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PALGHAT.

share of attention from school teachers as has generally been the case. Two factors have, I think, combined to bring this about; no subject could be less suitable for teaching by ordinary instructional methods; and what we normally come to know of life, from the process of living ourselves, so far exceeds in value what can be learned from instruction that the need for the latter has been too easily overlooked. The need is there none the less, and becomes more and more insistent as our lives increase in complexity. But what is mainly required is the illumination by understanding, of knowledge we have acquired by living, not the mere addition of further facts. How can the school best help to meet this need?

The knowledge we have acquired by living we obtain through observation, largely more or less haphazard and unconscious. This process needs to become conscious, so that it may be directed and controlled by the intelligence, before it can be made the means of adjustment between ourselves and our environment. To begin with, therefore, attention should mainly be devoted to observation. For this it will be necessary to study first of all objects already familiar. The natural history of the houses of the locality, or even of the classroom itself, might form a fitting introduction. Observations already made by the children themselves, either casually or in definite preparation for the lesson, should be utilised as fully as possible, the teacher building these up before the children into a connected whole and thereby showing to all not only something of the possible range of observations but also how these observations are to be used for the building up of

a fuller understanding of life. The lives of cockroaches, ants, bugs, spiders, lizards, rats, etc., and the way in which the life of one affects that of another, would all come into such a lesson and many, perhaps even the teacher himself, would probably go home with a new sense of the interest of living things around them.

Excursions to places of natural beauty and interest, as well as of course to any available natural history exhibitions such as (in Madras) the Aquarium, Botanical and Zoological Gardens and Museum, should have an important place in the course. But to be successful these visits will need just as careful preparation as any ordinary lesson. It is not enough to take the children out and then leave them to their own devices. They must be shown how to make the best use of their opportunities by careful and systematic observation, by organised observational games and probably by a small amount of definite instruction showing how excursion and classroom studies are related.

Some classroom instruction will almost certainly be required to fill gaps that cannot be filled by observation; for there will always be some things a child should know that it will have no available means of learning unless through such instruction. But this should be kept to a minimum. Textbooks may also be very useful in this connection, but the study of life cannot be based on the study of textbooks in the way that the study of most other subjects of school teaching can.

Animal and plant life are interdependent and both have to be studied before either can be properly understood. Plants are in many ways more convenient for study,

especially for classroom work; and it sometimes happens that attention is therefore concentrated upon them. But it is to the Animal Kingdom that we ourselves belong and it is therefore a knowledge of animal life that most intimately concerns us, a point that needs to be carefully borne in mind when planning a course of studies.

The difficulties of such teaching are obvious, especially in the case of those to whom the course is a new one. Life is not static; but its study will inevitably tend to make it appear so unless the teacher devotes time and energy to preparation for each lesson, or excursion to the provision of a certain amount of living material in the classroom, and to seeing that the children themselves learn to look after it and to care for it properly. Such material should as a minimum include caterpillars with their food plants, the caterpillars being fed and tended till the children have seen them turn first to chrysalis and then to butterfly or moth; tadpoles reared from the egg till the tail begins to be lost and the form of the frog to be developed; and other inhabitants of water, including of course the development of the mosquito. Such material is not difficult either to obtain or to keep, nor does it involve any elaborate or costly apparatus. But it does need care and attention; and it is essential if the study of life aimed at is not in practice to degenerate into a study of the lifeless.

Systematic class teaching can be based either on a series of animals and plants selected as types, or on a comparative study of their different aspects—movements, food, breathing, etc. The syllabus for the Secondary School leaving Certificate has, I understand, recently been changed from

the former to the latter plan. The change is clearly a sound one both from the point of view of the kind of study required and because it gives the teacher the greatest possible liberty in his choice of the types from which to illustrate his points. But in framing any actual course of lessons on animals, I think it will prove better to revert to the former plan, selecting such types as are most suitable from among those most readily available. For the different aspects of an animal are interdependent and the animal needs to be understood as a living creature, that is to say as a whole individual, not merely as a collection of aspects. The same is of course equally true of plants but for some reason it does not seem to be a matter of such outstanding importance with them.

Comparisons between two or three different types which have certain striking characteristics in common are likely to be particularly helpful. For animal life I would suggest some such programme as the following, these lessons alternating as far as possible with excursions outside the school.—1. Rat, compared with musk-rat (shrew) and squirrel. 2. Fish, to be similarly compared with frog or toad (as most convenient) lizard and snake. 3. Cockroach compared with bug and spider. 4. Butter-fly and dragon-fly, with special reference to life-histories. 5. House-fly and mosquito, including their life-histories. 6. Worms, free and parasitic. 7. Bird, bat and flying-squirrel. 8. Unicellular life, with special reference to sepsis and antisepsis. Almost everything required by the syllabus could be well illustrated in such a series of lessons, most if not all of which could if necessary be compressed into

a single period, though a longer time would clearly be preferable. And the little that is not included could be filled in without much difficulty. Parasitic worms and unicellular organisms are not included in the syllabus, but some knowledge of them is surely essential, especially in a tropical country like India. In dealing with the avoidance of parasitic worms a comparison between the life-histories of the hook-worm and thread-worm respectively will be found particularly instructive.

In dealing with the syllabus prescribed for plant life, I should be inclined to deal first with the behaviour of plants towards light, roots and their function, water and its use to the plant, movements in plants, adaptation in plants, and the flower and its functions, following these lessons by the germination of seeds, and only then coming

on to respiration and means of air supply, necessity of light for normal growth and the production and use of starch. For the latter subjects presuppose a knowledge of Chemistry which the pupils are more likely to have acquired towards the end of their course than at the beginning.

But the aim throughout should be to develop habits of observation and so to direct them as to bring them under the control of reason, to illuminate observation by intelligence rather than to pile up a great array of facts. This is no easy problem, but it is not impossible; and, in view of the great need for a wider knowledge of the laws of life if these are to be adequately used for human betterment, it is a problem that calls for immediate solution. It is a cause worthy of the utmost self-sacrifice and devotion.

EXTRACTS.

I will tell of you of a school-master whom I know and whose work I know. He has been at school a number of years and he has transformed that school. Its life is different. The boys leave that school different beings from what they would have been if that man had not been there. The other day an Official of the Local Education authority informed him that there were not enough school certificates being obtained by the boys of his school, and quoted another school in the same area which was better in that respect and therefore held in higher esteem by the body which he represented. My friend told me that he had a conversation with the head of that school and asked him how the dramatic activities and music of the school were going on and so on. "Oh" he replied, "We have not time for those things; we have to work for the examination."

(By E. P. Thomas, M. A., M. Sc., Headmaster, Royal Grammar School, Newcastle-upon-Tyne).

That is my dread, and it is indisputable, I think, that we do already attach far too much importance to academic degrees. It has been my good or bad luck to have the appointment of academic persons to certain posts in a foreign land, and I assure you that when I call candidates up for a personal interview on their papers, double degree people and so forth, I have nearly always had to take persons with inferior academic qualifications because my job needed other things, personality etc.

(Mr. Hayes.)

HOW DO WAR-FILMS AFFECT YOUNG PEOPLE?

(The result of an enquiry by the League of Nations Union in Great Britain)

BY

Dr. Sudhin N. Ghose, D. Litt.

Political and economic achievements of the League of Nations bring out occasional editorial comments in the Indian Press, but as a rule other activities of the League are completely ignored.

Everyone knows that the chief aim of the League is to preserve and maintain world-peace. The League-Covenant, the Pact of Paris, the Permanent Court of International Justice and Arbitration, the disarmament and other conferences are all for this purpose. However, for further and quicker progress on this line an active collaboration of the masses of different nations is imperative. The rising generations should be trained to regard that co-operation is the normal method of conducting world-affairs. The League of Nations Unions in different countries and the Section of Intellectual Co-operation of the League have taken up this task of developing the international spirit in young people. It is a remarkable fact that children all over the world are less bigoted and prejudiced than the adults and if proper care can be taken, in less than one generation the dream of centuries might become a tangible reality.

This is no idle speculation. The findings of a systematic investigation carried on by the League of Nations Union in Great Britain on the effect of war-films on children make the idealists and realists as well, more hopeful than ever.

About 4000 English boys and girls from 10 to 17 years of age have been examined and the result of the enquiry published in the "Educational Survey" (July, 1929 pp. 12-64). People interested in child-psychology and education should read this fascinating publication; they will find here plenty of intellectual food.

The boys and girls were given *questionnaires* and were asked to write down what war-films they had seen and what they thought of their own soldiers and of the enemies and of war in general. The replies reveal an overwhelming anti-war majority; only 4.3% might be classed as definitely belonging to the pro-war group; the remaining 95.7% are anti-war in various degrees and for diverse reasons.

The only real troops that most of the children have seen were those on parade; the war-films, "*Dawn*", "*What Price Glory*", "*Four Horsemen of the Apocalypse*", "*The better 'Ole*" etc., came as a revelation to all of them. Here they find for the first time human beings actually engaged in killing one another; they see trenches dug, shells fired, planes dropping bombs, people gassed, cities and countries devastated. As it is natural to expect, in most cases the lasting effect of a war-film, official or unofficial, is a sense of horror.

* Publishers: The League of Nations Secretariat, Geneva. Price: 2s.

