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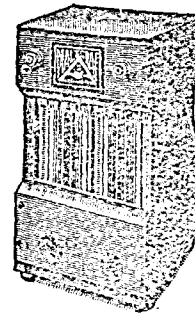


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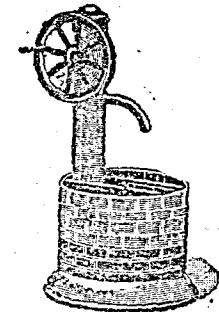
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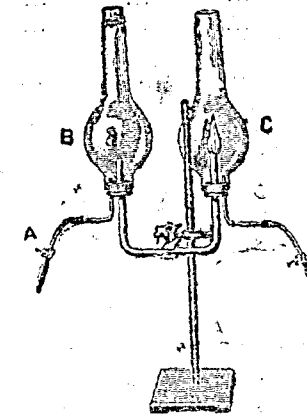


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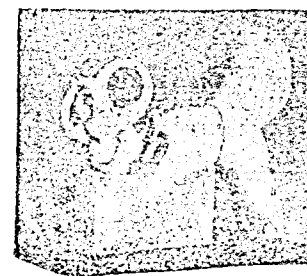
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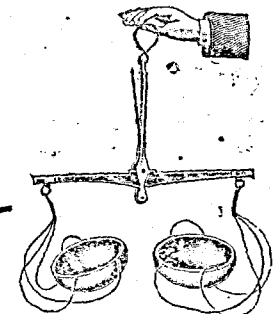


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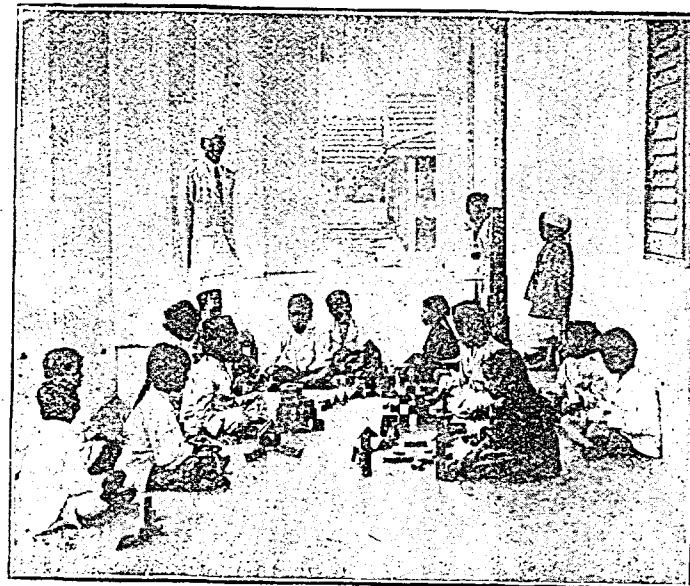
[No. 10

"POETRY WITH IN THE CLASS-ROOM"

By

Mr. K. S. Kumarakrishnan

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CHILDREN AT PLAY,
(KINDERGARTEN SECTION, TEACHERS' COLLEGE, SAIDAPET.)

The pressing business of the school, it is said, is primarily 'to widen the range of intercourse.' This can be made possible only by providing the pupils with a body of culture material and by preparing them to use the language rather freely. Such a body of culture material the pupils can lay claim to only when they come to understand and enjoy what they read and gain from it not a number of mere grammatical facts alone, not certainly whether a particular word is a gerund or a participle, but an insight, a tone and temper which will be their proud possession throughout their lives. And this insight, tone and temper the pupils can gain more from English poetry than from any other school subject.

Very few subjects there are at the present day which are more unsatisfactorily taught in our schools than English Poetry. There are few pupils who really enjoy reading a poem—as they surely should enjoy it. It must be frankly admitted that in ninety-nine cases out of a hundred "a poem is studied for the facts it contains, or for its formal characteristics, or for the meaning of the words or for their derivation, or for its moral

(if it contains its perceptible moral), or for its allusions (if there are any); it is very often treated as a historical document (if it has any value of that kind); or it is correlated with some other subject of instruction or it is even used as a piece of grammatical exercise." These methods sum up not unfaithfully the ways in which Poetry is approached in the class-room. The list is no doubt fairly exhaustive; but the most striking point about it is that it altogether omits to mention *feeling* and *enjoyment* of the poem for its own sake, "as a work of art, a transcript from life, a channel for inspiration." The pupils must *feel* the poems first, and then little by little get to be able to explain, and analyse—as far as it is safe or wise to analyse—the beauty into which the ordinary material of thought and intercourse has been moulded by the poet's master-hand.

How often have we missed, in the class-room, the solemn, yet pathetic gloom that surrounds such a poem as *The Burial of Sir John Moore*! And why? The poem is read either by the teacher or the pupil once, and that in a most slipshod manner not worth

the name *reading*. The first stanza is next taken up.

'Not a drum was heard, not a funeral
note,
As his corpse to the rampart we
hurried;
Not a soldier discharged his farewell
shot
Over the grave where our hero we
buried.

Then begins the lesson proper as strenuously as ever. Certain of the words are picked out and thoroughly examined, and the teacher pours out into his pupils' note-books a whole volume of details regarding the military honours that generally attend such a military funeral! Do not most of us belong to that class of teachers? There is no use grumbling over it; that is but an unvarnished truth.

And again, what about the case of a teacher dealing with that short, but all the same much worn, *Casabianca*—that stirring little piece so full of pathos? What does the teacher do immediately he has finished reading it? He takes up the first few lines:

The boy stood on the burning deck,
Whence all but he had fled;
The flame that lit the battle's wreck
Shone round him o'er the dead.

Obviously, the lines are too simple to need any elaborate explanation. So the teacher proceeds to question his pupils on the grammatical relationship of the word *he* in the second line, and goes on to discuss the correctness or otherwise as he thinks it of that *he*. To him the critical situation the boy is in has no appeal. That picture of the boy standing there alone hopeless of human help, there on the deck and in the midst of

the ever-roaring flames, doesn't seem to move him, nay, does not even appear to him as being more important, more significant, than the grammatically incorrect use of that word *he*. Certainly he has lost all imagination. Thus he goes on explaining stanza by stanza, and now he is at the lines—

There came a burst of thundersound—
The boy—Oh! Where was he?
Ask of the winds etc., etc.

and gives his explanation in some such words as these: 'there was a thundering explosion and the boy was no more: if you want to know the whereabouts of the boy, you must ask the winds etc., etc.' What is the result? The whole pathetic splendour of the poem is lost, and hence the lesson is an utter failure. No doubt the teacher's explanation is a fair statement of the meaning of these lines, "but with the complete disappearance of the pathos all their suggestive value has vanished." These lines are really a challenge even to the most skilled teacher. But see what the effect of the lesson is when the teacher gets forth in resounding phrases the pathetic splendour of the poem *as a whole*. Here comes in the real value of the living voice of the teacher and of a powerful reading of recitation. Remember, "the force of suggestion will act, and indeed does act, powerfully, and is strongly supported by the desire not to confess to a worse taste than one's fellows;" and then the pupils will come to have a more or less honest endeavour to like what has for them really no attraction."

Consider for a moment the treatment of the very simple poem, "*William Tell*." Every school master knows full well how it is being taught. After giving the pupils a preliminary idea of the whole story, the

teacher takes up stanza after stanza and explains, and the poem is finished with little or no effort at all. Naturally he comes upon the stanza—

"But oft some shining April morn
Is darkened in an hour;
And blackest griefs o'er joyous homes,
Alas! unseen may lower."

Like every other stanza this too is explained in a prosaic manner. The teacher does not pause to show how this stanza, reflective as it is, is relevant in a story of William Tell, the Swiss Hero, the continuity of which will certainly appear to the pupils as having been broken by this stanza; He simply proceeds with the next stanza dealing with the State of Switzerland. Faithfully following the suggestions he has already had that "incidental teaching should be utilised whenever possible, and that to this and other ends literature should be correlated with history, geography, nature study and what not", the teacher with very great pains attempts to portray to his pupils the political history of Switzerland in those times! And the pupils, poor fellows, think that this history of Switzerland, more than anything else in the poem, is really important! Poetry is a "transfiguration of life" and it is to this life that the growing mind of the pupils must be introduced. Poetry is the literature of life. "Literature correlates with everything in life by secret, subtle, subconscious paths which must not be trodden by the teacher. Directly and consciously it correlates with nothing." So poetry must be studied for its own appeal, not certainly for history or geography or anything else. The moment that the teacher relates it with a piece of history or geography or anything else, surely he will be teaching history or

geography or something else, but not poetry.

Since poetry is the literature of life and "literature correlates with everything in life", is there any other way of handling this same poem? A little reflection will reveal that the stanza—

"But oft some shining April morn
Is darkened in an hour;
And blackest griefs o'er joyous homes,
Alas! unseen may lower,"

is the very soul, so to speak, of the entire piece. When that is perceived, the whole poem appears in a new light. Few teachers there are who really take some pains to prepare the lesson beforehand. So they do no more than merely state, and very prosaically, the meaning of the stanza, without in the least attempting to explain the importance and relevancy of this stanza, how round this stanza all those that precede and those that follow cluster together. It is certainly possible to make the pupils *see* for themselves that all the stanza preceding this what may be called, the *Soul-Stanza* give us a picture of a House of Peace, while those that follow tell us how that House of Peace is threatened with a gathering of gloom disturbing thereby the peace for a moment, and how in the end the Swiss hero by his skill and ingenuity is able to dispel all those gathering clouds of gloom, so that the House of Peace is as bright as ever. And here it is that the pupils are introduced to life. The pupils can certainly be got with little or no effort to *feel* all this: They may not, and often will not be able to express what all they feel. But it is quite enough in a poetry lesson if the pupils *feel*; "for in matters of art feeling is often better than seeing" or even expressing.

Such a treatment of poetry alone will make a powerful appeal to the pupils' minds. Such an approach to poetry alone will be invested with a feeling of intense and peculiar interest. Such teaching alone will work our pupils lasting good, providing them with that body of culture material, and so widen the range of intercourse.' To an earnest and enthusiastic teacher the teaching of poetry on the lines suggested above will indeed prove a source of infinite joy. True it is one thing to enjoy oneself: it is quite another to be able to communicate to other minds the enjoyment one feels. But all the same, if only the lesson has been carefully planned out beforehand the teacher can surely make the pupils *feel*: There can be no greater satisfaction indeed, than to be able to read the effect of such a lesson in the pupil's eyes brimming with a gleam of real pleasure.

So far there has merely been a touching upon certain lines of treatment of English Poetry in the class-room. There has been no attempt made in any way to lay down any hard and fast method. In fact there can be no universal method; for the method will vary with the character of the poem and the nature of the pupils. Much less can the details of the method be put on paper. For the illustration of a Poetry Lesson needs, more than any other, the living voice of the teacher and the variety and spontaneity given by the pupils themselves. So much depends upon the teacher himself. In this connection it may be pointed out that a perusal of the extract quoted at length by John Adams in an article on 'The Teaching of English' in his "New Teaching and Jagger's 'Poetry at

School'" will make things quite clear, much clearer indeed than any article of this kind.

From the foregoing paragraphs written from actual experience it will be evident that the time-honoured method of piecemeal treatment of poetry should go, and that poems must be taken up as a whole. The teacher should be guided not by individual stanzas, lines, or words, but by ideas and pictures. The central theme must first be fixed at least in the mind of the teacher, and then it must be his constant endeavour to gather all the other ideas round this central one. Then he will have achieved something real, something substantial.

To conclude then: In a poetry lesson the pupils must primarily understand, appreciate, and enjoy what they read, not understand so much the dictionary meanings of all unusual words and the grammatical peculiarities of these as the main drift, the chief ideas of the poet. For after all what is Grammar? Is it really the art of speaking and writing English *correctly*? It should not be forgotten that Grammar is after all 'a man-made product', a science that has been built up after, a very long time after, man has been able to feel and enjoy. But at the same time it must not be understood that Grammar and other aspects of teaching are in any way desired. These have their own place and importance: in a poetry lesson they are only subordinate. If only we, teachers, realise that in teaching poetry we are actually either creating or awakening a new power and training that power to develop in a certain way we should indeed have gone a long way towards fulfilling that heavy responsibility of providing the pupils with that body of culture material necessary to widen their range of intercourse. What is really wanted for successfully achieving this object is that fire of enthusiasm which we all so sorely lack in at present.

TEACHER OR FACTORY HAND?

