being considered an obscurantist, I should like to give expression here to my firm belief that, with all its weaknesses, the written examination with quantitative marking remains, generally speaking, the only satisfactory method by which the knowledge, national capacity and general ability of a student can be tested. Written work affords an opportunity to judge exact knowledge, ordered presentation, precision of expression, and, more important than all, the process of reasoning, all of which to my mind go to the very root of mental development which is or should be the object of education. It is often said that a crucial examination, the failure or success in which may affect a student's whole future, leads in many cases to an unbearable strain. The capacity to stand that strain and to concentrate all mental powers at a specified time constitute an essential part of the capacity test, and I for one have always deplored the tendency towards laxity shown by the Indian Universities and

Examination Boards which provide for considerable intervals between one paper and another in an examination, on the specious plea of reducing the strain on the students.

Education is with us one of the most emergent problems. Childhood, as Farriere says, does not wait: it grows. The problems of education cannot await leisurely discussion because every day wasted involves human wastage also. This is all the more so in India which is disastrously backward in this field. Your responsibility as the leading educationists in India, as the central organisation of the teaching profession, as well as the body giving shape to educational thought in India, is to impress upon the general public the compelling urgency of this problem. No problem of this nature can be solved merely by Government action. The battle has first to be won outside the Secretariats and Council Chambers and that by securing general realisation by the public of the immediacy of the problem and its vital importance to national welfare. An eminent constitutional thinker has pointed out rightly that great issues are first won in the public forum and the action of Government has only followed tardily. Here in this case, owing to the circumstances created by the War and the necessity for general reconstruction, the Government is in some measure ready with a scheme. It is now for us to arouse the public to the importance of the question, and to create behind the scheme that weight of opinion which alone will ensure its success.

(Continued from page 9.)

He said that nearly 20 lakhs of teachers with special training were necessary when the scheme was in full swing and that an annual expense of nearly 300 crores would have to be incurred. The Report, the lecturer remarked, deserved to be read carefully both by the educationists and the lay public. Sri A. Rama Iyer wound up the proceedings with a few more remarks on the Sargent Scheme, and with an earnest appeal to all teachers to equip themselves adequately for the discharge of their duties.

Headmasters' Association, Madura District

A conference of the Headmasters of the Madura District was held at the Sethupathi High School, Madura, on the 2nd December 1944, with Rev. Fr. J. G. Gomez of the St. Mary's High School, Madura, in the chair. Khan Bahadur K. Muhammad Sahib Bahadur, M.A., Divisional Inspector of Schools, Madura, opened the conference. A discussion on the Sargent Scheme was initiated by Mr. Jambunatha Iyer, Headmaster, B.H.S., Uthamapalayam. After adopting certain resolutions, office-bearers were elected for the next year.

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 252 of Vol. 17.)

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C II. Subtraction of Integers

C II-1. ERRORS

1. (i) Errors in fundamental subtraction facts (primary subtraction combinations) not involving zero (a frequently occurring type).

(ii) Subtraction involving zero.
e.g., $7 - 0 = 0$.

(iii) Wrong splitting of numbers to facilitate subtraction.

2. (i) Defective placement of digits of the same rank one below another (i.e., irregular setting of digits).

(ii) Confusion of columns due to

(iii) Omission of columns.

(iv) Losing place in columns especially when large numbers are involved.

3. Horizontal arrangement:

Most of the errors noted above occur more frequently in horizontal arrangements than in column arrangements.

4. Borrowing (a).

(i) Seeing no need for borrowing.
(ii) Reversing order if digit in subtrahend is greater than corresponding digit in minuend.

(iii) Putting zero as remainder when digit in subtrahend is greater than corresponding digit in minuend.

5. Borrowing (b) — most frequent source of error:

(i) Not allowing for having borrowed (a common source of error).

(ii) Mistakes due to oversight or confusion due to a series of borrowings.

(iii) Mismanagement of process when more than one zero occur especially in the minuend.

(iv) Confusion due to proximity of equal digits.

(v) Getting into wrong decades.
e.g., $73 - 8 = 55$.

6. Method of complementary addition:

(i) Reversing the order of corresponding digits, when digit of minuend is less than corresponding digit of subtrahend, and then getting the completing number.

(ii) Forgetting to carry, i.e., to make allowance when completing leads to the next higher decade.

7. (i) Entering zero or zeros to the left of the remainder.

(ii) Failure to bring down left-end digits.

(iii) Losing digits, i.e., forgetting to enter digits in the remainder.

(iv) Omitting to enter zero in the remainder.

2436
989

4008
364

675
76

609

73 - 8 = 55

528
43

528
43

528
43

528
43

528
43

528
43

528
43

528
43

528
43

528
43

8. Wrong principle:

(i) Subtracting unlike numbers, *i.e.*, numbers of different ranks or different denominations.

(ii) Omission of unit-names or names of denominations.