A boy of 13 wrote: "*The Retreat from Mons* made me think that war was not quite so grand as I thought. Up to seeing it I had only a vague idea about war..." A girl of twelve wrote about the film *Mademoiselle from Armentieres*: "It made me think that I was really fighting with the soldiers in the War...We do not want another war". Another boy of about 15 wrote: "The film *Emden* taught me what war is like, but I know a lot of what really happened was not shown. Film like this show people how cruel war is," A young cinema-goer of 14 who had seen *Ypres* seven months before remembers best "the incident which I think one of the most terrible moments I ever had when an English soldier was shattered to pieces with his horse, from what I saw I never want to go to a war like I did before I saw the picture...War is one of the most terrible things that could be. I hope war will finish after the Great War".

Now what of the 43% pro-war replies? They are not devoid of interest for teachers and parents either. A boy of 10 wrote: "The *Dawn* made me think that war was very exciting and also made me wish I was there, winning medals and great deeds". A girl of 13 thinks, "war is a good thing. If our side did want to make peace the enemy would not. So it is best to have it over with". Another girl of 13 said: *The Battle of Somme* made me think that peace is wonderful after war and that it is perhaps best that war sometimes does happen, or else we should take too much for granted and grow selfish instead of sacrificing like the war taught us to do"...

Some 75% of the replies were fair to the enemy and on the whole war-films cannot

be accused of creating anti-German feeling. A small percentage of the older children went as far as to say that the films they had seen were on the whole offensively pro-British. Some said that the other side "were men who had been forced to leave their work and daily routine just to satisfy the greed of one man"... "both sides were bad"... "I think surely the Germans fought far better in the real war than they did in the pictures"; one boy wrote "The film *Dawn* made me think that war is absolute nonsense, because thousands of lives are lost in satisfying one country's ambition or one country's jealousy against another. After all, both sides are worse off after a war than when they started". The readers should bear in mind that the producers of the film *Dawn* had carefully tried to bring home the fact that war is futile. Of course this moral was meant for the adults, but the majority of the children had grasped it all the same. Another boy said about this film: "The other side I thought did not want to execute Nurse Cavell, but it was the duty of war. War brings misery and desolation to many. It is cruel and merciless". A number of other replies might be quoted but lack of space prevents our so doing; the opinion of a girl of 15, however, merits special consideration; according to her, "the films by showing so much of our side, make people very narrow-minded about the war. The English and their allies appear on the films to be most heroic, while the Germans receive all the blame of the war. *Dawn* was the only film where the Germans were treated properly."

The most encouraging thing about the 95% of the replies from the children is that

the vividness of the war-films goes towards creating a definite anti-war attitude. One finds the dislike of cruelty and pity for suffering as well as the desire to be fair to the enemy. War is declared to be wrong and stupid and to be avoided in future. One should notice however that most of the children know almost nothing of the existing peace machinery of the world—Courts of Arbitration, the Permanent Court of International Justice and above all the League of Nations.

The film-enquiry report concludes with a few very interesting comments: "The formal education of most of the children who have filled up the questionnaire is nearly at an end. Those in elementary schools will leave at 14, most of those in secondary schools at 16. After they leave school the majority will gain only from newspapers their knowledge of history in the making. Unless they have a basis of sound and impartial knowledge of the immediate past to explain the present they are unfairly handicapped as citizens and as thinking men and women.....Today the future of our civilization hangs in the

balance. There is surely an urgent need for the citizens of every country to know and understand the practical methods that have been and are being used to avert strife and war by reasonable settlement of disputes."

In the world of today cinema is a potential educative factor. It is capable of doing good as well as evil, for, in most cases, the moving pictures (not necessarily the "talkies") are far more eloquent and effective than even the best delivered lectures. The parents and teachers should see that their children are given the opportunity of looking at really good films, such as "*The Star of Hope*" and "*The World War and After*"*—films which possess true educative worth and an impartial historical background. I hope that all responsible people in our country will try to get into contact with the International Educational Cinematographic Institute (lately founded at Rome under the auspices of the League of Nations) and secure first-hand information on all that is best in the film-world.

* Both produced by the League of Nations Union Film Committee.

EXTRACTS

In my view the influence of examinations, on education entirely depends on the meaning of the term "Education."

If by this is meant a scrappy secondary education, I am sure that the curriculum would aim at the examination as its goal and have wholly bad effect. If, however, by "Education" is meant a secondary education both liberal and thorough in every way then I believe that an examination would not be the goal of the curriculum and would, therefore, prove a desirable test.

I desire to enter a protest against competitive examination for children at the ages of ten and eleven years. I am convinced that such examinations are wholly evil and tend to corruption of the secondary and central schools.

(By. Professor De Montmorency, Chairman, Conference Committee.)

EXAMINATIONS

By

N. K. Venkateswaran Vanchiyoor, Trivandram.

The trouble with examinations is that there are two kinds of examinations, good examinations and bad examinations, and the trouble is not made any the less by the successful tendency on the part of bad examinations to make good examinations also bad, for although one kind of examinations is easier to bear than two, good examinations cannot be satisfactorily replaced by bad ones. Sir Michael Salder, one of the best and wisest educational thinkers of our time, once said that examinations were the British destiny, meaning that it nearly approximated to the nature of an evil ordained by the fates and, therefore, to be uncomplainingly endured. It will be generally conceded that what with the increase of universities and the quickly increasing desire for government employment in this country, examinations are no less the Indian destiny as well.

Anger being no useful weapon against the inevitable, we have to approach this question of examinations with willing demeanour.

All examinations are intended to be a sort of adding-machine of human worth, of knowledge and capacity, of one kind or another. The best of all adding-machines for this purpose is life itself, for, to speak plainly, life is the only competent judge of the man or the woman. Examinations are, therefore, an attempt to ascertain beforehand the quality of the full life at an early stage in the development of life by application to it of one of life's functions.

They are a kind of astrological reading of the contents of individual fortunes. If horoscopes were made the basis of the award of university degrees and, therefore, indirectly, the principle of admission to the public services, is it difficult to conceive, assuming the tenacity of human nature, that the pressure of public taste and aspiration would before long bring about a growing community of horoscope-makers with almost involuntary habits of telling grateful lies? This is the chief reason why examinations slide almost unconsciously from quality and become bad and unreliable. When examining bodies set about producing artificial passes with a view to accommodating the changing demands of public opinion the virtue goes from the astrology of examinations, and angels and gods titter audibly at the spectacle. More conscientious examining bodies will soon be compelled to fall into line in sheer self-defence, and bad examinations will rapidly become universal. It is this pious genuflection of examination before the powerful deity of public voice that we often see happening today in India on all sides. It is a very difficult business to invest examinations with much strength of rectitude.

When bad examinations gain acceptance they gradually increase the extent of their influence. For example, the application of examinations, particularly written examinations, to boys and girls below the age of twelve or thirteen is both psychologically and educationally incorrect. In fact, such

application bears, in one aspect, a striking resemblance to the toleration of child-labour in hard factories, and in another, to a child-marriage system in which physiological considerations play no earnest part. In a country where opposition to child-marriage Restraint is intermittently admitted it is difficult to hope for a general movement in favour of emancipating the children from the grind of examinations. Those who have experienced the sight of little children preparing for, and wrestling with, and returning from, examinations do not need to be told what unnatural infliction of maturity on tender personalities the process implies. Yet in most primary and middle schools taking care of children from 6 to 13 years examinations have been long established as the dominant discipline and purpose, and promotions are based not on one but often on three or even four examinations, and there are frequent class-examinations besides, severe enough mentors of their kind in all conscience. These examinations torn from their proper context and enthusiastically applied to the most unsuitable subjects are *very* bad sometimes in the sense and quality of their questions, showing little informed attempt to assess the capacity of children, and, looking at some of these questions, one spontaneously feels that the toddlers and tiny tots, for whose mental 'dumb-belling' they are so unstintingly provided, must be prodigies in several branches of knowledge. The recent Hadow Report on Primary Education in England says, "The root of the matter is, after all, simple. What a wise and good parent would desire for his children, that the nation must desire for all children..... "The main care" in framing the curriculum "must be to supply the pupils with what is essential to their healthy growth, physical, intellectual and moral." The good and

wise parents of India will not certainly desire for their children a regime of examinations overriding their healthy growth, social, intellectual and moral.

The teachers in a bad examination-ridden atmosphere gradually betray their true and noble role without being aware at all of the deterioration of their conduct. Solemn coaching takes the place of the tending of interests and the awakening of functions, and the young people are impressed with the awful gravity of education, on the proper discharge of which so many momentous things vaguely and fearfully apprehended must certainly depend for their fulfilment. The same injurious deflection of teaching engendered by the supremacy of bad examinations takes place in the High Schools and Colleges and even in professional educational institutions so that the unfoldment of capacity and cultivation of virtue and attainment is grossly neglected, and often goes by the board. The value of knowledge, pure and applied, comes to be strictly governed by the requirements of these bad examinations, and the holders of authorised certificates of knowledge have often little else to show. The cry is raised, "Put down the examinations," by those whose perceptions are not easily blinded by the bustle of prevailing things, although it would be more appropriate to cry, "Put down the bad examinations and all examinations at the wrong times and places."

Examinations are a much necessary evil, but that is no reason to allow the evil to embarrass us every day and all day. If the present widespread tendency to insist on 'satisfactory' percentages of passes in all examinations persists there is going to be a rather long and glorious career for bad examinations in India, and even intelligence tests might come to be sold by pennyworths in class-rooms for the safety and prosperity of the future citizens.