I have heard my physician say that seeing more than two patients every hour works unfairness both to her and to her patient. Is there any judge who believes he best serves the state when he holds simultaneous investigations of thirty-five different persons every hour? What minister attempts to aid and comfort the same number in platoons? Let me give the schedule of my average day this term.

At 8-45 I meet a little regiment of thirty-five. From 9-30 to 11, I sometimes have to keep quiet one hundred and fifty restless souls (a third of a crowded study hall), one fourth of whom know how to study; at other times I have to do clerical work connected with my "home" room or recitation classes or fill out cards and circulars sent by the school board. Occasionally I rejoice when I can correct a few themes in that time. From 11 until 2-50 (Thursdays and Fridays generally until 3-30), with forty minutes out for lunch, there sit before me for instruction four more classes of thirty-five to forty pupils each. For my second class, seniors, I have to bridge a three and a half years' gap—the first class were freshmen. The third class, which follows five minutes after the last senior has left the room, requires another change of attitude—they have been in high school three terms. The same presentation will do for the fourth class, but the last class necessitates a jump back to treatment for seniors.

The doctor tries to effect a physical and mental readjustment back to health; the judge attempts to place the asocial person in harmonious agreement with the rest of society; the religious leader instils faith in right living. As a teacher, I am responsible

for the health of students in my five recitation classes as well as for that in my "home" class of fifty-four. Not only should my method of conducting recitations aid each of the one hundred and seventy-five students under my care to become peaceable citizens, but it is my job to foster leaders among them. As a teacher of adolescents, I must encourage moral responsibility. Mind you, all this is outside the objectives of my subject. As an English teacher, I must teach one hundred and seventy-five pupils—different ones every six months—to use the English tongue correctly in writing and speaking; I must inculcate unswerving application to the doing of the daily task, no matter how monotonous it may seem; I must teach how to extract meanings from difficult passages; I must achieve articulateness and initiative on the part of my pupils; it is my task to encourage those with distinct literary ability to do original work; I must foster in all a love for great books, so that sublime and moving truths may create a yearning to live useful and beautiful lives.

How do I spend my day after three o'clock? Instead of taking needed exercise, I must sit at least once a week in a crowded lecture hall. My board of education has just passed a law requiring me to show evidence from some institution of higher learning of thirty hours of successfully passed work every year if I wish my annual salary increases. One correspondence course may be submitted in fifteen years. Study groups, travel, and reading innumerable books from which I get much more stimulation are not, in the opinion of my board of education, either educational or broadening. Two to three hours' travel to the big city universities,

an hour's lecture, and one afternoon is gone. Two Mondays of every month after school hours are spent in long faculty meetings and twice every term there are the lengthy, if interesting, meetings of the English Teachers' Association. On other days I plan and read for three different grades of English, each grade taking four types of work—literature, oral work composition, and grammar. Planning for three grades for one half term took me, this semester, the best part of two weeks. A forced absence from school during the first two weeks of the semester because of a broken leg gave me the necessary leisure; I am not always so lucky. When I am not attending regular or special meetings, or planning work, there are one hundred and seventy-five papers I must correct every two weeks—they should come every week. Sometimes they are a page long, sometimes much longer. If I were a machine for spelling, sentence construction, punctuation, ability to follow assignment adequately, and originality, I could read and correct a page-long composition every three minutes. Being no Robot, I take considerably longer than 525 minutes for 175 themes.

Then, too, since extracurricula activities loom large in modern educational objectives, I must bear my share of the burden without any reduction of teaching hours or other duties. That share is management of the debating team. I expect to spend every Saturday morning and much time during the week helping these four youngsters to learn to collect and organize material, to say nothing of teaching them effective delivery. To keep in sympathetic touch with my students' minds, I have to read books my students delight in, and reading books on

education and psychology is necessary professionally. To keep from senile decay and to retain remnants of the faculty to appreciate the aesthetic, I must wedge in the reading of worthwhile new books and an occasional classic. Not much time for repairing my clothes—my salary does not admit of a lady's maid—for most necessary meetings with my friends, attending theatres, museums, and so forth, is there?

When I compare my lot with that of the three other professions dealing with close contact between person and person, I do not write to induce my superior officers to reorganize the schools on a private-tutor basis; however delightful that might be, such an arrangement I know is out of the question. I write for the layman and superior officers who forget that teachers deal with moving material just as do doctors, lawyers, and ministers; not with cans of peas, or reams of paper, or figures on a balance sheet that can be shifted with impunity. I write specifically for those who are responsible in my city for increasing the already heavy load of English teachers from twenty teaching hours a week to twenty-five, from four classes to five, and in many schools of the city to six. I write for the school executive who forgets the nerve tension on one mind of the simultaneous workings of thirty-five to forty minds, for the man or woman who regards a school as an example in division, with the teaching staff as a fixed divisor and the pupils an ever-increasing dividend.

The injustice to me as a teacher dwindles to insignificance when I think of how the child is cheated. Large classes and too many teaching periods a week prevent the personal

interview so necessary to doctors, lawyers, and clergymen. It is only by accident that I learn of tragic difficulties under which pupils struggle. A chance smile in the hall opens Martha's flood gates: she has to spend all her hours at home taking care of her sick mother. Camille is just one in a sea of faces until she writes on a short daily test, her third failure, "I need your help in *Ivanhoe*." Frank is, after six months, only rather a diffident, intelligent youngster, until one day, when pressed to try out for debating, he says with an old man's tragedy in his black eyes; "You know I haven't got the personality." They are my nightmares, these Marthas, and Franks, and Camilles. Because of the increase in size and number of my classes, I am forced to decrease the number of themes from each pupil. I have learned more about teaching and pupils' problems from students' themes to me than from any professor of pedagogy.

I want to help and encourage every youngster that sit in my classroom. I feel

that I was meant to reach adolescent boys and girls; my present enjoyment of teaching, even under great difficulties ought to prove that. I agree with prominent educators in Washington and in Albany when they preach creative teaching and individual instruction. But the board of education in the largest and richest city in the United States has another picture of me. They think of me as in a factory, a very noisy factory, where I am minding 175-250 bobbins to see that they all turn with the same speed. But I am a poor factory hand. Very often a bobbin breaks or the thread that is being wound gets tangled. I quickly discard the broken and the tangled spools so as not to disturb the even whir of the other bobbins. But, because my foreman almost always sees my bobbins running smoothly, he thinks I am an efficient worker: he doesn't know what a cheat and a liar I am.

And the dreadful fear that comes to me is that perhaps some day I may agree with him.

FRIENDLINESS BETWEEN THE TEACHER AND THE PUPIL

To stimulate wholesome desires and attitude is one of the most important functions of education today. These wholesome attitudes will be developed when all teachers realize that success depends on friendship with pupils, because the pupil studies best, and learns best under the teacher he likes. Sound psychology and pedagogy require that the teaching be done in the terms of the lives of the pupils, the terms of the environment with which they are familiar. We as teachers must bear in mind that each child is a personality; each differing from every child in the community. At all times we should recognize and act upon the understanding that children are social beings.

The successful teacher considers his pupils as companions following him and they should think of him as a sympathetic leader in the daily round of normal work and play. He should make contacts with his pupils, be received in the social circles of his boys and girls not only in the school, but also in the homes. Once he establishes this human contact with pupils he has laid a firm foundation upon which to build in having a readiness to attend to what he tries to teach them in books and willingness to work untiringly over the hardest task.—*Edith b. Joyner*

GENERAL KNOWLEDGE IN ELEMENTARY SCHOOLS

2. Geography

By

Mr. S. Jagannadhan, Kindergarten Assistant, Teachers' College, Saidapet

People of the world.—The child's Geography should begin with his own place and surroundings. Even in such a restricted area he can see different kinds of people with peculiarities in dress and customs which should lead him to the understanding of the different peoples of the world. A large picture map of the world on which is pasted a picture of the different peoples of the world would prove an interesting material for teaching.

Materials for teaching.—The latest addition to the Geographical apparatus is the 'cut outs' issued by Evans Brothers Ltd., (Montagu House, Russell Square, London W.C. 1.) They have reprinted Portfolio II of these 'cut outs' which contains, among others, pictures relating to Desert life mountain life, jungle life, etc. For realistic teaching these are indeed very valuable. A handbook supplied with the pictures gives additional information as to how to cut them and fix them in cardboard stands. The cost of the whole set including postage is 5 sh. 6d. Institutions can do well to take advantage of this and procure a set for their schools since single pictures are not issued separately. If elementary schools cannot afford to go in for a set they can form a union and get a set which could be kept under circulation.

The three books published by the Christian Literature Society [First year in Geography Books I and II, Second year in

Geography by Darling 0-11-0 a set] also furnish ample material for the teacher.

The teacher must be a very good storyteller and must try to describe the sceneries vividly. Even if the pictures are not available in large numbers, pictures could at least be traced, cut out, pasted on cardboard and fixed to stands which may be kept in sand trays. The sand trays can be covered with chalk powder if it should represent an ice country or with foliage if it should represent a jungle.

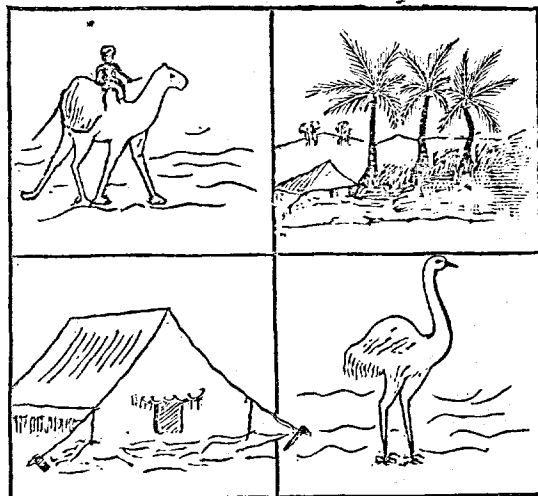


Fig. 1. Showing Desert life.

Stamps.—Postage stamps also contain pictures relating to the animals, occupation, buildings and other scenery of the countries of the world. An ordinary Malay stamp contains a picture of a tiger. This stamp could be mounted near the Malay states. The curious animals of Africa and Australia are

depicted in the stamps of those countries. work are some important forms of expression. The several modes of despatching parcels in. Close to the garden children could build

THE BENARES TRIP

It is a matter of great pleasure for us the organisers of this tour to note that the response has been much more satisfactory than was anticipated. More than 400 people have expressed their willingness to join the tour and we are going to subject these enthusiasts to a more rigorous test of actual performance

The Leader of the party and the President of the S. I. T. U. had two long interviews with the Agent of the M. & S. M. Railway and discussed

models, cardboard models, and collection be made most interesting by describing the

depicted in the stamps of those countries. The several modes of despatching parcels in the United States are shown in the parcel

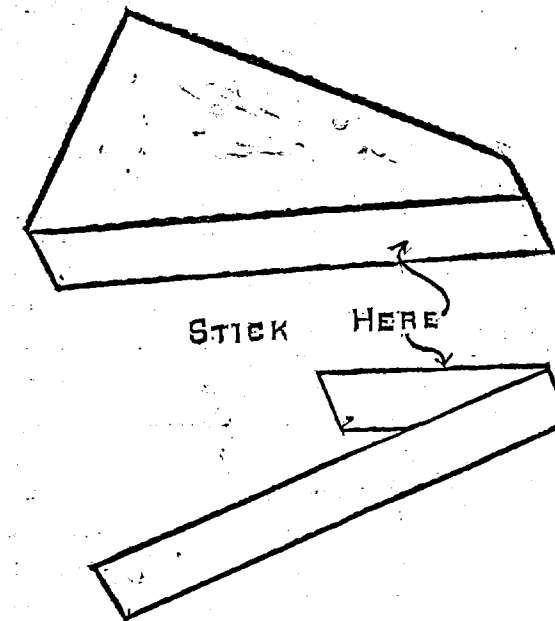


Fig. 2. Some models for Making scales for cut outs. Postage Stamps of that country. It would be interesting and useful to keep ourselves in touch with stamp collectors who can help us with their duplicates.

Match Box labels and "Made in" labels.—The Match box labels are also another means of study. In all articles we have the label "Made in..." The children can collect these labels and take note of the countries in which they are made. The child is interested to know that his Deepavali crackers come from China, and "pat pat" box from Spain, simply by looking at the labels. So by studying the useful things, he also comes in contact with the countries of the world. Thus these picture, stamps and labels bring him nearer to the people of the world.