9. Language error:

e.g., I minussed 4 and 6 and got remainder 2.

10. Faulty procedures:

(i) Starting from the left and proceeding towards the right.

(ii) Irregular procedures defying analysis.

11. Lack of control over subtraction process:

(i) Getting different answers when doing the same subtraction more than once.

(ii) Persistence of errors once made.

12. Confusion of processes:

e.g. Adding instead of subtracting, probably due to (i) Borrowing and complementary addition methods having been taught side by side; (ii) Lack of knowledge of subtraction situations.

13. Mechanical errors:

(i) Wrong reading of digits.

(ii) Malformation of digits leading to error and confusion.

(iii) Losing digits due to oversight or carelessness.

(iv) Errors in taking down figures from book to notebook, from black-board to slate; in taking down dictated numbers.

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

CII-2. Defects and Deficiencies

1. Inability to understand the rationale of (i) the borrowing method, (ii) the complementary addition method.

2. Lack of efficiency and control over the methods of subtraction—

(i) in column arrangement,

(ii) in horizontal arrangement.

3. Inability—

(i) to present results in equation form.

(ii) to evaluate the unknown involved in equation form, *e.g.*, to find s from $14 = 3 + s + 9$.

(iii) to supply missing addend in an addition sum.

4. Crutches:

(i) Counting on fingers.

(ii) Visualization, using seen arrays, pattern arrangements and other concrete helps.

To find the number of years in the period 1928 to 1937 inclusive, a number of pupils wrote down all the years and counted.

(iii) Nodding heads, tapping, etc.

(iv) Vocalization of process: Saying aloud steps in the subtraction, "I cannot subtract 8 from 5, therefore I must borrow, etc."

(v) Scoring out digits after borrowing and entering instead the changed values.

(vi) Splitting numbers.

e.g., $15 - 8 = 15 - 5 - 3 = 10 - 3 = 7$.

(vii) Deriving remainders by adjustments to known combinations.

5. (i) Want of confidence in mental work even in simple cases.

(ii) Use of the scrap paper.

(iii) Short attention span.

(iv) Giving up in the middle and starting from the beginning.

6. Inability to indicate differences in the order of operations, using brackets.

7. Verification:

(i) Neglect of verification.

(ii) Verifying by repeating process in the same order. [Danger of persistence of error].

(iii) Ignorance of alternative methods of verification—

(a) by subtracting the remainder and comparing with the subtrahend.

(b) by adding subtrahend and remainder and comparing with minuend.

(c) by using complementary addition method to test result by borrowing method, and *vice versa*.

8. Paucity of knowledge of subtraction words. Inability to appreciate subtraction situations.

9. Inability to suggest practical problems that will lead up to indicated processes, *e.g.*, to correspond to $28 = 40 - 15 + 3$.

(To be continued)

THE TWENTIETH ALL-INDIA EDUCATIONAL CONFERENCE, CAWNPORE. (29th to 31st December.)

By

C. RANGANATHA IYENGAR, M. A., L. T., Gooty.

About a dozen delegates from South India attended the Conference. On behalf of the South India Teachers' Union Messrs. C. Ranganatha Aiyengar and S. Natarajan were present and took active part by contributing to the discussions in the different sections. Mr. Natarajan was the Secretary of the Secondary Education Section and its proceedings were very lively. Mr. N. Kuppuswami Aiyengar who was to have presided over this section, was unavoidably absent and his paper on 'Education for All' was read in the section. Dr. V. N. Sharma of the Children's Garden School, Mylapore, presided over the Home and Child Education Section. Mr. M. S. Kotiswaran, our old friend, who is now in Secunderabad easily made a very good impression by his masterly report as Secretary of the Moral and Religious section and was a very popular speaker wherever he went.

The South Indian delegates were entertained at a tea party along with Mr. K. M. Panikar, President of the

Conference, by the South Indian Association of Cawnpore on the 31st instant.

'Cultural Contents in Indian Education' was the subject of this year's symposium at the General Session of the Conference. Many distinguished persons took part in the deliberations.

The Cawnpore Conference was memorable for the magnificent hospitality extended to all the delegates and guests throughout the days of their stay, *i.e.*, from 28th December to 1st January by the Patron Sir Padampat Singhania, Proprietor of J.K. Industries. The 'at home' on the evening of the 29th and the grand dinner on the night of the 30th provided excellent opportunities for social contact among the delegates.

It is needless for me to mention that the success of the Conference was due in no small measure to the popularity and influence of the President Dr. Amaranatha Jha and of the Secretary Mr. D. P. Khattri, of the Federation.

FROM OUR ASSOCIATION

Salem District Teachers' Guild

The XVIII Session of the Salem District Educational Conference was held in a spacious pandal on the premises of the London Mission High School, Salem on 25th November, 1945. Sri V. Vedanayagam, Headmaster and Correspondent of the London Mission High School and Chairman of the Reception Committee, welcomed the delegates and others and stressed the need for improving the pay and prospects of teachers of all grades. He also stressed the need for vision, imagination and courage on the part of the teachers.