THE HAPPIEST PHASE OF CHILDHOOD

By

S. Jagannadham, Kindergarten Asst., Teachers' College, Saidapet,

Language as the Medium of Expression

The great difference between man and the millions of the dumb creations of God consists in the wonderful gift of the power of speech which the former is endowed with by the Creator. It is still more delightful to watch the growth of this Divine power of speech. It is this power that brings enjoyment to the loving parents and the grandmothers and grandfathers of children and it is for the hearing of which many childless families are praying and eagerly looking forward to. I propose to record here some observations on this wonderful capacity of the child's expression (*i.e.*) the power of speech which to my mind is the "Happiest phase of childhood"

Earlier forms of Expression

This period of babyhood from the age of one to two marks the period when the child catches the sounds and picks up words and repeats them in some unintelligible way. Even before that period though the child is not fully developed to acquire them it shows manifestations which are the indications of the working of his mind, his needs and wants. A loving mother puts a right interpretation to these outward manifestations and attends to the child's requirements. Sometimes the very eager look, then at another time a feeble cry, at another time a coaxing gesture, and at other times a continued cry or sigh—all these have their own meanings. The child

can show its anger or pleasure, express its like or dislike or demonstrate its protest. But all these may not evoke a proper response from the mother as the power of speech can do.

Child's Vocabulary

It will be useful to watch a child's speech and take an account of the extent of its vocabulary at a particular age. The age of two is, I think, a period by which the child has mastered some speech and from 2 to 3 the growth is indeed marvellous and day to day its command over language is being established. There may be cases where the power of speech is delayed for some longer time or where the power of speech grows rapidly. I have attempted to give a list of words from the vocabulary of a child aged 2 years 2 months and this is made out of my own observations and records. The words are written in the way the child utters them. Corresponding English expressions are given so as to help others to verify the list with their own close experiences with children.

List of familiar Words

I. Calling Relations.

1. அம்மா	Mother
2. அப்பா	Father
3. அண்ணா	Elder brother
4. மாமா	Uncle
5. தாத்தா	Grand father
6. பாட்டி	Grand mother
7. பாபா	Baby
8. கோந்தை	Child

(b) Parts of the body.

1. கை	Hand.
2. கால்	Leg.
3. தலை	Head.
4. மூக்கு	Nose.
5. கண்	Eye.
6. காது	Ear.
7. தொந்தி	Stomach.
8. நெத்தி	Forehead.
9. பல்	Tooth.
10. வாய்	Mouth.

(c) Animals and Birds.

1. ஆவு	Cat.
2. தோதோ	Dog.
3. காக்கா	Crow.
4. மாடு	Cow.
5. ஆனை	Elephant.
6. ஆட்டுக்குட்டி	Lamb.
7. கழுதை	Ass.
8. கொக்கோகோ	Cock
9. குருவி	House Sparrow.
10. எலி	Rat.

(d) Food, Eatables etc.

1. மம்மு	Rice, food.
2. தச்சி	Curds.
3. பப்பு	Dholl.
4. தோசை	Pan-cake.
5. பருப்புபொடி	Dholl Powder.
6. கோம்பு	Soup.
7. கக்காய், கரி	Curry.
8. நெய்	Ghee.
9. ஊவா	Hot.
10. தூத்தா	Water.
11. வெண்ணீர் தூத்தா	Hot water.
12. அப்பிச்சி	Cake.
13. முழுசா	Whole.
14. பாகி	Part, portion.
15. ஆப்பயம்	Plantain.
16. மோர்	Butter Milk.
17. அப்பளாம்	A familiar cake made of black gram.

18. வேணும்	I want.
19. வேண்டாம்	I do not want.
20. மாட்டேன்	I won't.
21. தட்டு	Plate.
22. முந்திரி	Cashewnut
23. இலை	Leaf.
24. மாம்பழம்	Fruit.
25. இன்னும் ஒண்ணு	Still one more.
26. தேங்காய்	Coconut.
27. கக்கு	Sugar
28. எண்ணை	Oil.
29. காப்பி	Coffee.
30. பால்	Milk.
31. கோகோ	Cocoa.
32. கலாலு	Sukar Candy.
33. பிசுகோரு	Biscuit.
34. பட்டாணி	Pea.

(e) Clothings, Dress etc.

1. குடை	Umbrella.
2. துணி	Cloth.
3. சட்டை	Shirt.
4. குங்கு	Saffron.
5. சாந்து	Caste mark.
6. பாவாடை	Girl's clothing.
7. மணி	Bead.
8. பொம்மை	Doll.
9. காப்பு	Bangle.
10. வளை	Glass Bangle.
11. சங்கிலி	Chain.
12. பூ	Flower
13. காணும்	Lost.
14. இதோ	Here it is.
15. அதோ	There it is.
16. அங்கே	There.
17. இங்கே	Here.
18. போட்டுக்கோ	Wear.
19. படக்	(Denotes the breaking of the bangle or the falling of a thing.)
20. குல்லா	Cap.

(f) Action words.

1. தாச்சு	Lie down,
2. குடுகுடு	Run fast.
3. வாவா	Come.
4. தின்னு	Eat.
5. சாப்பிடு	Eat.
6. குடி	Drink.
7. கிள்ளு	Pinch, Screw.
8. அடி	Hit.
9. நில்லு	Stand.
10. குத்து	Hit hard.
14. தெற	Open.
12. மூடு	Shut.
13. தூங்கு	Sleep.
14. ஒதை	Kick.
15. போச்சு	Gone.
16. தொடு	Touch.
17. இத்துக்கோ	Carry.
18. பாலு, பாரு,	See.
19. புச்சு	Hold.
20. நடந்து	Walking.
21. வை, வச்சு	Place.
22. கொட்டி	Pouring.
23. வாங்கி	Buy.
24. போடு, குத்து	Serve.
25. பொறுக்கி	Pick.
26. பிச்சு	Tear.

(g) Other name words.

1. பந்து	Ball.
2. பட்டு	Shinnig cloth, Silk.
3. சொப்பு	Toy.
4. தம்பிடி	Pie.
5. காசு	Coin.
6. தண்ணி	Water.
7. கல்லு	Stone, brick.
8. மண்ணு	Sand.
9. கொல்லை	Backvard.
10. ஊவா	Light, tch, wound.

11. சாவி	Key.
12. வாசல்	Street.
13. மோட்டார்	Motor.
14. சண்டை	Quarrel.
15. மடி	Lap.
16. பாப்பா	Baby.
17. கோந்தை	Child.
18. கண்ணாடி	Glass, Mirror.
19. நீ	You.
20. விச்சி	Fan.
21. சாக்கட்டி	Chalk.
22. பாம்பு, பூச்சி	Snake, Insect.
23. பாக்கு	Nut.
24. வெத்தெ	Betel leaf.
25. மெத்தை	Bed.
26. வாவா	Moon.
27. சாணி	Dung.
28. பாய்	Mat.
29. ரயில்	Train.
30. கடை	Bazaar.
31. பை	Pocket
32. குலுப்பை	Rattle.
33. ஆணி	Nail.
34. ஓட்டை	Hole.

(h) Qualifying and other words.

1. ஜோக்கா	Nice.
2. மொட்டை	Head without hair.
3. பெல்லாது	Bad fellow.
4. நல்லது	Good.
5. அழுக்கு	Dirty.
6. சொய் சொய்	Milking.
7. ஞாய்	Noise.
8-9 } மஞ்சள் பச்சை,	} Yellow, green,
10-11 } சேப்பு கறுப்பு	
12-13 } ஒண்ணு, மூணு,	} One, three, five,
14-15 } அஞ்சு பத்து	
16. அள்ளி	A Handful.
17. எல்லாம்	All.
18. எல்லார்க்கும்	For all.

A Previous list Compared.

The present list compares very well with a list prepared two years ago on behalf of a child of the same age as the present. A girl-child who is always with the mother learns more words about the household etc. while the boy-child learns more words connected with his father's books, pencils and pictures.

Talking in Sentences.

The child also express its ideas in two or more words and tries to give out its ideas in full such as,

முழுசா, வாவா	(Full Moon).
குடைபுச்சுக்கோ	Hold the Umbrella.
நான் வரேன்	Let me come.
நான் தாச்சுக்கோ	Let me lie down.
இப்படிபோ	Go their way.
அப்படி வாண்டாம்	I do not want that way.
நான் குளி இல்லை	I have not bathed.
நான் பள்ளி	Let me come to school.

The same object or the same word may be uttered differently by different children. This depends upon the sounds caught by the child and retained in its memory. Easy sounds are caught first.

Retention, Recall, Memory.

The child has the power of retention of some words and recalls them when opportunity presents itself. When it is taken out it can point out to animals and birds and say காக்கா (Crow) மாடு (Cow) கோழி (cock) பூனை (Cat) நாய் (Dog) etc. Moreover the baby language such as ஆடி cat and தோதோ Dog can be modified and by Repetition the child can be trained to use correct words.

Similarly when we take the child for a few minutes to the bazaar, it sees a number

of things and says பூ (Flower) ஆப்பயம் (Plantains) தேங்காய் (Coconuts) வெத்தலை (Betel leaf). It remembers the things which we take with us to the bazaar and if by chance we forget the basket or the umbrella it asks "where is the basket?" (or the Umbrella?) It can recognise that there is some procession (temple or marriage) by the hearing of the Music in the street: டண்டா (music) சாமி (God.) There are also some occasions when the child can recognise a spoken word but cannot give expression to it (e.g. கஷாயம் or சொரசம் (medicine). Sometimes it gives expression to terms such as "I shall come to-morrow" நாளைக்குவரேன் without understanding the significance of the time implied in "to-morrow" and similarly பாவம்! (for Alas! It is a sin).

Repetition of Words.—A wonderful characteristic in the child's language is its tendency to repeat a word a number of times especially words which are pleasing to it. Whenever it learns new expressions it repeats a number of times till it is tired or till it gets hold of the same automatically. Then when short stories are told and when some funny expressions are used and repeated, it remembers the same and takes pleasure in repeating the same when occasion arises or when questioned about it.