Handwork and Expression.—This stage is closely connected with Handwork. Clay models, cardboard models, and collection

work are some important forms of expression. Close to the garden children could build cottages and houses similar to those they saw in cut outs. They could roof the cottage with palmyra, date or cocoanut leaves or with some foliage. The African and Australian houses could be modelled in this way. Tents or particular forms of dress can be stitched by a group of boys, each one taking some share in the work.

Sand model of the locality.—A plot of ground near the school could be reserved for making a sand model of the locality. The children can have the temple of the village or their own school as the starting point. They can note the direction in which a particular shop, building, field, tank or choultry is situated in respect to their starting point. Then they can measure the distance to the places from their starting point by means of a chain, tape or by simply counting the paces in walking to the said places. By approximate ideas of distance and direction the sand model may be completed.

Plans of Scales.—The above lesson will be continued in the higher classes by teaching children to draw plans to scale. The lesson on measuring and drawing can also be taught in a lesson in Arithmetic.

Pilgrimages, journeys and travels.—This is another useful and interesting method of teaching Geography in the lower classes. A railway journey to a place close by, or a pilgrimage to any sacred place would be a suitable topic. The teacher should make enquiries from people who have undertaken these long journeys or pilgrimages or at least study them from Railway magazines and Pilgrim guides. The imaginary journey will be made most interesting by describing the

several noteworthy things seen on the way. Pictures rouse great interest in these lessons. The teacher could prepare a tourist map with the aid of these pictures. If children have accompanied their parents in any of these pilgrimages, they could be induced to narrate their own personal experiences and observations.

World in pictures.—A world map is introduced and the children study the names of continents and oceans. A voyage to London will be a valuable lesson which could be illustrated by means of pictures. Views of Aden, Suez canal, Port Said, Gibraltar and London can be collected from magazines and picture books if they could not be purchased. A big world map can be drawn on the ground and as the steamer alights in each important harbour the children too can halt there for some time and take a peep into that country. The class could be told the different routes to London. They can have a lesson on the Suez Canal, how the digging of the canal enabled people to

shorten the long and tedious voyage round the Cape of Good Hope. Several lessons on this can be given if only the teacher himself is a great encyclopedia of information. He must be eager to gather information from books or learn from other people. A world map showing the routes should be hung up on the wall. The teacher would do well to be on the look out to get these maps and pictures from advertisements and calendars. He may take the help of those who have lantern slides, or stereoscopes relating to the subject and thus interest himself and his children.

The Geography of the District and that of the Presidency.—It is indeed a fact that children gain knowledge of countries through the things they see, handle, wear or eat. The products afford the teacher a great opportunity for teaching real Geography to the children. For this purpose the teacher must prepare the following maps and have them arranged before him.

Maps.

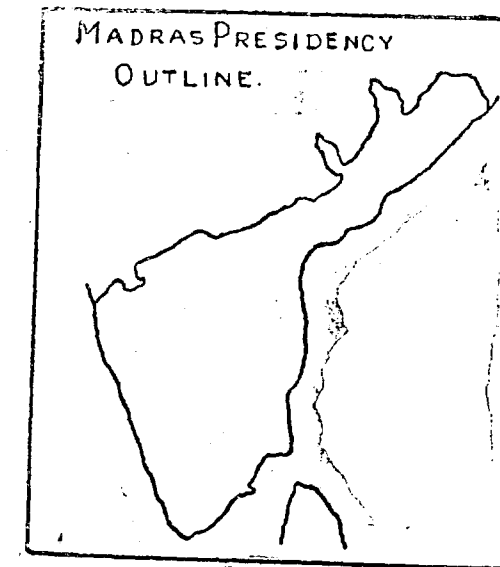
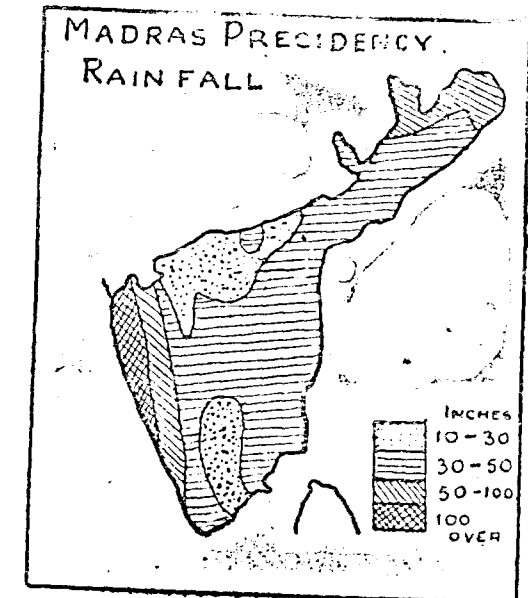
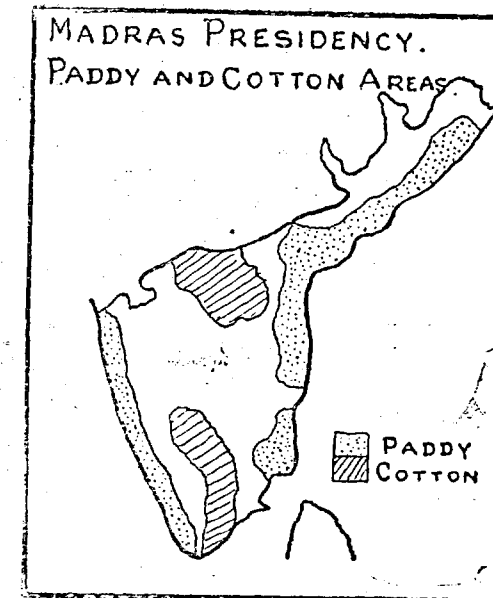
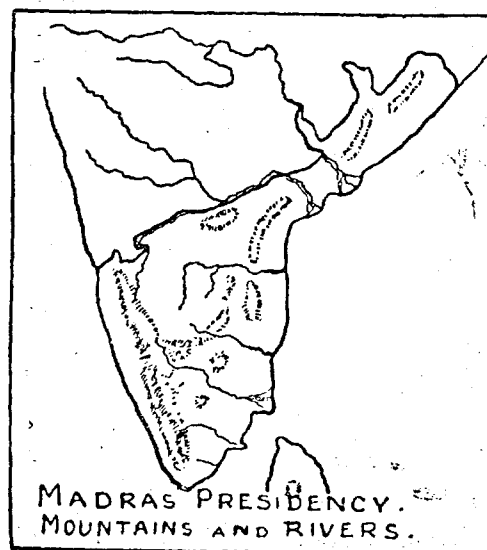
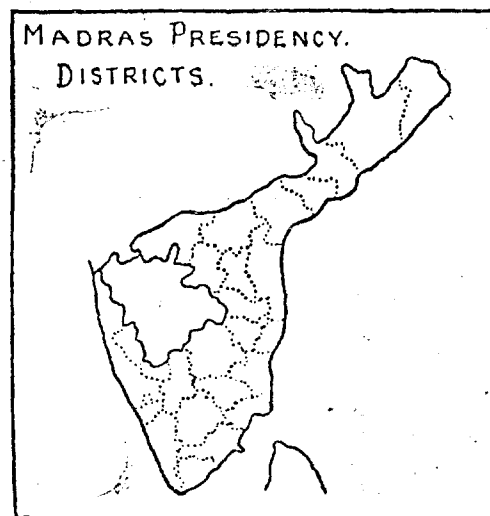


FIG. 3

A box containing specimens of products of the presidency or province are also kept side by side. One map indicates the places where rice is cultivated. From the other maps children can see the natural region where the place is situated, the amount of rainfall enjoyed by that place, and the river irrigating that land. Thus they could con-

nect these facts with one another and arrive at a conclusion.

Group work and map-making.—Then the class divides itself into a number of groups, each group trying to make on large sheets of paper a map as shown here. One can draw the outline, another can colour details, some can write in neat hand the language

part of it, some can paste specimen products, distributed to children. They can get a and decorate the border and things of that number of these pictures by tracing or taking kind. Pictures of these products can be a number of impressions with carbon paper.

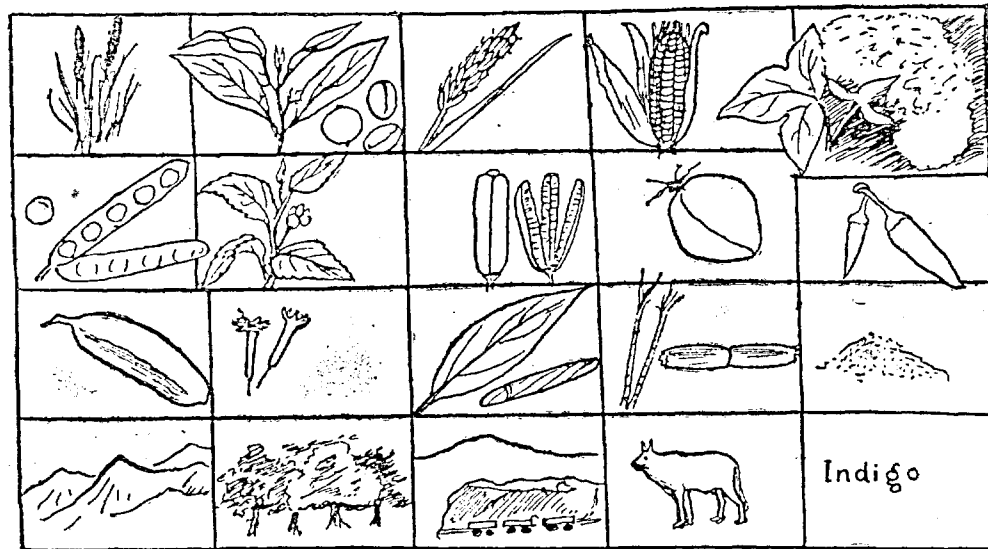


FIG. 4

Growing some curious products.—It has already been shown in connection with Nature-study that curious plants can be grown in pots or in the garden. It is a good thing to stock the specimens in boxes or to display in the charts hung on walls. Match boxes can be used to stock some of these products as shown in a previous issue. The story of how we get the rice could also be studied incidentally. The various stages which the paddy passes through before it is converted into food can be watched and noted.

The picture could be pasted on to a piece of cardboard and converted into a useful teaching apparatus by adopting the following plan: Cut out the picture and paste it in a circular cardboard resembling a clock: Take another cardboard similar to the first and cut out the centre of the latter in such a way that the title of the picture can be

seen if the latter is pinned to the former. Make a circular hole on the second cardboard equal in size to one picture in the first. Pin the second on to the first in such a way that you can move the second easily. Every time the hole passes through each picture, one stage in the food we eat will be shown.

Temperature.—In Nature study the children have studied about weather. Here they can study as to how temperature is measured. If available, a thermometer could be permanently fixed to the wall. Children can daily note the temperature and infer when the temperature is high and when low. From the daily newspaper, if it is available, the teacher can cut out the portion showing weather conditions. It would be interesting to collect the latter and record the former.

Railway maps, guides and magazines.—These are indeed very useful and the teacher



FIG. 5

could take pains to collect these and teach children to study them carefully. Thus he could provide material for further study on travelling to important places. Ever so many old guides and magazines are spoiled day by day and if it is of use to the bazaarman, it is thousand times more useful to the teacher. These maps could be mounted in cardboards and used as occasion arises. The teacher will indeed be a Railway guide to the whole village. The children can learn to calculate the time taken by train in travelling from one place to another.

Geographical equipment.—The question of equipment needs the consideration of teachers and managers of schools. I shall reserve the question of general equipment and my suggestion thereon to the end though maps, outlines, globes, etc., are indispensable to the teaching of Geography in particular.

3. History

Is History merely "His story"? History as a school subject consists in the study of the lines of rulers, kings and heroes of battles and wars, etc. History to the child

is the study of the great men of the country. History to a lover of history consists not only of all these but also of the sound understanding of the action and thought of people, of cause and effect and of the great search after truth of things and actions of the people of the olden times from the present records. These are provided not only in writings but exist in the form of monuments such as buildings, palaces and forts, temples, towers and mosques, and in the form of carvings and paintings. How could a teacher of children inspire the children in the learning of history?

Subject Matter.—The History of India goes far back to the time of the Ramayana and Mahabharatha. Hence for the teacher of children it is easy to select stories of kings and great men from these two great epics. These were the stories that inspired Great Sivaji to mould his after-life. Coming down still further we have the stories of the Divine Buddha, the Merciful Asoka and others. What is required is not only the narration of important events which took place in their times but a narration of anecdotes connected with the lines of the rulers and great men. Buddha looking at the miseries of people, his escape to the forest, his meditation, his carrying a lamb, his pardoning a king, etc., all these form interesting stories about him.