Sri N. D. Sundaravadivelu, the District Educational Officer, Salem opened the Conference with a lucid speech in Tamil. He admitted that the economic condition of teachers was poor and that their status in Society was very low. However he exhorted the teachers not to enter the class-room with discontented minds; but to work on cheerfully. On the motion of Rev. Fr. Antony, Sri A. Rama Iyer M.A., Vice Principal of the National College, Trichinopoly took the chair.

In his Presidential address he deplored the hard lot of teachers under all managements. He dwelt at length on some of the main features of the Sargeant scheme and was of the opinion that the Government should be much more enthusiastic about it than it was. He feared there might be delay in the scheme being accepted and put into effect. He then deplored the low

standard of English of pupils in Secondary Schools and examined the causes. He said that the introduction of the mother-tongue as the medium of instruction was not responsible for it. He wanted that English should be handled by really competent teachers.

The annual meeting of the Salem District Teachers' Guild was then held, Mr. S. M. Lakshmana Chettiar the President presiding. After the annual report was presented by Sri R. Krishna Pandaram, the Guild Secretary, the following office bearers were elected for the new year. President Sri V. Vedanayagam, Vice-Presidents, Messrs. P. R. Subramania Pillai and R. Narayanasami Iyer, Secretaries, Messrs. R. Krishna Pandaram and T. D. Srinivasan. Representative of the Guild on the S. I. T. U. Sri K. S. Chengalrayan.

The 'V. Natarajan' prize for the student who scored the highest aggregate of marks at the S.S.L.C. Public Examination for the past year was awarded to R. Rajagopalan of the Little Flower High School. The Conference considered and adopted several resolutions in the afternoon session.

After tea, Sri S. Natarajan of St. Gabriel's High School, Madras delivered an instructive address on 'Educational Reconstruction'. He dwelt at length on schemes such as the Wardha Scheme of Basic Education and the Sargeant Scheme, and showed how the main features of the Sargeant Scheme were really commendable.

(Continued on pag 6.)

EDITORIAL

Sir Meveral Statham

We deeply regret to have to record the death of Sir Meveral Statham, which took place in the early hours of the 27th December. He was apparently in good health and was reported to be working till 2 a.m. that day. He had been in service for nearly 34 years and had only a few months more to retire. A man of indefatigable energies, quick intelligence and a powerful memory, he easily distinguished himself in every office that he held. He had served the department of Education as Professor, Principal, Deputy Director and lastly as Director of Public Instruction which office he filled with distinction for nearly eight years. His services were availed of by the Hartog Committee on Education and as its Secretary he rendered valuable assistance in the preparation of the report. He was largely responsible for reorganising Education in Travancore when for a brief period his services were placed at the disposal of the Travancore State. He had also acted as Commissioner for Education with the Government of India. His services were fittingly recognised when he was knighted in 1943. His rich and varied experience in all spheres of Indian Education would have been very valuable in post war Educational developments but God had willed it otherwise. No one will deny that during the eight years he was the D. P. I. of Madras he vitalised the Education Department and greatly enhanced its efficiency and reputation. With him work was a passion and nothing delighted him so much as hard work, and facing and overcoming difficulties. It was his aim that Madras should lead in matters educational and he sincerely strove towards that end.

In his death the teaching profession has lost a real friend. He always identified himself with the teacher. He was for many years a member of the Madras Teachers' Guild and had served it as a member of the Council and was its Vice President for a term. Later, the Teachers' Guild in appreciation of his valuable services to the teaching profession admitted him as an Honorary Member. The teachers all over the province will remember with gratitude the many steps he had taken to improve

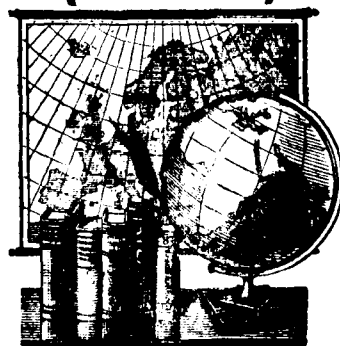
their service conditions. His death is indeed a great loss. We are sure that teachers of this presidency will take suitable steps to perpetuate his memory.

Who will be the next D. P. I. ?

That is the question before the public. Dr. D. B. Dey who has been re-entered after retirement is now officiating. It is reported that the Government of India has been requested to convert the post as a Provincial Service Post. It is not known why such a step should be taken when there are senior officers belonging to the Indian Educational Service in our own province. Is this a move to appoint a European to the place, by direct recruitment? Educational reconstruction is in the air. The department needs to have at its head one who is thoroughly conversant with our educational problems and who will have the vision to plan aright and the ability to enforce the plan. Importing experts from abroad, however efficient they may be, can be of very little use. We hope that the local Government will give due consideration and act in the best interests of the province.

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