How did the crow drink water? கொத்தி (Pecking pecking) கொத்தி
How did the baby eat the sugar ball நக்கி
(Licking licking) நக்கி
How did the monkeys throw the cap தொப்பு ("Thoppu" "Thoppu") தொப்பு
How did the child come running? குடு குடு ("Kudu" "Kudu").

Conditions dependent on the growth of Language.—The growth of language depends on various conditions. Language is acquired by imitation and the child repeats the language heard by him. Opportunity for hearing and expressing should be given to the child as much as possible. The parents must sit with the child and engage him in conversation, talk to him about various things in the house, sing him songs and tell him cradle stories. The extent of vocabulary, the refineness of expression depends on the family, society and surroundings of the child. The parents are also responsible for the child's correct speech. I grant that one should enjoy the sweet Baby talk, but I also think it is our primary duty to correct, improve and develop the speech of the child. Frequency in the use of the right expressions at a particular situation would impress the word in the mind of the child. For example the child recognises wind and rain when it experiences these in the cold months. If the parents desire that the child should grow up as a nice young boy or girl, then it is their duty to abstain

from using any slang expression in the household, and to avoid all unpleasant or vulgar phrases.

Training in Speech

There are in the Tamil country very many Rhymes and stories which are suited to the Training of speech in children. Some are in the form of questions and answers and these questions lead on to a certain end. Some of the sentences have real meanings and the answers to some questions are real. These answers reveal to children what they can do if they have to face such a situation.

I shall give below some of these questions and answers with English renderings of the same.

கை எங்கே? காக்கா கொண்டு போச்சு
காக்கா எங்கே? புளிய மரத்திலே
புளிய மரம் எங்கே? வெட்டிப்போட்டாச்சு
வெட்டின கட்டை எங்கே? அடுப்பொரித்தாச்சு
அடுப்பொரிச்ச சாம்பல் எங்கே? பல் தேய்த்தாச்சு
பல் தேய்ச்ச குளம் எங்கே? புல் முளைச்சுப்போச்சு
புல் எங்கே? யானை குதிரை தின்று விட்டது
யானை எங்கே? அரண்மனை வாசலிலே
குதிரை எங்கே? கோட்டை வாசலிலே

மஞ்சக்குருவி பறக்கிறது பார் பார் :

கை வந்து விட்டது ;

கை வந்து விட்டது.

Where is the hand ?
Where is the crow ?
Where is the Tamarind tree ?
Where are the pieces ?
Where are ashes ?
Where is the tank ?
Where is the grass ?
Where is the elephant ?
Where is the Horse ?

The crow has carried it away
On the Tamarind tree
It has been cut down
They have been burnt
They have been used for cleaning teeth
It is overgrown with grass
Eaten away by Elephant and Horse
At the palace gate
At the Fort

Look up at the tree! the Oriole is flying!! Here is my hand! Here is my hand

காக்கா காக்கா எங்கே போனாய்?
இரை என்ன எடுத்தாய்?
வைக்கோல் என்ன செய்தாய்?
மாடு என்ன கொடுத்தது?
பால் என்ன செய்தாய்?
பாட்டி என்ன கொடுத்தாள்?
கரி என்ன செய்தாய்?
கனனான் என்ன கொடுத்தான்?
தோண்டி என்ன கொடுத்தது?
ஜலத்தை என்ன செய்தாய்?
பூச்செடி என்ன கொடுத்தது?
பூ என்ன செய்தாய்?
பிள்ளையார் என்ன கொடுத்தார்?
பட்டு என்ன செய்தாய்?
அம்மா என்ன கொடுத்தாள்?

Crow, Crow where did you go?
What did you do with the straw?
What did the cow give you?
What did you do with the milk?
What did she give you?
What did you do with the charcoal?
What did the coppersmith give you?
What did you do with the pot?
What did the well give you?
What did you do with the water?
What did the plants give you?
What did you do with the flowers?
What did Ganesha give you?
What did you do with the silk?
What did mother give you?

There are still ever so many rhymes and stories in the Tamil country which could be usefully taught to children. These stories and rhymes reveal to us that our ancestors who had the great and sacred privilege of training our children had certainly keen insight into child nature. It is however open to the present day mothers and teachers to collect these and use them with children. These rhymes may not be uniform throughout the land. There are indeed

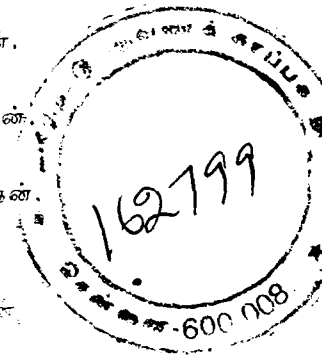
இரைதேடப் போனான்.
வைக்கோல் எடுத்தேன்.
மாட்டிற்குப் போட்டேன்.
பால் கொடுத்தது.
பாட்டியிடம் கொடுத்தேன்.
கரி கொடுத்தாள்.
கன்னாட்டில் கொடுத்தேன்.
தோண்டி கொடுத்தான்.
ஜலம் கொடுத்தது.
பூச்செடிக்கு ஊற்றினேன்.
பூ கொடுத்தது.
பிள்ளையாருக்குப் போட்டேன்.
பட்டு கொடுத்தார்.
அம்மாளிடம் கொடுத்தேன்.
பண்ணம் கொடுத்தாள் முத்தம் கொடுத்தாள்.

To get some straw
Gave it to the cow
Milk
Gave it to my grand mother
Charcoal
Gave it to the copper-smith
A pot
Dropped it into the well
Water
Watered the plants
Flowers
Gave them to God Ganesha
Silk
Gave it to mother
Some cakes and a kiss

various versions of the same in different parts of the country. Some of these have to be adapted to the present conditions a little. Unhealthy and indecent expressions should be expunged and they should be modified and in some cases shortened.

Story Rhymes.

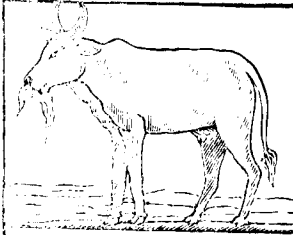
Here are two examples of story Rhymes. Interesting stories can be told out of these Nursery story rhymes and in fact the child delights in repeating these verses.



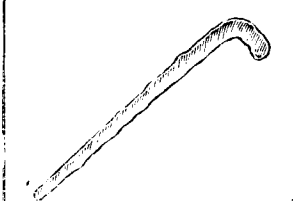


1. ஈ கதை

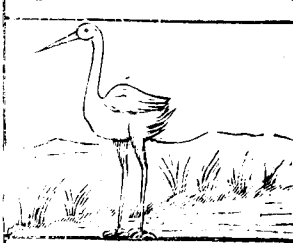
கொழு கொழு கன்றே
கன்றின் தாயே



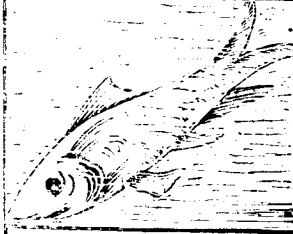
தாயை வளர்க்கும் ஆயா
ஆயா கை கோலே



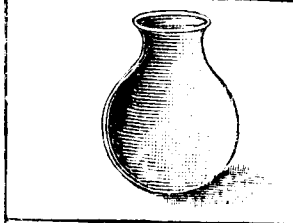
கோல் இருக்கும் கொடி மாமே
மரத்தில் இருக்கும் கொக்கே



கொக்கு வரும் குளமே
குளத்தில் இருக்கும் மீனே



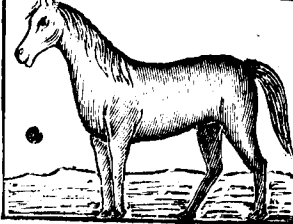
மீன் பிடிக்கும் வலையா
வலையன் கை கலயமே



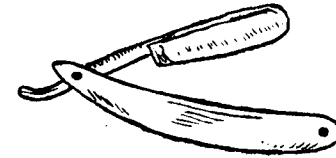
கலயம் பண்ணும் குயவா
குயவன் எடுக்கும் மண்ணே



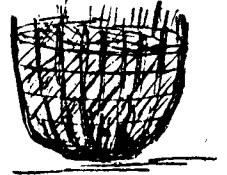
மண் மேல் இருக்கும் புல்லை
புல்லைத் தின்னும் குதிரையே
என் பெயர் என்ன? ஈ, ஈ, ஈ....



2. குரங்கு கதை.



வால் போச்சு
கத்தி வந்தது டம் டம்



கத்தி போச்சு
கூடை வந்தது டம் டம்



கூடை போச்சு
வெள்ளேரிப்பழம் வந்தது
டம் டம்



வெள்ளேரிப்பழம் போச்சு
மாடு வந்தது டம் டம்

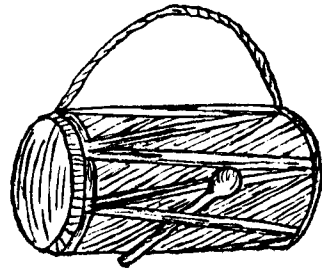


மாடு போச்சு
எண்ணெய் வந்தது டம் டம்

எண்ணெய் போச்சு
தோசை வந்தது டம் டம்



தோசை போச்சு
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Very early in life P. T. S. became a Free Mason and in course of time he attained a very high position in it and was at one time the senior-most Grand Master.

He was also associated with Dr. Beasant in the earlier days of the history of the Theosophical Society, though later on he became estranged from the society. He wrote "Outlines of Indian Philosophy" while he was a theosophist and the book was published by the Theosophical Society.