During the long period of the Hindu line of Kings we come across the lines of great saints and religious reformers. These great men have by their pious nature preached far and wide the greatness of the Supreme One. Even the kings of their times came under the influence of these Saints, Acharyas and Alvars and they evinced the greatest interest in the lines of these men with true greatness in them. So much so the kings began to

build temples and towers to the great God so that people might realise His omnipresence and worship Him.

The story of the Moghal Emperor, Akbar, reveals how he was tolerant towards all religions and how he looked after the welfare of the people irrespective of their religious faiths.

Thrilling stories from Rajput History should be told to children and they should clearly see the great heroism and devotion shown by the Rajput ladies. The stories of Padmini and Prithivi Raj, Chand Bibi and Punna the Nurse are some examples.

Great Men of Modern times.—The lives of such men as Iswara Chandra Vidya Sagar, Rajah Ram Mohan Roy, Pachayappa Mudaliar or J. C. Bose should be as interesting to children as those of kings and queens. The plain and simple life of the great Pandit, the insurmountable difficulties which Ram Mohan had to overcome in his efforts to abolish sati, the benevolence of the South Indian Philanthropist and the living example of J. C. Bose in giving his knowledge and researches to the people of the world without seeking anything in return—are some good examples to be told to children.

The world's greatest men.—Stories of such great men and women need not be confined to the history of India alone. Stories of great men and women of other lands can also be told if the teacher has sufficient knowledge of them. He could study them from among the vernacular books in his midst and tell those stories with the aid of pictures if available.

Teaching aids and devices.

1. *Charts, Pictures and friezes.*—Apart from oral narration of stories, pictures and

charts add interest to the story. Friezes or a collection of pictures illustrating the life of a single individual or incident or period in history can be prepared by the teacher with the help of pictures that could be got from magazines old books, catalogues or illustrated weeklies.

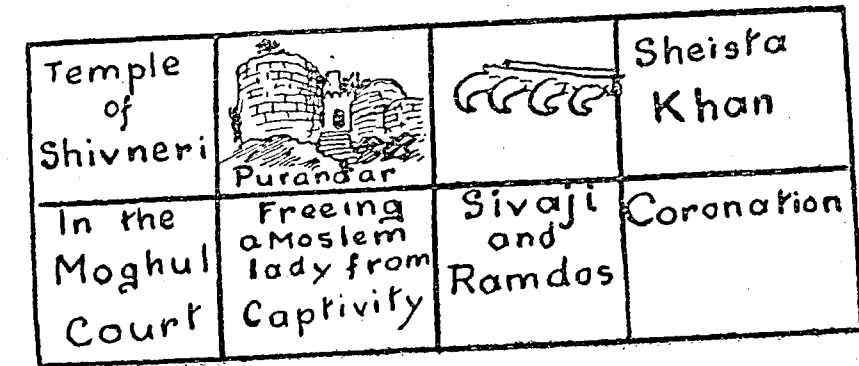


FIG. 6

Here is one illustrating the career of Sivaji. Especially now after the Tercentenary celebration of the Great Maharatta Hero we are getting plenty of pictures regarding the life of Sivaji. In this connection many other friezes may be suggested.

1. Babar, Babar and Humayun, Akbar, Chand Bibi, Akbar and his courtiers, Akbar's Tomb, etc.

2. Jehangir, Sir Thomas Roe in Jehangir's Court, Shah Jehan, Mumtaz Begum, Taj Mahal, Aurangzeb, Sivaji, etc.

Pictures of the above pasted one after another in two large sheets of paper will clearly bring out the story of the Moguls. If they are hung on walls and kept for some time, they will be daily reminding children of the stories associated with them.

3. Vascodegama, a world map showing the Cape of Good Hope route to India, an old sailing ship, Vascodegama in the Zamorins Court—will show the coming of the western traders to India.

2. *Picture Map of India.*—A picture map of India showing historical buildings

would be a good aid to the teaching of History.

3. *Biography Cards.*—The teacher could get pictures of great men and write a short account of their lives in pieces of cardboards and preserve them.

4. *Historical and Geographical Albums.*—Great effort should be made to group pictures into several albums. The following may be had as examples for grouping pictures.

- | | |
|-------------------|-------------------------------|
| 1. Madras | 11. Mysore |
| 2. Seven Pagodas | 12. Vijayanagar |
| 3. Gingee | 13. Ootacamund |
| 4. Tiruvannamalai | 14. Delhi |
| 5. Tanjore | 15. Agra |
| 6. Trichy | 16. King George V |
| 7. Tiruvellur | 17. King Sivaji |
| 8. Madura | 18. Mahomed |
| 9. The Cauvery | 19. Buddha |
| 10. Rameswaram | 20. Afganistan and its Kings. |

The teacher should also preserve valuable accounts of these places and Kings.

5. *Newspaper and current events.*—Children should be told about some striking events of the world as studied from the newspapers. A record may be kept in the school. These may be told them in class lessons or in the general school assembly.

July 1930.

Typhoon in Japan.

Earthquake in Italy.

Kinchinjinga expedition.

Aeroplane in Minambakam.

The India Office opened in London by King George V.

August 1930.

Floods in Sind.

The King gives audience to Miss Amy Johnson.

Opening of the Flying Club in Madras.

Heat wave in London.

September 1930.

Elections.

1½ days intermittent rain in Bombay.

An unprecedented record of 30 inches in 36 hours.

6. *Ballads.*—South India can boast of a great Tamil Poet, Pugalendi, who has made some fine contributions to the story-teller. His ballads sung in an attractive manner make children listen to the story with great attention. These ballads have some significance to History, though there may be exaggeration in many places. The teacher can make a selection and read the relevant portion. By reading these to them, the teacher will be helping children to understand and appreciate the country around them in later life.

7. *Dramatisation.*—Short Historical plays can be dramatised. The teacher can have recourse to Dramatic History of India

which contains 29 historical playlets. Such of the traditional dramas as have a bearing on the History of the country can also be enacted. In the case of young children, select scenes from each of the plays can be acted in the class. Dialogues may also be introduced during teaching.

8. *Handwork.*—There is also opportunity for clay or cardboard work in connection with History. A pillar of Asoka in clay or cardboard with the inscription written on it in the children's mother tongue would be a good form of Handwork; Or, a rock made in clay, stone and sand showing a fort built at the top of the rock will remind children about the great forts of Sivaji. Swords, Tiger claws, Temples and towers can be made in cardboard or clay. The children should take up these forms of handwork during their leisure hours. They could make a be-



FIG. 7 ginning in the school and continue the same at home.

The Teacher and History.

A Time-chart.—The teacher will do well to make a detailed and an analytical reading of History for which I make one useful suggestion. On a big sheet of paper he could mark different lines to indicate the various lines of Kings who ruled in ancient India.

The events of each century, the names of kings reigning in those centuries could be noted in the chart. Relevant pictures too can be pasted so as to make it attractive. The teacher could study how

During the time of Tirumalnayak of Thomas Roe visited India. Thus this will Madura, Great Sivaji was born, Shah Jehan provide a great study of history for the built his Taj Mahal, the Raja of Chandragiri teacher himself. It will be very useful if effected the sale of Madras to Sir Francis teachers apply themselves to this work by Dey. So also in the time of Jehangir Sir studying good and standard books on History.

TIME CHART.

Cent.	Year.							
17th	1650 1623	{ Tirumal Nayak at at Madura.	1658 ... 1627 1605	Aurangazeb Shah Jehan Jehangir	1680 1674 ... 1627	Sivaji's death Sivaji's coronation Sivaji Born	1639 1615 1600	Sale of Madras. Sir Thomas Roe. East India Co.
16th	1509		Krishnarayar	1556 1530 1526	Akbar Humayun Babar			1510
15th							1498	Vascode Gama.
14th	1334	Vijayanagar.						
13th								
Year		Hindu	Mogul		Maharatta		English	

Fig 8.

Fig 8.

GLEANINGS.

Ben Adhem, Teacher.

Abou Ben Adhem (may his tribe increase) awoke one night from a deep dream of peace and saw within the moonlight of his room making it rich like a lily in bloom, an angel writing in a book of gold.

Ben Adhem propped himself on his elbow and regarded the angel speculatively. That was really his name—Ben Adhem. You wouldn't dare call him Abou. Not to his face. His mother had of course, when he was a little fellow, but that was different. You see Ben's uncle was Adolphous X. Abou, the hairnet-king, and Ben's mother had always had the idea that uncle Adolph might be kind to Ben in his will. And then, about twelve years ago—oh, you know what happened to the hairnet business twelve years ago—and after that even Ben's mother hadn't insisted on the Abou part of it. So Ben had been called through the grades, high school, and a four year normal course and self supporting and self sufficient in his first year of teaching, he was known as Mr. A. Ben Adhem.

Where where we? Oh yes, Ben was propped upon his elbow regarding the angel speculatively. "Haven't you made a mistake about the room?" he asked.

"I hope I haven't made a mistake," replied the angel sadly, "you see I've got to make out this list."

"What sort of a list?" Ben didn't think he was very much interested in lists.

"Why, this list of young teachers who have caught the real spirit of teaching and are going to be successful in their profession."

"Say, you have come to the right party all right, all right," said Ben, hands around his knees: "I've figured this thing out and I know just what to do. You see the teaching profession is just like a foot ball game. You're out there with 21 other players and lot of officials. Nobody's going to notice you unless you pull off something spectacular, like—well, suppose the score is 12 to 7 against you and the other team's on your one-yard line. They pass, and you intercept it behind your own goal and run one hundred and ten yards for a touch down while brave men cheer and beautiful ladies weep for joy. That's what to do in your first year of teaching. Make 'em notice you. Do you want me to sign, or will you write it down yourself? The name's A. Ben Adhem, spelled with an 'H.'"

And now the angel looked very sad indeed "I'm afraid you were right about making a mistake," he said "I must be going now."

It was midnight a year later when the angel returned. Ben wasn't getting so much sleep these days. He was at his desk, his head bowed low over next week's lesson plans. The angel was at Ben's shoulder before he noticed it.

"Oh, hello!" said Ben, "won't you have a—?" He hesitated on a point of etiquette. Did one offer an angel a chair?

The angel did not seem to notice. "It's about that list again."

"Oh, yes, that list. Well now I'll tell you. You'd better not bother about considering me on that list. Fact is I've decided to withdraw from the competition. You see I've had a year of teaching now, and it's given me a new slant at things. I may never be heard of at all in this profession."

"What about the foot ball game?" asked the angel seating himself without being asked.

"Foot ball? Oh, I remember now. Well, that idea is out. It wouldn't do the children any good."

"You didn't seem very much worried about children last year," remarked the angel, idly fingering the lesson plans.

"I know I didn't," said Ben, "but after a year you get to looking at things from that angle. I'll tell you what teaching is really like. It's like two teams with a gigantic push-ball. There are thousands of players on each team and no single player standes out. In fact there aren't any spectators except a few people who happen to be passing by. On one side are the forces of ignorance, superstition and disease and on the other side are the teachers; and somewhere in the middle of that group of teachers am I. Nobody but the folks right next to me even know I'm there, and they're too busy to notice much. And then I brace my back and dig my toes a little deeper into the dirt, and somehow I think I feel that ball move ever so slightly in the right direction. That's what teaching is really like."

The angel smiled. It is a beautiful thing to see an angel smile and as Ben watched, his own face reflected a little of the joy. The angel spread out upon the table a book of gold.

"And lo! Ben Adem's name lead all the rest."—

ROLAND UPTIN, LINCOLN SCHOOL *In the*
Washington Education Journal,
March 1930.
(Re-printed from the *Journal of the N.E.A.*)

International Congress on Mental Hygiene

The Programme of the First International Congress on Mental Hygiene left no doubt that the role of the teacher and that of education not only played a most important part in every aspect of the mental hygiene of young children but also had, in addition, other aspects of equal value.

"It is impossible in a short summary to do justice to all the papers that were presented upon subjects of outstanding interest, by experts who had been gathered from fifty-three countries to give their views upon these extensive problems, and for this reason, it seems more useful to pick out a few of the more constructive subjects which offer points of special suggestiveness.

We may first point out the key reasons why the teacher and her work were regarded as of paramount importance. These were expressed mainly under the following chief headings, which also included reasons why she should not be left to pursue her way in methods of mental hygiene merely 'by the light of nature.' The view was stressed that she should be given definite and expert instruction which would enable her to carry out her educational work not only more adequately, but also with less strain to herself; it is no infrequent experience to find teachers who complain that although they love their work, they find the constant presence of the children exacting, and their perpetual demands on time and patience trying, especially when the children belong to types they class as backward, difficult or mal-adjusted socially and emotionally.

1. Therefore, in first place of importance, we learned that the teacher needs a thorough training to enable her to understand *herself*, her psychological make-up, her main instinctual trends, and how these may affect and be affected by those children in her care, by the parents, or by her colleagues and members of her staff.

2. This training will give her a more extensive insight into the mental hygiene problems of childhood, explaining various ways in which emotional and social maladjustment occur, and not only those arising out of the environment; how they may be prevented or dealt with for improvement. She will increase her knowledge concerning the influence of home and family difficulties upon the life and education inhibitions of children; the meaning of backwardness and precocity, including the

problem of the child with outstanding mental ability, who is usually never accorded any particular attention until she can gain applause for her teachers through becoming a show child the disadvantages that may arise therefrom not being considered.

3. The teacher has often to act in an advisory capacity where home problems are concerned, and hence requires to know some of the chief psychological mechanisms, whence these are most likely to spring, and the difficulties which will prevent parents being always ready to accept her views and advice. This very frequently is useless as a curative method for the parents' neurosis (which is the root of the trouble in most cases), just as advice and nothing else is seldom any lasting cure for nervous trouble; something more far reaching is required; but it is not easy to get the parents to seek professional help from the right quarter—a medical man, expert in nervous troubles.

4. The teacher has also another function, in many ways closely allied to that mentioned last, which means that special training is particularly necessary for those in authority at least, a view that was expressed by several speakers at the Congress. Her training was not to be thought complete without at least the rudiments of psychiatry, so that very earliest manifestations of mental or nervous illness might be detected—not that educational bodies should try to deal with the trouble, but that the children should immediately be referred to expert medical men or women for diagnosis, and treatment if necessary. It was also stated that members of the educational profession had an important work in their hands, in so far as they were frequently in a position to re-educate public opinion in respect of mental and nervous diseases. At present the stigma attaching to any mere suspicion of this type of trouble is so great that parents will hesitate to seek advice for themselves or their children, in case they might find that the illness they dread is present. This delay in seeking advice or treatment often means, that a condition which might have been readily curable at the first manifestation, becomes so deeply rooted that the personality of the patient undergoes greater injury and the illness is more difficult to get to respond to treatment.

Among papers which dealt with special problems of child life and difficulty, one already mentioned requires further details: *The Child of Very Superior Intelligence as a Special Problem of Social Adjustment*, by Leta Stetter

worth. She pointed out how often the intelligence of these children was wasted and social maladjustment occurred because they were obliged to mark time educationally to keep pace with less gifted children. This frequently leads to habits of day-dreaming to kill time, or to their developing a superiority complex with regard to their more backward school-mates, which in later life would cause them to underrate the achievements of all others besides themselves, but to consider that they would of course easily accomplish all that was necessary to excel without any exertion, *i. e.* over-estimation of their own and under-estimation of the powers or work of others.

From the New Era, August, 1930,

The Teacher's Responsibility

More important than either direct instruction in moral conduct or incidental training is the unconscious influence of the teacher. Growing children are building their characters, using as materials the impulses and influences that come to them. One of the strongest instincts is imitation. By it the actions of the teachers are being stamped upon the lives of their pupils. It is important that teachers all be persons of high ideals and correct habits. If children are under the care of teachers approximately one-fifth of the waking hours of the first twenty years of their lives should not these teachers assume one-fifth of the responsibility for their training? Teachers have been excusing themselves by laying the blame for crime waves & cleverly perpetrated injustice at the doors of the home. But if we could have only persons of the highest character and ideals in the teaching positions in our school and have them as highly trained in character development as in presenting subject-matter we could within two decades produce a generation on a higher plane. By care in the selection of teachers schools authorities can reform society and elevate social standards. By care in his conduct every teacher can elevate the social standards of the group with which he works.—

B. E. Koonce in Fifth Year book of Department of Elementary Schools Principals.

What Education has done to hatch and keep alive and growing the goose that lays the golden egg of Taxation (in America).

Within recent years we have had several state-wide and nation-wide surveys and investigations into the mounting costs of the expanding programme of public education. In so far

as these surveys and investigations have given evidence that they were inspired and moved by the truly scientific spirit to search out the facts and to publish them, they have been very generally very cordially received by the friends of public education throughout the state and nation. School officers and teachers will continue to welcome such investigations so long as they do not bear evidence of springing from the desire of the investigator to collect and publish only such facts as support his pre-conceived ideas of the man or men who employ him.

While we have had a number of the investigations tending to show the increasing load which education is laying upon taxable property, we have had no investigation or survey to show how much education does to create the values in the property which pays the taxes. If such an investigation were set going, I believe that it would show—

(1) That while our expanding programme of public education does lay a heavier and heavier toll on the time and energies of the pupils, keeping them a longer time out of what some are pleased to call productive industries and while this expanding, lengthening programme does entail greater expense upon parents and guardians in carrying their children through to the end, it could be easily proved that every lengthening, every enriching of the programme increases the productive skill of the pupils sufficiently to compensate for these attendant costs.

2. That while education does create within the minds of its pupils an eager, inquiring disposition, sometimes a restless, questioning attitude towards existing institutions and conventions no honest inquiry would fail to show that this wide flung system of free tax maintained public education is the only safe foundation on which our form of government can rest and the surest safeguard of the institution of property.

3. That while education contributes to the home and the community in training more skilful, more effective workmen, that it also creates a market and a demand for a better quality and a greater quantity of cultivated and manufactured products in order to satisfy the increasing need and demands of educated civilized man—(Francis G. Blair, Superintendent of Public Instruction, Springfield Ill)

During the Atlantic City convention a resolution was passed affirming the belief of America's educators that increase in the education costs will lead to an increase in the nation's wealth producing power. The resolution runs as follows:—

"We re-affirm our belief that the increased demands on the public schools for a more extensive and a more intensive educational programme make the increased cost of public education inevitable: that through the vision, scientific knowledge, technical skill, and business ability produced by such an education

the resources of the country are developed; that no people ever became poorer by thus preparing themselves for the effective use of their capital, time, energy, resources, and money; and that it is largely because of adequate expenditures for education; that our unprecedented wealth producing power has gained."

NEWS AND NOTES.

School Journeys.

The school journey Association of England reported that in 1928-29 four hundred and eighty journeys from London, over two hundred provincial journeys and two hundred continental journeys were organised.

In the middle of July a party of 350 Edinburgh school children left for a two weeks' holiday in Switzerland, under the auspices of the Scottish School Journeys Association. They proceeded to Tilbury, embarked for Dunkerque, thence to Paris and the High Savoy. The headquarters of the party were on the edge of lake Geneva. The children are under the care of Dr. Comrie the leader of the party.

A committee has been formed by leading school authorities in Denmark for the purpose of offering hospitality to English boys and girls from secondary schools during the summer holidays. The Committee hopes to arrange for a party to spend a couple of weeks in Danish homes—where they would be treated as 'Cousins from over the water.' One or two children would be taken in each home. Several hundreds of American, Scandinavian and German boys and girls have already visited Denmark in this way. At present attempts are being made to form a similar committee in England to co-operate with the Danish Committee.

Education in New Zealand.

The Education Committee of New Zealand (House of Representatives) has been conducting an investigation of the educational system of New Zealand and has presented a report to Parliament with its recommendations for re-organisation. The recommendations which are similar to those of the Hadow report in England include the raising of the school leaving age to 15 (with certain exemptions); intermediate courses in separate schools; suitable instruction in practical agriculture in

all schools. It is proposed also that there should be a national appointments Board having a single register covering the entire teaching profession, and that there should be national inspection and national control of equipment and payment of teachers' salaries. The committee also recommends that there should be unified control of primary, secondary and technical education.

Canadian Teachers.

A teacher's residence has been added to the school plant in each of 17 school districts of Manitoba, Canada. One Inspectorial division has 50 teachers' residences, and only two of the 23 divisions make no provision of this character for their school teachers. The total number of teachers' residences in the province, according to the latest report is 353.

University Libraries.

Collections in University libraries in Great Britain and Ireland total about 9,500,000 volumes according to a statement of the librarian of the Central Library for students and University College, London. The libraries contain, in addition 30,000 manuscripts 15,250 incunabula, 50,200 books printed prior to 1649 and more than 60,000 sets of periodicals.

The S.S.L.C. and the Andhra University.

The Academic Council, at its meeting held on the 3rd December 1929 appointed a sub-committee to examine the revised S. S. L. C. scheme and the syllabuses framed thereunder. Soon after the appointment of the sub-committee, the Registrar of the University sent a circular letter to the Principals of Colleges affiliated to the university in Arts courses and the Ceded Districts College, Anantapur, and the Theosophical College, Madanapalle, requesting them to send their views on the scheme and the syllabuses and on their suitability or otherwise to serve as an adequate introduction to the intermediate courses as now organised

in the Andhra University. He also requested them to consider the scheme carefully with reference to the following points:—

(1) Are the scheme and the syllabuses framed thereunder suited to serve as an introduction to our Intermediate, and if they are not, in what respects do you consider them to be defective.

(2) What amendments would you propose to make the S. S. L. C. Scheme an effective introduction to our Intermediate.

3. Granting that the revised S. S. L. C. Scheme will remain in force, what changes would you suggest in our intermediate so as to bring about sufficient correlation.

4. In case you revise the Intermediate syllabus would it involve a revision of B. A. courses, If so, please give particulars of such revision.

All these questions were carefully considered by the sub-committee which went minutely into the scheme and the syllabuses. It was the opinion of the committee that it would not be proper to effect any changes in the Intermediate courses of the university at present. It was only recently and after a great deal of deliberation that the existing courses were framed. Moreover, it would not be wise or right for the university to go on changing its courses because of a change in the S. S. L. C. or other courses. It was not desirable to bring down the university standards simply because the standards of Secondary Education have been altered.

In examining the Revised S. S. L. C. Scheme as a whole the committee regarded the position of the (C) Group as forming the crux of the whole question. The committee itself was appointed as a result of an amendment proposed at the last meeting of the Academic Council to delete the (C) Group. On this point the committee came to the conclusion that (1) from the standpoint of the university the retention of the C Group is not a matter of absolute necessity; (2) Algebra and Geometry now included in the (C) Group be transferred to (A) Group and (3) from (C) Group the language subjects, History of England and India, Geography, Algebra and Geometry, Botany, Physics, Chemistry and Physiology be excluded and the technical subjects alone be retained so that if there is to be specialisation in the S. S. L. C. course it may be restricted to specialisation in a subject which may have a commercial value and which may bring a little variety to a course which is in other respects predominantly literary".

The above recommendation of the committee was based mainly on the following grounds:

"(1) The retention of the non-technical subjects in the C Group taken along with the additions made in the revised scheme to the subjects in A group will make the courses heavy on the whole. The burden will be lightened at least to some extent if specialisation is confined to a technical subject like type-writing or shorthand.

(2) The retention of the non-technical subjects in C Group is also unnecessary (from the standpoint of the Intermediate courses of our university. In the interests of the S. S. L. C. studies also it is unnecessary as there is much of overlapping between the courses in the same subject in the two subjects under A and C Groups.

(3) This retention will lead to premature and therefore unwise specialisation in the case of a large proportion of pupils the evil consequences of which cannot be remedied later on.

(4) It will also result in invidious distinctions being instituted between students and students when after completing the S. S. L. C. Course they proceed to join professional schools like those of Engineering and Medicine."

"If therefore the recommendation of the committee is accepted the S. S. L. C. will have for its scope the following subjects of study:

A Group—English, a second language like Telugu, Mathematics including Algebra and Geometry, Elementary Science and Outlines of History of England and India and Geography.

B Group—Drawing for Form IV, Physical Training, Manual Training (for boys, and Domestic Economy and Sewing (for girls).

C Group—Music (Indian), music (European), Agriculture, Commercial Practice, Bookkeeping, Shorthand, Type writing, Domestic Science, Practical Telegraphy, Applied Art any other technical or vocational subject like photography, printing etc."

The Government ought not to have any objection to accepting the above scheme as it is not in serious conflict with its 'revised' scheme. The subjects included in Group A are those of the 'revised scheme' together with Algebra and Geometry.

This change is for the better. The subjects included in B Group are only those of the revised scheme. And as for the subjects in Group C, though some have been recommended to be removed, yet the number retained is sufficiently large and representative. What the

'revised' scheme requires is the selection of any one subject from Group C; and this principle is recognised by the Committee also. If a certificate under the 'revised' scheme is considered to be a qualification for public service a certificate under the 'Committee's' scheme will be no less a qualification. There is not any change in matters of principle but only in minor matters and matters of detail.