When he retired from Vizagapatam after 30 years of meritorious service he came

back to his old college, the St. Joseph's, Trichinopoly and was lecturer in the Training Section. When the training department was abolished he was sent to the St. Joseph's at Bangalore and it was from Bangalore that he came to Madras as Reader in the History Department of the University. His merits were recognised by the authorities of the Annamalai University and he was appointed as the Professor of Indian History there. He died in harness, as was becoming an indefatigable worker like himself.

Some ardent advocates of English as a Universal language overlook the practical difficulties that stand in the way. In 1924 my neighbour at the League Assembly was a Dutchman who knew and wrote English well. We were listening to an oration by the British Minister Mr. Ramsay Macdonald, who, in his fervour, relapsed into a broad Scottish accent. "My brrrethrrren," he said "let us not forruget that the eyes of the ceeveelised wurrrld are upon us." My Dutch friend whispered: "What language is he speaking? Is it French?"

H. W. Steed in his address on the 'Philosophy of Modern Language.'

GLEANINGS

TEACHERS' RESPONSIBILITY.

In opening the Conference of the C. P. Berar Government Teachers Conference the Hon'ble Dr. P. S. Deshmukh is reported to have said:

"It came to my notice somewhat late that this Union is limited to Government teachers only. I cannot help saying that this rather surprised me. I could not discover anything in your previous reports which explained why you had excluded your brothers of the same calling and status only serving different masters. You may probably have your own grievances, but in wider interests of Education I would very much like all to be included in the same Union. I do not expect the grievances that you may have would in any way be different from theirs. The Non-Government teachers will probably have a few more. It appears to me that their inclusion would very largely extend the scope of your deliberations and their usefulness.

Blame whom and what you may, it is an unfortunate fact that India has not been keeping space with the new ideals in education. It does not require any argument to convince sensible men in India of the value of education and how by education alone can any real social, religious or political progress be effected. and, what is still more important, made lasting

In the Western countries it is a recognised fact that every citizen has the right to claim a full course of primary as well as secondary education and that it is the duty of every Government to provide this. We have hardly begun to make provision for free and compulsory education of the primary standard so hopelessly low that none can regard it as a proper equipment for a citizen living in the twentieth century. But when we know that we have to leave a large percentage of our population to the mercy of God even so far as this goes. God alone knows when we shall come to the stage, when we can make secondary education compulsory as well as free. That, need not, however, make us so despondent as to give up the idea of reforming the existing educational system in the province be it primary or secondary.

One of the principal ends of education is to develop the habit of intellectual initiative in the student. The Teacher's influence essentially depends upon what he is—not merely upon what he teaches and how he teaches. The

teachers must, therefore be men of culture and men who are most keen to impart that culture to every student under them, and in a way that will appeal to them best. It is for this reason and not because he has to get through a fixed curriculum that a teacher is regarded as an individual of utmost national importance which can never be measured in rupees, annas and pies of his pay or the percentage of his results. It should be one of the most intimate concerns of every teacher to lift his profession to the supreme height of national advancement and not to allow himself and his profession to be styled 'mercenary.' The degree of success of this Union will be measured by the progress the Union achieves in this direction.

I will only remind you that your duty to the student under you does not end with going through the curriculum but it is also your duty to strive your best to send him out a worthy citizen of India. He is your best reward and memorial. Do not for a moment think that I am blind to your difficulties and handicaps. You have already achieved much against heavy odds, but still more remains to be achieved. With a stout and a fearless heart let us strive to serve the Motherland as best as we can, undeterred by the criticism of selfish wise acres, and unscrupulous and unprincipled politicians.

THE PERFECT TEACHER OF ENGLISH

By

George Sampson

(The writer, being asked to give, very shortly, his view of the Perfect Teacher of English, replied as follows in *The New Era*)

LIKE the poet, the perfect teacher of English is born and made. His special power and impulse come by nature; his matter and technique must be acquired. Acquirements are not ability, but, being more easily displayed, they get the greater glory and manage to pass for both. To discourage the persons who claimed to be specialists in English because they could claim to be specialists in nothing else, examining authorities have stiffened the course of study with difficult fences and heavy going, and now we are in danger of having English specialists who are creditably learned, but just doggedly, irrelevantly, and almost stupidly learned. Degree and diploma examinations tend to produce the people who can

study, but cannot read, who can do housemaid's work in the Palace of Art, but cannot inhabit there. Nothing here said is meant to depreciate the value of scholarship and research in English. The simple truth is that scholarship and research belong to their own realm of intellectual activity, and have no necessary relation to the qualities that make a good teacher. The perfect teacher of English must possess qualifications which are definite and important, even though they are not all normally examinable. He must have a pleasant, manageable voice. He must have good, untainted, unaffected speech. He must know enough of the science of speech to enable him to detect and cure the faults of speech in his pupils. He must have a sense of words; that is, words must be to him what colours are to the painter. In particular, he must be sensitive to "values" in words, and must have observed, critically and creatively, the use of words by the masters of writing, as a painter observes the use of colours by the masters of painting. In the same way he must have cultivated his sense of rhythm, form and structure. He must be able to make the lessons in English the friend of clear, honest thought and clear, honest expression, and the unsleeping foe of cliché, cant, pretentiousness and muzzy-mindedness. He will not tolerate any glib generalizations about "The Drama" and "The Short Story" and "The Lyric" and "The Essay," nor shall his sword sleep in his hand if he finds his pupils delivering opinions which they have had no means of forming, and pronouncing upon the themes and characters of works which they have not read. He must be vowed to artistic truth and sincerity. He must be able to live by native right in the world of imaginative experience. He must have enough of the creative spirit to enable him to meet the creative artist half way, and, indeed, be so far an artist and good craftsman that he can create anew for others what he has received for himself. He must be widely and wisely read in the literature of the world for the enrichment of his experience and the deepening of his understanding. If he can enlarge his range to include enjoyment of music, painting, sculpture and architecture, so much the better; for to have life abundantly is one of the marks of true vitality. But he must not live in the realm of shadows, 'projections and representations. He must have character, or character will exist in vain for him. He must be able to breathe deeply of the common air and find the pageant of life the greatest of spectacles. He must have humour and geniality as well as taste, and be a man of this world as well as of the other. He must have many other qualities which I have

not wit and space enough to set down. Thus modestly endowed, the perfect teacher of English must be, of course, a perfect teacher, able by effortless appeal to call out the best from his pupils, and able by natural radiation to transmit himself, his faith, his hope and his love, winningly and memorably.

Co-Education as Training for Living by Living.

J. H. Badley, M.A.

(Headmaster of Bedales School, Petersfield, Hampshire, Author of 'Bedales: A pioneer school: Co-education and its part in a complete education etc.)

I shall here confine myself to the bearing of Co-Education upon three important aspects of school, its activities, its government, and its freedom, considered as means of training many-sided human beings for a many-sided life. In the first respect it certainly makes for an enlargement of school activities and interests. In arts and crafts, for instance, (and few will question the educational value of these), why is a boy altogether to be debarred from weaving or cooking, or a girl from the use of Carpenter's tools? And in singing and dancing and acting both range and interest are greatly increased where both take part. Even in the most orthodox school subjects, there is a widening out-look in the different lines of approach and directions of interest, especially if we remember that a co-educational school means a mixed staff. There is little need to emphasize a still greater value in these for the teachers themselves, for each sex recognises as applying to the other (however blind to it in its own case) the narrowness of outlook in a single-sex community.

So, too, with self-Government. Here the gains of Co-education are evident even at the time, though still more in the future for which it is a training. The Chief one is that it compels recognition that Government cannot rest merely upon physical force, and this must be replaced by an admitted authority resting upon other qualities as well and backed by public opinion. Boys' schools are now very different from what they once were, but their tradition is still one that tends to produce together with needless sufferings of the sensitive—the conviction that power is privilege, and that authority rests on force. In a co-educational school the fact that rules and their enforcing must apply to boy and girl, and must be administered by both, makes another point of view inevitable.

Where there is daily experience of joint discussion and common action in solving the problem of the Government in such a school, boy and girl are getting a training for dealing with later problems, domestic and political, social and international, in which similar factor are involved.

It is in the third aspect of school life, that freedom of growth and fulness of opportunity, that co-education seems to me to bring its greatest possibilities of gains—as well, of course, as its greatest possibilities of failure. Education—in its widest sense of learning by experience—is a matter of contacts: contacts with things, contacts with ideas, contacts with people. I have already pointed out that co-education makes for a wider range of school activities and interests, both inside the class room and out—more contacts with things, that is, and with ideas. In widening the range of personal contacts it does still more. The finest teaching is the influence of the thought and the feeling of the teacher on the feeling of the thought of the learner, the influence of personality on personality. To confine this influence to the same sex is semi-starvation. If we think how much of a boy's needs are supplied by his mother, and of a girl's by her father, we shall see the loss to each on entering the atmosphere of a convent. And is not this true of companionship also? Sex with its manifold enrichment of life and its needs, unconscious even more than conscious, does not first become active at adolescence; it is—or should be—a gradual growth, and (with our northern races at least) its physical claims come later to urgency if its emotional claims can find their satisfaction in companionship and their outlet in creative effort. Youth, with its alterations of untested assurance and 'blank misgivings of a creature moving about in worlds not realized,' is not an easy time at best; and the traditional treatment of it—handed down from primitive man with his initiation-rites—by segregation of the sexes at the time of their emotional development, so far from making it easier, has only intensified the strain. Repressions, we now know, are dangerous things, and more emotional outlet, with more companionship, more community of interests and more frankness may be wiser.

In a recent encyclical letter the Pope declared against co-education as 'false and harmful' tending to encourage 'a levelling promiscuity' in place of 'the legitimate association of the

sexes': and he goes on to utter warnings about gymnastic exercises for girls as 'greatly impairing their Christian modesty by any kind of exhibition in public' and also to censure 'any foolhardy intiation and precautionary (sex) instruction for all.' With no less religious fervour, the Soviet of Riga (if we may believe the press) has recently passed a decree allowing temporary marriages between those still at school, and pledging itself to provide for their off spring.

For my own part I neither believe that a mediæval or even a Victorian attitude towards sex is now either desirable or possible, nor yet that promiscuity and incontinence, as Pope and Soviet believe, are the only alternative. Both seem to be equally subversive of the sanative of thought and feeling that it should be the aim of education to produce. Such sanity, I believe, is more likely to be the outcome, in the first place, of frank satisfaction of children's natural desire for knowledge about sex as about any other side of life, and in the second, of companionship free alike from the stimulation of unwhole-some conditions and from necessary restrictions and segregation a which, even if they do not bring about perversions and dangerous complexes, lead sooner or later to violent reactions. Co-education is of value just because it offers I believe, a means of promoting a healthier habit of feeling and thought,—a growth all the healthier for being unconscious—as the result of daily intercourse between the sexes under condition of equality and of practical comradeship. In such comradeship I see the only sound basis for a new sex-morality to take the place of the old that is now so out of touch with our assumptions and our needs. In politics, in economics in marriage and all social relations, the new life can be no longer be confined in old forms. The new ones have yet to be found; and for the first time in history this can be done not, as always before, by a dominant sex in its own interests of the race. For this common task some common ground of thought and feeling is needed, the habit of mind and mutual understanding that grows from life together and the pursuit of common aims. Can we get this common ground except by an upbringing that makes of boy and girl not merely occasional playmates meeting only for amusement, but fellow workers from the first, aware of common interest and common needs?

(Reprinted from *The New Era*)

UNION LETTER

There is a cry of financial crisis and retrenchment everywhere and the general depression has affected us also. It should not. It is in times of distress that we should help each other more and stand and pull together.

We are not very ambitious. We do not desire to amass a fortune and indulge in the so-called Indian weakness of hoarding. We are anxious to improve the Magazine and make it more attractive and useful. In order to do this and yet to balance our budget we must not only retain all our old subscribers but see that 200 new paying subscribers join us.

We have in the Presidency 25 Districts and the quota for each District would be only 8 new subscribers. It is true that some districts may not be able to contribute its full quota and it is the duty of others to make it up. Every District would do well to aim at getting 12 or at least ten new subscribers and then all would be well with us.

Each teacher by himself may not be able to spare Rs. 3 a year and subscribe for a copy; but if 4 of them join together and each give *One anna a month* we win a new subscriber. Certainly all teachers getting Rs. 90 and more per month can fall into the scheme and if we get one new order for every four teachers getting Rs. 90 and more per month we would be placed permanently above want.

Even those whose income per month ranges between Rs. 50 and Rs. 90 may help us; only in their case the group may be enlarged. Eight of them joining together and contributing *Half an anna a month* could give us a new subscriber. We refuse to believe that many are too poor to spare *Half-an-anna a month*.

This is my appeal to our Profession:—

Give us 200 new subscribers for the Journal. I hope my appeal will not be in vain.

S. K. Yegnanarayana Iyer,
President of the S. I. T. U.

THE SOUTH INDIAN TEACHERS' UNION (ESTD. 1908)

No. 41, Singarachari Street, Triplicane.

An appeal to the teachers in the Ceded districts.

The South Indian Teachers' Union was formed about 23 years back with the avowed object of ameliorating the condition of teachers and to create in them the feeling of solidarity. From the time of its inception it has been meeting annually and discussing educational topics and problems and passing resolutions calculated to

better the lot of teachers. Though it is now about 22 years old, it is a very regrettable fact that the Andhras in general, and the teachers of the Ceded Districts in particular, have not joined the Union in any appreciable numbers. No body can question the useful and noble work the Union is doing. By passing resolutions, by agitation on the platform and in the press, by making representations to the authorities concerned, the Union has attracted public attention and I am sure at no distant date, it will receive Government recognition. Does it not behave, therefore, teachers in these districts to strengthen the hands of the Union by enrolling themselves as members in large numbers.

I am very much pained to see that Andhra representation in the Union is displorably poor. Its annual Conferences are very poorly attended. Let us remember that we are living in an age of leagues, Unions, Guilds and Associations. Nothing worth the name can be achieved without concerted and organised action. If we wish that our voice should be heard, our claims recognised and our rights and privileges conceded we can't obtain them single-handed. It can be done only by united action, by an organisation like the South Indian Teachers' Union. Let us therefore, make up our minds early to join the Union in large numbers.

I address this appeal to teachers in the Ceded Districts. We have not given any thought till now to the Union. Let us begin to evince interest in its affairs; let us become its most enthusiastic, active and earnest members. None can help us. We must help ourselves. **SELF HELP IS THE BEST HELP.** When the time comes, let it not be said that we lost by default. Let us not furnish a further proof of our backwardness by our indifference.

Let me anticipate and answer the question "what has the union done for us so far?" It has done a good deal of spade work. It has given a rude shock to erring managements of schools by its activities. It has roused the teachers to a sense of their duties, rights and privileges. It is too early to calculate the advantage in rupees annas and pies. A time will come, and I am sure it is not far, when we will be a force to be reckoned with. The great body of teachers will then be able to dictate terms, even as the Great National Congress did, to their masters and will be able to shape and guide the Educational policy of the Country. Should we not, therefore, strive to hasten the day, when the teacher will come into his own? We must patiently and ceaselessly carry on our work. Patience will surely be rewarded in the end.

With a view to bringing together all the teachers working in the Ceded Districts may I suggest that we meet in Conference at any central and convenient place in the Ceded districts some time during next DASARA. We may have the Conference for two days. It will be an occasion to meet teachers working in the Ceded Districts and to discuss questions and problems affecting us. I therefore, most earnestly and sincerely request you to give this proposal your best and serious thought. Consult your brother teachers and other Teachers' organisations in the districts and let me have a reply by the end of this month at the latest, so that arrangements to hold the Conference in September next may be begun early.

Yours Sincerely,
Sd. SYED AMEERUDDIN,
Joint Secretary, S. I. T. U.

M. H. School, Nandyal,
9—7—1931.

XXIII PROVINCIAL EDUCATIONAL CONFERENCE, PALGHAT—REFRESHER COURSE FOR ELEMENTARY SCHOOL TEACHERS.

For the first time in the Presidency a Refresher course of Lectures for the benefit of the Elementary school teachers was arranged in Palghat under the auspices of the Provincial Educational Conference. Mr. S. Jagannadhan of the Teachers' College, Saidapet delivered the lectures. About 200 men teachers, and 50 lady teachers attended the course. Most of these teachers were from the Municipality and Taluq of Palghat while a few came from N. Malabar, Coimbatore and Pudukotah. The course of lectures was opened by Mr. M. Narayana Menon, B.A., B. L., Vice-President of the District Board.

Lectures

The lectures lasted for six days (14th to 19th May) and on each day there were three sessions. Morning 8 to 10 and evening 3 to 5 were devoted to lectures and the afternoon from 1 to 3 was devoted to practical work.

The lectures comprised all the subjects relating to the teaching in, and organisation of, the Elementary school, viz., language teaching, number and space, work, the teaching of the subjects under general knowledge. Handwork in the Elementary school, the usefulness of children's clubs, parental Conferences, and Adult Education etc. The lectures were illustrated by charts and apparatus and teaching

aids prepared and collected by the lecturer. A copy of the list of exhibits was printed and distributed free to all the teachers who attended the course. A demonstration lesson on reading was also given with the help of children reading in the Tamil School. As almost all the teachers could understand Tamil, the lectures were all delivered in Tamil. Now and then explanations were given in Malayalam for the benefit of the Teachers from North Malabar.

Practical Work

One important aspect of the course is the enthusiasm and earnestness evinced by the 14 men teachers and 8 lady teachers who underwent a course of Practical Work. This course consisted in the preparation and making of charts, apparatus and teaching aids for Elementary Schools. The teachers learnt how best they could use such things as old pictures, used stamps, covers, reeds, beads, old slate frames, match boxes etc., in the preparation of Teaching aids. A deposit of Rupees two was received from these teachers for the supply of all things required for Practical Work. Towards the end of the course all the teachers felt that they too should have joined this useful course of practical work.

Certificates

At the end of the course, certificates were issued to those who attended the course of lectures in general and to those who did the practical work in addition. Srimathi Chinnam Mannadisiar, B.A., Headmistress, Board Moyan Girl's High School, Palghat, distributed the certificates. She and her assistants evinced great interest in the lectures and Practical classes.

The teachers left the place with a new awakening created in them and they one and all felt that their stay in Palghat was extremely useful to them.

The Local Deputy Inspector, and the sub-assistant Inspectress the Head-master of the Training School, some members of the Taluk and District Boards, and the Municipal Council patronised the lectures with their presence. Among the distinguished Educationists who graced the occasion with their presence were Kulapathy Parameswara Iyer and Rao Bahadur P. V. Seshu Iyer.

Thanks are due to Mr. E. H. Parameswara Iyer the energetic Secretary of the Reception Committee who took all the trouble in getting the lecturer to Palghat and looking to the convenience of the men and women teachers who attended the course in such large numbers.