The re-grouping of the subjects and the lightening of the courses in some of these is the main recommendation of the Committee. It is hoped that it will be accepted by Government. In case even this slight modification is not accepted by Government, the committee recommends an alternative course. Its essential feature is that in framing rules of eligibility for admission to the Intermediate courses, the University need not take into consideration the marks obtained by students in the subjects selected by them from Group C except in the case of those who proceed to take Mathematics or Physics in the Intermediate. In their case, the University may require a previous study of the C Group Algebra and Geometry.

The alternative recommendation is based on the findings of the Committee that a study of the subjects included in Group A of the revised scheme is enough to enable a student to take up any subject in which he wishes to specialise in the Intermediate class except Mathematics and Physics.

Some of the members of the Sub-Committee are of opinion that the object of lightening the courses without undermining efficiency and usefulness can be achieved by making the mother-tongue (Telugu), the medium of instruction in secondary schools. The subjects included in the S. S. L. C. Course can then be gone through with greater ease by the larger majority of the pupils to whom the foreign language medium is at present the main obstacle in the way of progress. As the Academic Council is already committed to the policy of the Vernacularisation of High School Courses, this subject need not be discussed in elaborate detail here."

From The Hindu 14th October, 1930.

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

LIST OF MEMBERS (contd.)

Reg. No.	Name.	Designation.	Place.
492	Mr. S. Gopalakrishnam,	Asst.	M. H. School, Udumalpet.
484	" C. S. Rama Rao,	Asst.	Sarvajana H. School. Peelamedu.
495	" P. Ramanatha Iyer,	"	T. T. V. High School. Madras.
496	" N. C. Srinivasachari,	"	do. do.
497	" K. S. Krishnaswami	"	do. do.
	Iyengar,	"	do. do.
498	" C. Ramachandriah	"	do. do.
499	" V. Narasimhalu	"	do. do.
500	" S. G. Subramaniam	"	do. do.
506	" M. K. Swaminathan.	Head-Master, Board High School.	Krishnagiri.
507	" V. Seshagiri Iyer,	Asst.	do. do.
508	" R. S. Krishnamurthi.	"	do. do.
509	" S. Nagendra Rao,	Clerk.	do. do.
510	" R. Narayanaswami,	Asst.	do. do.

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S. MADHAVA RAO,
Secretary, S.I.T.U.P.F.

EDITORIAL.

The Right Step !

The Government is not unacquainted with the indifference and ignorance of the public and it should therefore realise that its work in regard to education in general, and to Elementary education in particular, cannot be limited to the passing of Acts and Rules. Even in advanced countries where the masses may be trusted to conduct themselves properly, the need for an intelligent personal administration is frequently emphasised. As was pointed out in the note in our last issue, a great department cannot administer itself. Let our readers take the Madras Elementary Education Act of 1920 and think for themselves whether it has not failed to come up to our expectation because of the lack of "intelligent personal administration."

One point which was not carefully considered at the time of the passing of the Elementary Education Act relates to the payment of compensation to the managers of aided elementary schools for the loss of fee income. Our readers may be aware that the aided schools play a dominant part in the sphere of elementary education. As against 18,263 schools under local bodies employing 37,591 teachers and giving instruction to 1,030,790 pupils, there are 32,178, aided schools with 60,339 teachers and 1,305,809 pupils. Excepting a few aided schools managed by missions, a large number of aided schools are "teacher-manager schools" which depend upon fees and Government grants for their income. The framers of the 1920 Act failed to understand the real situation when they prohibited the levying of fees in aided schools

and introduced in the act a provision for a meagre compensation when compulsion was brought into force in any area. This compensation was based not in the actual income originally collected by the managers but on the nominal fee rate of half an anna or an anna per pupil. It is also laid down that the compensation shall be paid only for five years. The compensation which is thus promised is a trifle but yet the aided schools are required to co-operate with the local bodies. Did the Government seriously think that the aided schools would manage to enlist the sympathy of the public and thus be in a position to get on with an inadequate compensation? Did the framers think of the fate that should await these aided schools after the period of five years?

This short-sighted policy has caused considerable discontent in areas where compulsion has been introduced. The case of Madras City is very interesting. When free and compulsory education scheme was attempted to be given effect to in some divisions, the Councillors found the compensation rate provided in the rates to be absurdly low. They realised that the aided schools could not be easily replaced for years to come and hence they thought it fair to calculate the compensation amount on the fee actually levied at the time of the introduction of the scheme. With the adoption of the compulsory scheme, the schools showed a general increase in strength and the Corporation has, on the representation of the managers, sanctioned a proportionate increase in the compensation amount. The attitude of the Councillors who are in touch with the work of the aided schools is really

commendable. Curiously enough the government began to raise the objection that the **education fund** should not be utilised in paying the entire compensation amount. This fund is, in the opinion of the Government, expected to provide for compensation calculated on the nominal fee rate of half an anna or an anna, and the Corporation was therefore called upon to find the funds from the general revenues. The Corporation which takes a favourable view of the situation feels its hands tied up with the result that the aided schools are not to get the necessary help. Does the government really imagine that the compensation calculated on the basis of the nominal fee-rate laid down in the rules is adequate or satisfactory? One may not care to find fault with the framers of the Act for failing to foresee the changes ahead of them, but it is certainly inexcusable if, after the disastrous experience all these years, the principle of compensation be not modified. The authorities will not be acting fairly by the aided schools if they fail to make adequate provision for compensation. The five-year limit, we are told, is proposed to be abandoned. While we appreciate the soundness of this step, we must express our surprise at the clumsy solution of the problem of compensation offered in the proposed Elementary Education Bill. This Bill seeks to do away with the vexed question of compensation by leaving it open to aided schools to levy fees. The suggestion may look nice on paper but our past experience has shown that aided schools can hardly expect much from fees when the local bodies start free schools everywhere. The co-operation of aided schools is solicited because it is otherwise found impossible to spread elementary education. Any niggard-

ly policy in regard to compensation will lead to undesirable economy in equipment and staff. Why should the Government hesitate to adopt the right step?

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Drop the optional :—

The Malabar District Teachers' guild is not alone in suggesting the deletion of the optional group from the courses of study for the S.S.L.C. public examination. Other Teachers' Guilds have similarly pointed out the desirability of dropping the optional group and this point of view had also been frequently mentioned in our columns. The reasons are not far to seek.

A large number of small schools with single sections are now put to a good deal of inconvenience. They have to retain the courses for a handful of students and to face difficulties in arranging the time table. The provision for an optional course in the present scheme is not regarded as likely to subserve any useful purpose from the point of view of education. While its retention is not calculated to help the students intending to proceed to the university it makes the course unnecessarily heavy. It is contended that the time spent on that subject may well be devoted to the mastering of the other fundamental subjects in the A. group. It is no doubt true that the S. S. L. C. student who has studied one optional subject, say Mathematics or Physics, will have yet to study two new subjects in the intermediate classes and he may not be able to acquire proficiency in subjects, which was till now possible for the S.S.L.C. students. So far as we can see, we do not think that any strong reason can be advanced against the suggested deletion. But there are one or two points which have been

brought to our notice and we mention them so that teachers can think over them and come to a definite understanding. The first point is "what to do with the science laboratories." The laboratories can no doubt be turned to good account in connection with the course in Elementary science, and any surplus apparatus for which no use could be found may have to be disposed of. Persons who can speak with experience and knowledge of the mentality of the managing bodies, fear that the managing bodies will, in their anxiety to reduce expenditure, do away with apparatus, etc., especially when there is no practical examination in Elementary science. We cannot say that this fear is groundless, and hence the opportunities which the S.S.L.C. students of science have till now had to acquire sound practical training will be lost. It is for teachers to consider whether students should not be given facilities to handle things for themselves and thus to acquire the necessary training.

A strong sense of professional responsibility on the part of science masters should be able to suggest a programme of practical work in schools for all boys so as to equip them properly even when the optional group is deleted. Lastly we have to consider the special requirements referred to by teachers of mathematics. The course in Elementary mathematics is found to be meagre for a student desiring to take Mathematics for his university course and it has to be amplified if the optional subject be cut out. There is force in this argument and a similar objection may perhaps be raised with regard to Elementary Science. This difficulty can be met if suitable changes in the syllabuses of Elementary mathematics and Elementary science be made. The time now devoted to

the optional group may be released for Elementary Mathematics and Elementary Science. It should, however, be remembered that the percentage required of the pupils in respect of these two subjects cannot be increased, in as much as the object of the scheme is to test the proficiency of the students in general in these subjects. It may be left to the good sense of the pupil to choose for his college course the subject for which he has some aptitude. The topic which is dealt with in this note is very important and we shall be glad if teachers discuss the same in the columns of our journal and thus enable the union to place before the Government a practicable scheme.

Elsewhere we publish a report of the recommendations of the Sub-Committee appointed by the syndicate of the Andhra University to consider the revised S.S.L.C. scheme. We believe teachers will give their careful thought to the recommendations and focus public attention on the need for a change in the course of studies recently prescribed by the S. S. L. C. Board. We may point out that any suggested change should define the scope of the S. S. L. C.—whether it is intended to be a general course suitable for all pupils or to be a preparation for the University courses.

Eye opener:—

The results of the election to the legislature have been announced. Teachers will have known that the union candidate has not been able to secure even the minimum prescribed by the statutes. There are about 3000 teacher voters and it should have been possible for teachers to impress upon the public the existence of the spirit of solidarity which has been pre-

sumed to be animating the teaching profession. The participation in the election which was recommended at the conference has proved a costly experiment. But even the disastrous defeat has got its own lessons. It is unnecessary for us to go on brooding over the defeat. The S.I.T.U. is determined to raise the status and influence of the profession. There are hostile critics outside the profession who will see no good in a teacher. They can be silenced only by efficient organisation and by the willingness on the part of teachers to take a wider interest in public affairs. More formidable are the opponents within our own ranks. The mentality of the opponents in our ranks is inexplicable yet they can be brought round to our way of thinking by considerable sacrifice on the part of workers interested in the union. Even these critics will see the folly of their action (or inaction?) when they along with other members of the profession are treated as invertebrate, disorganised mercenaries who do not count for anything. A great responsibility rests on the teachers interested in the union. It is through their patient endeavour and willing sacrifice that the scoffers in our ranks should be induced to join us and help us to present a united front.

The Oxford Spirit:—

A meeting of the Senate of the Madras University will be held on 30th October. The business includes among other things, the consideration of the draft statutes replacing the existing ones relating to legislation, election and such other matters, and of the Regulations relating to B. Sc. and B.A., Hon. Degree Examinations. There are two items in the agenda which are not of mere passing

interest but raise important issues. In view of the strong criticism regarding the condition of affiliated colleges, contained in the report of the commission recently appointed by the University of Madras with the approval of the Government, the senate adopted a resolution recommending to the Government that the Grant-in-Aid to aided colleges be suitably increased so as to enable them to overcome the difficulties. The Government in reply state that "the applications for grant-in-aid from managements of aided colleges will be considered by Government on their merits with reference to the provisions in the grant-in-aid code." The university which is in a position to know more about the colleges, has done the proper thing in inviting the attention of the Government to the need for the enhancement of the grants-in-aid. It would have been more appropriate if the Government should express its intention of providing a larger amount in the budget and invite the university to submit a scheme of distribution so as to meet the legitimate demands of colleges. Another item deals with the question of the Block grant. Our readers may remember that the Senate agreed to the principle of the Block grant in general but it took exception to one important point in the letter of the Government. The Senate requested the Government to enhance the Block grant amount by one lakh and also to waive the right of veto claimed by the Government even in regard to schemes financed by the university. There was a further request by the Senate that the Government be pleased to give a non-recurring grant of Rs. 20 lakhs so as to enable the Madras University to provide for the increase in the recurring expenditure. The recommendations of the

Senate were forwarded to the Government by the Vice-Chancellor and the statement submitted by him has made out a clear case. It is much to be regretted that the letter of the vice-chancellor should have failed to receive the attention it deserves. The minister for Education and many of the graduates who have passed through the portals of the older Universities of Great Britain, such as Oxford and Cambridge, used to make much of the wide outlook but we are sorry to see that the effect of the Oxford training should vanish the moment our friends reach India. The older universities were hit hard during the war and they stood in need of help. They hesitated to approach the Government for help since they feared they might have to subject themselves to conditions imposed by it. The men at the helm of affairs who had unbounded love for the old universities volunteered aid and assured them that no vexations condition would be imposed. With a view to removing any appearance of official condescension, a committee known as the University Grants Committee was formed and it is the duty of this committee to advise the Government of the day concerning the financial needs of universities and colleges. How we wish our Minister for Education has chosen to transplant such a wholesome and healthy tradition!! We published in our last issue extracts from a review of the Report of the University Grants Committee that appeared in *Nature*. It is refreshing to find that the committee has recommended that the present figure of £ 1,550,00 should be increased to £ 1,800,000 and that the improvement of the lot of teachers should be the first charge.

The reply of the Government is marked by a narrow outlook and it is not likely

to enhance its prestige. That the Government should claim the right of veto on the ground that the schemes organised by the university might involve prospective grant on a future occasion should cause pain to all those who cherish high ideals of autonomy. It is not likely that, under such circumstances, the request of the senate for a non-recurring grant of Rs. 20 lakhs should have received a curt reply. The minister might have earned glory for himself if he had of his own accord appointed a University Grants Committee on the lines of the committee in Britain and taken its advice. As things stand, the case of the university has no chance of being properly appreciated. We should appeal to the university representative on the Legislative Council to urge on the Government the need for the appointment of the grants committee consisting of persons with high academic qualifications.

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Report of the 5th Conference of the A.I.F.T.A.

We are glad to announce that the Government have, on the recommendation of the Director of Public Instruction, Madras, been pleased to sanction a sum of Rs. 773 to the Reception Committee towards meeting the deficit incurred in connection with the 5th All India Educational Exhibition and Conference. Teachers in this presidency should feel thankful to Mr. R. G. Grieve for the great interest he took in the Conference and for the sympathetic support which he was pleased to extend to the Reception Committee throughout.

This grant has proved useful in enabling the Reception Committee to bring out the

proceedings of the Conference in an attractive form. The book gives an account of all the activities connected with the Conference. Special points of interest in the book are: Full text of the papers (28 in number) with verbatim reports of the discussions thereon, a critical account of the Exhibition, and a detailed account of the programme of physical demonstration conducted on the occasion. It also contains the address of welcome, the Presi-

dential address and the concluding speech of the President of the Federation. The Resolutions passed at the Conference are also published. Teachers will find the book a useful addition to their library.

We had the privilege of publishing this volume and with a view to meeting the demand from Teachers' Associations, schools and individual teachers, we are keeping in stock a few copies. Each copy is priced at Rs. 2-8-0 (postage 0-8-0 extra.)

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FROM OUR ASSOCIATIONS

The Nellore District Refresher Course in Geography.

Under the auspices of the Nellore District Board, the course commenced at 8 A.M. on Saturday the 20th Sept. in the V.R. College, Nellore. Professor N. Subrahmaniam of the Teachers' College, Saidapet assisted by his Model School Assistant, Mr. G. Narayana-swami was in entire charge of the tutorial work. After a few lectures on modern geography and its correlation with other studies, the learned lecturer commenced practical and field work with the help of the District Board Asst. Engineer, Mr. A. Sadasiva Aiyar and his overseers. There was an interesting interspersing of general lectures amidst the regular Geography course. On the 22nd Mr. K. C. Ramakrishnan, University Reader in Economics who has been here on a flying visit, kindly addressed the members of the class on "The scope for original work in Geography," under the presidency of Principal M. Venkatarangayya of the local College. The lecturer related some tendencies in the deterioration and movement of local commodities and exhorted the teachers to investigate the causes thereof and thus help the Madras Geographical Association in the studies of local geography.

The whole class went out on an excursion to Narasimbulakonda on the 26th, accompanied by the lecturer and his assistant. The lecturer interpreted the very interesting views of the river-basin, the sloping upland to the distant off-shoots of the Eastern Ghats, and pointed to the immense possibilities for carrying an intensive survey of the region. Another evening the lecturer took the class through a rich variety of lantern slides and gave an illuminating picture of the various geographical phenomena the world over.

After a group photo on the 27th, a branch of the Madras Geographical Association was formed by Mr. N. Subrahmaniam, who also took the opportunity to amplify the theme of "Regional Survey." With an address on "Civic Survey," and a word of exhortation by Principal M. Venkatarangayya, and a vote of thanks to

the lecturers and all others who made the undertaking a success, the members dispersed on the 28th.

A substantial adjunct to the valuable course is the ably got-up show room of Messrs. Longmans, Green & Co. in the charge of Mr. K. Jegiah; and the rich equipment of Philip & Sons in the field of Geography and related studies often engaged the Lecturer and the teacher-candidates. Also Messrs. Macmillan & Co. kept their publications on show during the last three days.

Teachers from Guntur, Chittoor, and Kurnool have availed themselves of the opportunity, along with the teachers of the District, all numbering 46. The subject of geography has gone through many vicissitudes during the last two decades, and the need for such refresher course cannot be over emphasised; it is hoped that other District Boards will follow the example so well set by Malabar and Nellore, and the Madras Geographical Association.

Malabar.

The Second Malabar District Educational Conference was held at Palghat on the 28th September 1930. Maulvi Abdul Hamid Sahib Bahadur, M. A. (Oxon), District Educational Officer, S. Malabar, presided. The District Board organised at the same time a refresher course in geography for the teachers employed in the secondary schools managed by District Board. Mr. S. R. Ranganathan of the University library gave a course of lectures on the Library Movement.

A strong reception committee was formed for making the necessary arrangements for holding the 23rd Provincial Educational Conference at Palghat in May, 1931.

Further details of the proceedings of the Conference will be published in the next number.

The District Teachers' Guilds of Salem and Madura respectively held their annual meetings on the 11th instant. Details of their proceedings will also be published in the next number.

THE ALL ASIAN EDUCATION CONFERENCE BENARES

Mr. S. K. Devasikhamani Leader of the Party writes:—

The Benares Party has got 480 persons on its rolls so far.

I have been asked so many questions by members who are anxious to know beforehand all about the Conference and Excursion. Some of them wanted to know if a Conference would be held at all. If you can kindly publish the letter which I wrote to Mr. Ram Narayan Misra, the Secretary to the First All Asia Educational Conference and his reply, I should be very grateful, as the publication will answer the several questions sent to me from time to time.

Letter to the Secretary to the R. Committee

Bishop Heber College, High School,
Trichinopoly,

10th September, 1930

To

Ram Narain Misra Esq., B. A.

Headmaster, Central Hindu High School,
Benares.

Dear Sir,

In connection with the holding of the first All Asia Educational Conference in Benares in December, 1930, may I ask you to let me know if you have published Bulletins on the subject? If so can you kindly send me 250 copies for distribution among teachers of this Presidency?

1. Please also let me know if the conference is to be held at all. I am asking this question taking the present political condition of the country into account and if the answer be in the affirmative can you arrange for the food and lodging of 250 teachers who come as delegates from this Presidency. The Railway runs a special train and we want special accommodation and food for 4 days on the Benares University grounds.

2. The people here are very keen on going to Benares for the conference. They start from Madras on the 15th December and after visiting such places as Bombay, Sanohi, Agra, Delhi, Allahabad and Lucknow, arrive in Benares on the 25th December.

3. Please let me know if you can send me a copy of the detailed programme of the confer-

ence with topics and speakers and also 300 enrolment forms for the Reception committee. I suppose that if they pay Rs. 2 per head, they will be treated as delegates and given free accommodation but for food they will have to pay. If so what sum should each pay for meals per diem or for the four days they stay in Benares. I am publishing a small booklet about the conference and about the excursion to places of interest. If you can let me have all the above information at an early date or by return post, I should be glad indeed.

With kind regards,

Yours sincerely,

(SD). S. K. DEVASIKHAMANI.

Headmaster, Bishop Heber College
High School, Trichinopoly and
Leader, Tour Party to Benares.

Letter from the Secretary Reception Committee.

Benares,

17th September, 1930.

Dear Sir,

Many thanks for your letter dated 10th September, 1930. I am herewith sending you 50 copies of Bulletin No. 1 and 250 copies of enrolment forms. I am delighted to learn that you have formed a party of 250 teachers who are all coming to Benares to attend the Educational Conference in December next.

The answers to your questions are as follows:

1. The Conference must be held in spite of the present political condition. It is too late now to abandon the idea of holding the Conference this year.

2. We will gladly arrange for food and lodging of the delegates who are coming with you. Some school buildings are placed at our disposal for accommodating the delegates. You will be lodged in one of them. But if you could address a letter to His Holiness Swami Nath Swami Avl Kashi Math, Post Office Thirupanandal, Kumbakonam, requesting him to place his Math at Benares at your disposal for the week, it would be possible for you all to live in one place in the midst of Madras surroundings, for all Madras residents of Benares live there. Please do write a letter to His Holiness

or persuade some influential gentlemen to write to him on your behalf. The Math is on the bank of the Ganges and about fifteen minutes walk from the place where the Conference will be held. Please communicate to me the result of your correspondence with his Holiness about the Math.

3. I am glad you will all reach Benares on the 25th December. There will be an All India Teachers' Tournament also which will be started one week earlier.

4. The detailed programme of the Conference is not yet ready. It will be prepared not by the local Reception Committee but by the All India Federation of Teachers' Associations and I am writing to Mr. D. P. Katri, the Secretary at Cawnpore. You are right. The fee for the membership of the Reception Committee includes the Delegates' fee, and accommodation will be free. I cannot tell you exactly what will be the charges for meals per day. The usual charges are six annas per meal.

The Reception Committee is arranging for excursion to:

(a) Sarnath, the famous Buddhist place of pilgrimage.

(b) The Ramnagar, Palace of His Highness the Maharaja of Benares on the other side of the Ganges.

(c) The Moti Jheel (The Asmatgarh Palace) the home of Raja Moti Chand.

(d) The University Colleges.

(e) The Ghats of the Ganges.

With best regards,

Yours sincerely,

(Sd.) RAM NARAYAN MISRA,
Secretary, Reception Committee.

A Physical Exercise Demonstration

Sir,

In connection with the All Asia Educational Conference to be held in Benares, Mr. G. F. Andrews, Assistant Physical Director to the Government of Madras wishes to arrange for a Physical Exercise Demonstration for half an hour with the Madras Teachers that have given their names for the Benares Tour. The programme will consist of (1) Exercises with the Dumb-bells (2) Indian Games Exercises (3) Competition and Non-competition Games and (4) Giant Volley Ball.

More than 280 persons have registered their names for the excursion and the conference. If fifty of them will kindly volunteer for the Demonstration, Mr. Andrews will undertake the responsibility of coaching and training them during the ten days they have at their disposal from the time they start to the time they reach Benares. He will be responsible for bringing all the materials necessary for the show, and, on the journey practice may be had of the exercises which will form a kind of pleasant diversion. May I ask such of the teachers as are willing to participate in the Demonstration to give their names direct to Mr. G. F. Andrews, Royapet House, Royapettah. Those who volunteer may familiarise themselves with the exercises in their schools through the help of their Physical Training Instructors before joining the Benares party on the 15th December.

Yours faithfully,

S. K. DEVASIKHAMANI,

Leader, Tour Party to Benares.

Trichinopoly,
24th Sept. 1930.

Leave Arrangement for the Members of the party

Mr. S.K. Devasikhamani writes as follows:—

At the request of teachers employed in Government, Board and Municipal Institutions and in pursuance of the resolution adopted at the Coimbatore educational Conference I recently addressed the Directors of Public Instruction, Madras, Cochin, Mysore and Travancore suggesting the advisability of issuing instructions to school and College authorities to close their Institutions on December 13, and to reopen them on January 6 to help students and teachers to proceed to the Conference in Benares.

The Director of Madras told me the other day that aided Institutions, both mission and non-mission, required no instruction from him as they could close whenever they liked, provided they worked for the number of days laid down in the Madras Educational Rules or in the University Regulations. The Presidents of District Boards and Chairmen of Municipalities could do as they liked in extending the X'mas Vacation and also in giving leave to their teachers to enable them to attend the Conference. As for Government Institutions, the Director need not issue any special instructions as they are expected to follow the Government rules in regard to dates of closing and reopening

after the X'mas vacation. Teachers in such Institutions could apply for leave from December 15th to January 6th next, if they are eligible for the leave, and attend the conference.

FIRST ALL ASIA EDUCATIONAL CONFERENCE

The Conference will be held at the Central Hindu High School grounds at Benares on December 26—30, 1930. Delegates are expected from nearly all the eastern countries and eminent scholars from Japan, Georgia, Philippines, and Ceylon will address the Conference on different topics. Indian Scholars like Sir C. V. Raman, Sir Jagdish Chandra Bose and Dr. Bhagwan Das will deliver public lectures of the greatest importance.