EDITORIAL

The Sabari Ashram

Visitors to Germany seem to be impressed with the startling changes in the educational system under the German Republic. The transformation is particularly striking at the level of elementary education. The "Community schools" or the "*Gemeinschaftsschulen*" which have sprung up everywhere are entirely different from the old traditional elementary schools and the following passage will give some indication as to the change that has come over them: "Official regulations were discarded as the authoritative school principal disappeared and in his place, groups of pupils, teachers, and parents formed school communities where they could *work and play and live together* in mutual enjoyment of their new freedom and in common labour for fuller realisation of their social ideals." It is curious that such institutions make their appearance under disturbed political and social conditions. Instances are not wanting nearer home and several institutions which are sure to influence our outlook on education have come into existence in recent years in our presidency. The Sabari Ashram at Olavakote is one of this kind and the delegates to the Provincial educational conference who chose to pay a visit to that institution were glad to have an opportunity of acquainting themselves with the line of work attempted there.

This Ashram is situated in a spacious coconut garden and the thatched buildings scattered in the area are fairly adequate for the purpose of the Ashram. There are about twenty inmates most of whom belong to the untouchable class. The

Ashram has been planned on ancient Gurukula ideals and admission is not restricted to any community. In addition to the subjects usually taught in recognised elementary schools, instruction is given in Music and Hindi. Special facilities are also provided for training in spinning and weaving. Much of the normal work of the school involving manual labour is also done by the pupils themselves with the help of teachers whenever necessary. Mr. Krishnasamy Aiyar who had left his practice at the bar to do his bit towards the education of young children on sound lines is the honorary worker in charge of the Ashram. He stands in *loco parentis* to his pupils and has a smile for every pupil. He lives with the pupils and knows them intimately. The question of discipline which worries the teacher in the public school does not arise and it is no wonder that there is hardly any need for the *rod*. The boys move freely with the teacher. Music receives special attention and the boys are able to understand the spirit of the devotional songs. They are trained to rise early in the morning and keep themselves clean. They are making satisfactory progress in the subjects taught in the school and their work in connection with spinning and weaving increases to some extent the resources of the Ashram.

That an institution of this type depending upon the generosity of the public will have many difficulties to face is obvious. It may stand in need of improvement in certain directions; yet it stands out before us in refreshing contrast with the numerous wooden schools with which we are

familiar. Our schools take no note of the *child and its difficulties*. The child is sacrificed for an *uniformity* which can never be attained. Our educational system is sterile chiefly because the importance of research and experiment in education is ignored. Even our training schools and colleges which ought to give a proper lead are not inclined to take any initiative. A few special schools which have been started with special aims readily fall into the narrow traditional groove and they do not fulfil their purpose. The ordinary teacher thinks very much of routine and the experiences of schools like the Ashram should open his eyes to the need for a change in his outlook. It may not be possible for the teacher in a public elementary school to work on the lines of the Ashram, but it should not be impossible for him to imbibe its spirit and do his best for the children entrusted to his care. What is wanted is the human touch which alone will prevent instruction from becoming mechanical.

M. S. S.

Provincialisation

The position of headmasters of secondary schools is unenviable. If anything goes wrong in the school, they will be considered responsible. The authorities call upon the headmaster to maintain high standards and to look to the efficiency of the school. But they are usually slow to extend their support to him when in the discharge of his duties, he comes into conflict with the controlling authorities on the spot.

The interference with internal administration is very common. Is it kindness on the part of the presidents of District Boards that they should be anxious to relieve the headmaster of the burden of selecting books

for the different classes in the high school. Provincialisation of the headmastership has been advocated as a remedy but the Hon'ble minister for Education seems to feel that provincialisation is not practical politics. The consequences of the existing system under which about 200 schools are placed under the *unrestricted* control of local bodies are not clearly realised. The schools under private management are decidedly worse and the Government which should be keen on getting an adequate return for the money spent on schools cannot shut its eyes to the condition of schools left to the local control. Even in America the demand for a state-wide school system is seriously made chiefly with a view to remove the defects in the existing system under the local control. We should invite the attention of our readers to the following observations of Professor J. L. Horn of Mills College in this connection: "The disadvantages of the system (of local control) are obvious enough. Standards of efficiency are not always the same. The basis of employment is not always simple professional efficiency..... On account of the fact that the ultimate control of schools is always and everywhere in the hands of lay boards managing small local units, it too frequently seems necessary for the aspirant for advancement to cultivate "*arts*" other than those useful for the pursuit of his profession." It is no doubt true that the Government passes adverse remarks in its review of the report on the administration of local bodies. Such a belated criticism does not serve any useful purpose. It will not be proper for the Government to allow the schools to deteriorate. If provin-

cialisation does not appear to be the proper remedy, it behoves the Government to introduce a code of conditions of service which should secure to the teacher complete freedom in internal administration and enable him to promote the efficiency of the school.

Teachers can see clearly that the department of public instruction is unable to exercise any effective control over the schools under local bodies. They are quick to perceive that the real power is wielded by the non-official presidents and their efforts are hence necessarily directed towards keeping them in good humour. Is it desirable that public education should be allowed to drift indefinitely? "The continuous improvement of public education involves," in the words of a keen student of the problem, "pre-eminently and almost exclusively the teacher. So far as the state can provide education, the teacher is the substance of it. The measure of our past and present deficiency is startlingly revealed by the manner in which we have persistently evaded this fact. *Education has been much, and on the whole reverently, on our lips*, but so little have we grasped its purport that the sole factor which can give it reality and meaning, namely the teacher, is grossly *ill-equipped, ill-rewarded and lacking in distinction*." M. S. S.

A Very Good Example

The staff of the Hindu College, Tinnevely deserve to be congratulated on the patriotic step they have taken in surrendering a portion of their salary for a time so that the Management may get over the present financial crisis. We are glad to note that other institutions like the National College, Trichinopoly have done the same and all honour to them.

Our object in drawing the special attention of our readers to these is this: that a great step forward has been taken in that the management and the staff have come together and have begun to look upon the financial problem of the Institution as a common problem and that each half has shown willingness to adjust and give in to the maximum extent possible under the circumstances. In the course of the reply to the deputation by the Working Committee of the S.I.T.U. the Hon'ble the Minister said he was pleased to note the growing identity of interest between the Management and the Staff and that in many addresses presented to him by the staff of various schools he was glad to note that much stress was laid on the difficulties of the Management and an effective plea put in on its behalf by the staff working under that Management. This is as it should be. Both the management and the staff exist for the school and the pupils and hence identity of interest is the natural state of affairs and if anywhere this identity does not exist it only shows an unnatural deviation.

While we are glad to be assured on the high authority of the Minister about the change in the mentality of teachers we are not quite sure whether the more powerful partner in the joint enterprise, the Managements, show an equal solicitude to share their responsibility with teachers. Very often they are only too conscious of their position of vantage and if they have difficulties, financial and otherwise they do not take Teachers into confidence, place all their cards on the table and request us to co-operate with them in getting over the difficulty. They come ready with their

schemes of retrenchment and such of the teachers as could not squeeze themselves into the new order of things are given short shrift. We are therefore very pleased to note the welcome signs of change in the angle of vision.

Teachers certainly are not unreasonable and would not say to the Management "Whatever your difficulties are we would have our pound of flesh and nothing less". In fact many would consider no price too much for gaining security of service. We are glad that the staff of the Hindu College under the able guidance of their distinguished Principal, Rao Bahadur P. V. Seshu Ayyar have responded generously to the call of the Institution and let us hope their sacrifice would be equally generously appreciated by the Management and the public at large.

S. K. Y.

The Royal Commission on Labour.

The Whitley Commission was appointed to investigate the condition of Labour in India and to suggest recommendations for improving it. It confined its enquiry to Manual Labour, to workers in Factories, and Workshops, Mills, and Mines and did not investigate the problems connected with Intellectual Labour to which category we teachers and some others, like engineers would belong. Yet there is so much that is common between these two broad sections of Labour, Mechanical and Intellectual, that many of the recommendations of the Commission would apply with equal force to us. We draw the attention of our readers to two recommendations in particular. The first is about keeping the Labour efficient and satisfied and no cost is considered too much to have the end achieved. Managements obsessed by a

deficit budget think light-heartedly of certain drastic steps which at the cost of much efficiency and contentment saves them a few rupees. They would now at least see the shortsightedness of their policy. The second is the right of Labour to combine and voice forth its grievances. Very often the young enthusiast who takes an active part in the working of the Teachers' Association of his school and consequently becomes a conspicuous figure in the meeting of the District Guilds and Provincial Conferences becomes a marked man, is looked upon as a *busy body* and comes to be regarded as an undesirable in some cases even by the Headmaster of the school and is got rid of at the earliest opportunity. The Ayah having only a mercenary interest in the child entrusted to her would like to see the child always keeping quiet. Any healthy manifestation of active life on the part of the child is a nuisance to her as it ruffles her placid rest and requires adjustment on her part. "Be quiet" is her *mantra* which she is not tired of repeating. Managements, and perhaps heads of institutions as well, would like the teachers to "be quiet" and not disturb the even tenor of life of the school by extra activities like the periodical holding of meetings of teachers etc. Such people (and we hope they are few and their number is dwindling) would see what great importance is attached to the Organisation of Labour by the Royal Commission. Let our workers, therefore, take heart and redouble their energy and enthusiasm on behalf of professional organisations. We are assured by a high authority that our activities are quite legitimate and necessary.

S. K. Y.

Opportunities for national service.