Indians of all creeds and ranks interested in education will be able to attend the Conference as delegates if they are deputed by educational bodies and have paid their delegation fees. But the best way in which they should attend the Conference is by enrolling themselves as members of the Reception Committee by filling the form and paying Rs. 2 to Pandit Ram Narain Misra, Headmaster, Central Hindu High School, Benares. All the members of the Reception Committee will be treated as delegates.

Indian educationists who desire to read papers or deliver addresses should immediately communicate with the Secretaries of the various sections of the Conference for the subjects in which they are interested. The names of the sections with their secretaries are appended.

The exhibits for the All India Educational Exhibition should be sent to Mr. H.N. Wanchu Inspector of Schools, Benares Division, Benares.

The public will be glad to learn that Pandit Sri Ram Bajpai, the Chief Organising Commissioner of the S. S. Boy Scouts Associations is in charge of the General Arrangements, Reception and Entertainments.

PRESIDENT'S LETTER

Benarese Conference.

Dear Comrades,

The first all Asiatic Educational Conference to be held at Benarese is going to be attended by a large number of South Indian teachers. The organisers have honoured South India by

entrusting the running of some sections of the Conference to men in South India. We expect that you will co-operate with us in the matter of making our sections a complete success.

The Conference will conduct its proceedings under the following sub sections. (See the appended list). There will be joint proceedings as well. But a good deal of the real work would be done at these sectional meetings. May we request our brethren of South India to co-operate with the sectional secretaries by (1) indicating which section they are likely to join: (2) and by submitting papers to be read at the sectional conference. Any communication on these matters may be addressed to the secretaries concerned.

Messrs. S. K. Yegnanarayana Aiyer, the Secretary of the Adult Education Sections and S. R. Ranganathan the Secretary of the Library Service Section specially request the Co-operation of their brethren from South India.

Yours sincerely,

S. K. YEGNANARAYANIER.

Groups and their Secretaries.

1. HEALTH, HYGIENE AND PHYSICAL CULTURE:—Secretary—Ram Narain Misra, B.A., Headmaster, Central Hindu High School, Benares.

2. ILLITERACY:—Secretary—Guru Sewak Upadhyaya, B.A. Deputy Registrar, Co operative Societies, U.P., Lucknow.

3. ADULT EDUCATION:—Secretary—S. K. Yagnarayana Iyer, M. A., 6, V.S.V. Coil Street, Mylapore, Madras.

4. LIBRARY SERVICE:—Secretary—S. R. Ranganathan, M.A., Librarian, Madras University Library, Madras.

5. KINDERGARTEN AND MONTESSORI SYSTEMS:—Secretary—Kali Das Kapur, M.A., L. T., Headmaster, Kali Charan High School, Lucknow.

6. RURAL EDUCATION:—Secretary—K. S. Vakil, M. Ed., Educational Inspector, Southern Division, Dharwar.

7. CHARACTER, MORAL AND RELIGIOUS EDUCATION:—Secretary—G.N. Gokhale, B. Sc., L. C. E., Principal, N. E. D. Civil Engineering College, Karachi.

8. PARENTAL CO-OPERATION:—Secretary—R. K. Kulkarni, M.A., Professor, Victoria College, Gwalior.

9. **TEACHERS' ASSOCIATIONS** :—*Secretary*—D.P. Khattri, B.A., L.T., Headmaster, Pt. Prithi Nath High School, Cawnpore.

10. **TEACHERS' TRAINING** :—*Secretary*—S. N. Chaturvedi, M.A., Dip. Ed., Additional Assistant Director of Public Instruction, U.P., Allahabad.

11. **PRIMARY EDUCATION** :—*Secretary*—O.N. Chargha, B.A., L.T., Assistant Inspector of Schools, Jhansi Division, Jhansi.

12. **SECONDARY EDUCATION** :—*Secretary*—M.R. Paranjpe, M.A., B. Sc., 520, Narayan Peth, Poona.

13. **UNIVERSITY EDUCATION** :—*Secretary*—P. Seshadri, M.A. Principal, Sanatan Dharma College, Cawnpore.

14. **WOMEN'S EDUCATION** :—*Secretary*—Mrs. Margaret Cousins, B. Mus., Pantheon Gardens, Egmore, Madras.

Reception Committee First All Asia Educational Conference Benares, December 26—30, 1930.

Rules and Regulations.

OBJECT. To organise the All Asia Educational Conference and to make arrangements for it according to the instructions of the All India Federation of Teachers' Associations.

MEMBERSHIP. The membership of the Committee is open to members of the teaching profession, educational administrators, educa-

tionists and others who sympathise with the objects of the Conference.

MEMBERSHIP FEE. The membership fee is Rs. 2 only. Donors of Rs. 500 or more will be classed as Patrons.

Office Bearers.

CHAIRMAN. Madan Mohan Malavya, Vice-Chancellor, Hindu University, Benares.

VICE-CHAIRMEN. The following will be elected Vice-Chairmen provided they are members of the Reception Committee :—

- (1) President, All India Federation of Teachers' Associations ;
- (2) Presidents of the Affiliated Associations of All India Federation ;
- (3) Vice-Chancellors of Indian Universities ;
- (4) Six Vice-Chairmen nominated by the Executive Committee of the All India Federation ;
- (5) Twenty Vice-Chairmen selected by the Local Reception Committee ;
- (6) Six lady educationists selected by the local Reception Committee.

SECRETARY. Ram Narain Misra, B.A., Headmaster, Central Hindu High School, Benares.

TREASURER. Gauri Shankar Prasad.

PAYMENT. All payments should be made to Ram Narain Misra, Head Master, Central Hindu High School, Benares.

OUR LETTER BOX.

Raise yourself by your own efforts.

This motto of the official journal of the S. I. T. U. requires to be well impressed on the minds of the teachers of the Madras Presidency. The recent election to the University seat of the Madras Legislative Council clearly proves that teachers do not care to raise their own status in the eyes of the public. And yet they will yell and howl that they are poor, their salary is low and that they are looked upon with contempt by people of other professions. Here was a splendid opportunity to raise themselves. A teacher was put up for the University seat. We wanted to show the world that we deserve to be represented on the Legislative Council, and that we can express ourselves with regard to political matters and especially the administration of our own Educational department. But did we take hold of this opportunity? Did we try to raise ourselves by our own efforts? Let alone the success or the failure of our efforts. Did we put forth our combined efforts? There are about 500 High Schools and Colleges in this presidency. On an average of 4 voters in each school or college we have about 2000 teacher voters. Our teacher candidate gets only 679 votes which is about one-third of the teacher votes. Two-thirds of the voters are a drag upon the society of teachers and will not let others rise above their present level.

What is the cause of this state of affairs in our Educational world? Communal strife, want of confidence in ourselves and apathy of teachers. I actually came into contact with several voters. Some of them assumed an air of much erudition and said that they would vote on the merits of the candidates. Some said a Christian should not have been put up as a representative of the teaching profession. Some argued that at a time when all the great souls were in jail they were not going to exercise their franchise. All this may be sound logic. I do not for a moment wish to consider the merits and demerits of these arguments. But are we still going to stand as individuals? Then the South India Teachers' Union is not a union. It is divided. "Every kingdom divided against itself is brought to desolation; and every city or house divided against itself shall not stand." United we stand; divided, we fall.

Our own argument in this respect is, we have selected our own candidate and we have by our

selection expressed our opinion that he is the most fitted among teachers to enter the council. If then the most fitted among teachers (as our teachers have declared by a large majority) does not deserve a seat in the council, no teacher deserves a place there. You are unfit and I am unfit. Shall we degrade ourselves in this manner? We have known that several uneducated people outside the teacher world have not hesitated to stand as candidates, and after being duly elected they have worked wonders in the machinery of the Government of our country. There was an opportunity for us to raise ourselves. We have missed it.

Some of my friends told me that several teacher candidates before now have served on the council, and have not been able to turn a single stone there. This is pessimism. Does it, therefore, follow that our candidate should fall short of these? There is at least one point in favour of our candidate. He is *our* candidate. He is under *our* mandate. He will certainly care for *our* interests more than others. But the other teacher candidates of these many years were either nominated or returned by a large constituency, whose interests were of greater importance to them than ours. This is a great difference which should have been counted by these pessimists.

We have failed to secure a seat. But we have not failed to make ourselves felt. We must congratulate our candidate, Mr. S. K. Dvasikhamani on his courage to stand up. He has paved the way for the future and shown us how we can raise our voice and lift ourselves to a high plane. Let us, however, learn a lesson that it is not enough to pass a very pious resolution at the Educational Conference. When the time for the next election is near, I propose that a cess should be levied on every teacher of this province to put up our own candidate. This small cess, while enabling an agent to travel from place to place, canvassing votes, will, I am sure, increase the responsibility of every teacher voter and bring a good deal of pressure from the non-voter teachers upon the electorate in general. Every teacher should feel that his half rupee or quarter rupee will be wasted if he does not secure at least one vote. Let us wake up, give up our pessimism and put our combined strength to impress our own importance and raise ourselves.

"Raise yourself by your own efforts."

"A Teacher."

THE TEACHERS' BOOK SHELF.

ALGEBRA AND GEOMETRY—PART I FOR STUDENTS in FORM IV.—By. K. Rangaswami, B.A (Hons) and T. S. Rajagopalao, B.A., Hindu High School Teachers' Association, Triplicane, As. 8.

This book is a companion volume to their other book 'Exercises in Elementary Mathematics' and it deals with elementary portions in Algebra and Theoretical Geometry. The Geometry section consists of two parts—theoretical and practical. Ample proofs of Geometrical propositions, followed by a few exercises of a simple nature are a feature of the theoretical portion. A good variety of examples are found in the Algebra portion and each set of exercises is preceded by typical worked examples. To the student who chooses Mathematics for special study in the V Form, the publication of a low priced book like this must be very useful.

RAPID READING SERIES PRIMER I AND II.—(By Lewellyn Tipping, M.A. Price as 4½ and to 6 respectively. Published by Messrs. Mac Millan & Co., Ltd.)

These books teach the alphabet and about 300 new words. In Primer I is introduced about 100 useful words of one syllable, while in Primer II there are about 200 words of one syllable with the exception of a few easy words of two syllables. The words are all useful and such as the pupil will need to use every day. The words are arranged in simple sentences; and all the sentences are written in simple everyday English, so that the pupil will learn good idiomatic English from the outset. The books contain numerous illustrations which are attractively coloured. The illustrations have been prepared with great care and they easily allow for the introduction of new words. These two books are the first of a series planned by the authors so as to enable the average teacher to give his pupils a very complete and thorough grounding in English and to teach them, with the least effort and in the shortest time, to read and understand English, and to write and speak it simply, clearly and with ease. The books are well worth a trial and we have pleasure in recommending their use in the upper classes of the Primary Schools, as also in adult schools

where adults may desire a rapid course of training in English speech.

THE STORY OF INDIA BOOK II—By Rai Saheb Sobhan Lal and Violet Burry. Mac Millan & Co., Ltd. vii × 173 pages.

Book I of this series has been reviewed in the June issue of the South Indian Teacher (page 215). The present book has all the good features of its forerunner. The book has been divided into two parts, the first dealing with the history of the Sultanate of Delhi and the second with the rule of the Mughals. The authors have incorporated in the text the result of recent researches regarding the history of the period. The following extract is especially worthy of mention. Of Muhammad Bin Tughlak it is rightly stated "He was one of the wonders of the world of his day—a brave and skillful general, a marvellous scholar and devout Muslim whose brain seems to have had some little twist and a mania for trying schemes.

Jehanghir is not depicted as having killed Sher Afghan for winning the hand of Mehr-i-Nussa. A study of this book will certainly infuse a patriotic bias in the understanding of the history of the motherland. Special mention has to be made of the inclusion of a chapter on the effect of Islam on the Hindus in India. (Chap. XV S. 2).

THE TAJ MAHAL ATLAS.—Edited by George Philip, F. R. G. S. and Published by Messrs. Longmans, Green and Co. Ltd. (Price 1-5-6).

The atlas before us combines in it a geographical and a historical atlas of India, besides being an atlas of the world. The first five pages contain pictures illustrating geographical terms, statistical summary of geographical data and an agricultural Map of the world showing India's place in world production. The book includes 32 coloured plates containing 70 maps and plans, 22 of which relate to India (8 representing Indian History, 14 Indian Geography). An index covering 16 pages is made very valuable by the helpful suggestion for pronunciations of Geographical names. Geography students will find this atlas an indispensable companion.