The cry in India is now for village uplift and rural reconstruction. Some of the best brains in the land devote themselves to the subject and are trying to devise some workable schemes. It is said that Mahatma Gandhi himself has an idea of harnessing the Congress to this task. Sir. M. Visweswara Aiyah who has written a book on "Reconstruction of India" has elaborated his scheme whose ultimate object is to increase productivity.

A new vista opens out to the members of our profession. In any organisation out to reconstruct our villages there would be need for thousands of people for doing higher intellectual work and that is our opportunity. In the Village Councils of Japan the headman of the Village is generally the President and the village teacher, the Vice-President. Let us qualify ourselves for the task ahead of us. Let us interest ourselves in village problems and see how we can be of help to the villager. Let us offer our services not with a feeling of superiority as if we condescend to help the poor; but let us avail ourselves of the opportunity for rendering service to the Motherland by helping the "Daridra Narayanas" as Vivekananda puts it. We are sure, when the call comes, our profession would be found in the van-guard of workers.

S. K. Y.

Middle School Examination

We hope to give some time later a brief summary of the discussion that took place on the place of examinations in the Educational system at the Seventeenth Annual Conference of Educational Associations held at the University College, London in the Christmas session of 1928. We have extracted elsewhere the summing up of discussion by the Chairman of the Conference Committee, Prof. De, Montmorency.

The learned professor did not mince matters. He expressed his views clearly and emphatically and said with reference to competitive examinations for children at the age of eleven years that "such examinations are wholly evil and tend to corruption of the secondary and central schools". We hope the educational authorities of the Province will think twice before reviving the middle school examination. The last Provincial Educational Conference held at Palghat condemned it equally strongly and we hope no false sense of prestige will actuate the Government to persist in their plan which has been condemned by high educational authorities.

S. K. Y.

Veteran Educationist.

By the death of Mr. P. T. S., M. A., L. T., the teaching profession in our presidency has lost one of its chief ornaments. Elsewhere would be found published a brief note on him based upon materials supplied to us kindly by Mr. P. A. Thiruvengkatachariar, nephew of P. T. S. We do not feel competent to pronounce an opinion upon his scholarship in Indian History and his achievements as a chronicler thereof. But there will be no difference of opinion when we say that his scholarship in the four literatures, English, Sanskrit, Tamil and Telugu was profound. He carried his learning, light, and had a wonderful mastery of expression and could make even the most dry-as-dust subjects supremely interesting by his masterly and lucid presentation. He was honoured with the supreme distinction of being called upon to preside over the Madras Provincial Educational Conference on three different occasions, the latest being in the Christmas of 1928 at the Chidambaram Conference. Some of us who had intimate acquaintance with him know how jovial he was in spite of the frowns of fortune and what an inexhaustible fund of anecdotes and short stories he was master of. He leaves behind him a void which is difficult to fill. We offer our sincere condolences to the members of his bereaved family and pray that his soul may rest in peace.

S. K. Y.

THE TEACHERS' BOOK-SHELF

STORIES OF INDIAN YOUTH. PART II by E. L. Turnbull, Publishers, Longmans, Green & Co. Price not stated.

This is a fine collection of nine stories "written round the early life of men and women who have in some way contributed to the glory of India". Except the story of Mirabai all others deal with the 19th century. The Begum of Bhopal, Mrs. Ranade and Toru Dutt represent the fair sex and of the five heroes, Sir Jamsetjee Jeejeebhoy comes from Bombay, Ranganatha Sastri and Ramanujam from Madras and Dr Tagore and Sir J. C. Bose from Bengal.

The stories are all written so as to arrest our attention and to appeal to the romantic element in us and we have no doubt they would be very popular with our boys and girls. The days when our children were made to admire Nelson and Casabianca are over. While the young ones should be trained to admire greatness wherever it be found it is natural that stories of our own great men and women would appeal to our youth more than biographies of outsiders, however eminent they be. This book comes therefore handy to teachers who would like to develop the patriotic instinct of Indian children. These stories will enable our children to realise the truth of the statement

"Lives of great men all remind us
We can make our lives sublime
And departing leave behind us
Footprints on the sands of Time."

but we hope it would also teach them that
"Heights by great men reached and kept
Were not attained by sudden flight:
They while their companions slept,
Were toiling upward in the night."

S. K. Y.

ENGLISH HISTORY—PART I FROM THE EARLIEST TIMES TO THE TUDOR PERIOD BY J. H. Gense, S. J. Published by Macmillan & Co Ltd., Price Rs. 1-12-0.

Fr. Gense's history books are now widely used in our High Schools and that is sufficient proof of the worth of the books. The pupils receive several pieces of help in the plan, chronological tables, summaries and questions for each chapter. It has to be pointed out however that the treatment of certain portions is disproportionate. The book is well illustrated and neatly printed.

THE MODERN CLASS BOOK OF HISTORY (SENIOR) BOOK I FROM EARLY TIMES TO THE TUDORS. By E. J. S. Lay. Macmillan & Co. Ltd., Rs. 0-14-0.

E. J. S. Lay is a prolific writer of books for the use of school children. The scope and purpose are well set forth in the preface. "The book gives a connected view of the main outline of English History written in plain simple language and in strict chronological order. The events are presented in such a way that the relationship of cause and effect can be readily grasped by the pupil. The connection between political and other aspects has been carefully preserved. The pictorial 'Times Stairway' in the middle of the book and the lines of Time used in each chapter to mark the dates of notable events will be found to be of special value in developing a time sense. A series of questions has been added to enable pupils to test their own knowledge of the work learned."

Every one of these aims has been successfully achieved and if pupils in our High Schools are asked to use such books the time sense would be developed not only in the study of History of England but in a study of the history of their country as well. We heartily welcome this new series.

V. K. S.

1. A HUMAN GEOGRAPHY—PART I THE SOUTHERN CONTINENTS AND NORTH AMERICA. By K. P. Ramaswamy Aiyar. Published by Messrs. K. R. Brothers, Calicut. Price Annas 12.

This book covers 133 pages. The author says in his introduction that "it is primarily intended as a help to pupils preparing for the S.S.L.C. examination." There are in all 32 chapters in the book. Each chapter commences with a set of problems for practical work based on the matter to be studied in the chapter. The book is wanting in maps, diagrams, illustrations of scenery, climatic and other data which are all admitted to be quite essential features necessary for placing a geography book in the hands of pupils. On account of the small compass of the book some of the important headings in the departmental syllabus (a comparison of the three southern continents, transcontinental routes of Northern America, structure of Africa) do not find a prominent place. It is hoped that the few typographical errors that have crept in will be removed in the next edition.

2. A HISTORY OF INDIA (IN TAMIL) PART I FROM EARLY TIMES TO 1526. By G. V. Rama Aiyar. Published by Messrs. G. V. K. Brothers, Kumbakonam. Price Annas 12.

The author is already known as the writer of several Tamil books on the History of India and England. The present book is written to cover the A Group Syllabus of the S.S.L.C. course and

runs up to 184 pages. Sufficient matter has been given according to the several headings of the syllabus. There are some illustrations and maps in the book and some questions at the end

3. **THE LIFE OF SRI RAMANUJA** (IN TAMIL). By Pandit S. Srinivasa Aiyangar of the Madura College. Published by E. M. Gopala Krishna Kone. Price Annas 10.

This book of 162 pages has been divided into two parts. The first part of 23 chapters (138 pages) deals with the main events of the life of Ramanuja based on the *Guru Parambara* and other authorities. The second part deals with some topics of research on contentious points among them being the date of birth of Ramanuja. The book is evidently intended to be used as a Supplementary Reading book. In such a case the reference to the teacher of Ramanuja as *அவர்* could have been omitted. A short account of the more important books written by Ramanuja and a brief exposition of the Vasishatadwaita system of Philosophy would be quite in place. There are several illustrations of the traditional type. It would have been really praiseworthy if an attempt had been made to give a life-like portrait of the sage. Several sentences in the book run to more than half a page. Certainly the style could have been made quite good without such long sentences. The book has been neatly printed and if such of the improvements as are suitable are incorporated the book will supply a long felt want. V.K.S.

ELEMENTARY SCIENCE—PHYSIOLOGY, HYGIENS AND FIRST AID—LIGHT SOUND, MAGNETISM AND ELECTRICITY. By R. Sankara Aiyar and V. Srinivasa Aiyar. Published by Messrs. Thirumalai & Co., Madras.

These complete the series of books on Elementary Science which the Authors have written. The earlier parts were reviewed in these columns and we are glad to say that in these two books also the authors have brought to bear their rich experience. The books are carefully written in a simple but accurate language and while the experiments selected are simple enough to be performed by the pupils, they will lead them to a proper understanding of the scientific principles. We are sure that the authors will be encouraged.

A HANDBOOK OF S. S. L. C. CHEMISTRY. By R. Sankara Aiyar and V. Srinivasa Aiyar.—Published by Messrs. R. Tirumalai & Co., Linga Chetty St., Madras.

The first edition of this book was published in 1928 and the fact that a necessity for a second edition in 1931 has arisen speaks for the popularity of the book. Some of the diagrams have been

altered and the number of questions at the end of each chapter has been increased. A new chapter dealing with the physical laws has been included.

ELEMENTARY PHYSICS. By V. N. Viswanatha Iyer, M.A.L.T. Published by Messrs. Srinivasa Varadachari & Co. Price As. 12.

This book is written in accordance with the revised S.S.L.C. syllabus (Physical science part of the Elementary science course). The author with his ripe experience of High school work in several Government schools, has rightly set as his aim in the writing of this book, the development of the scientific spirit. Free Demonstrations by the teacher are contemplated by him and he insists on a well-equipped laboratory as a prime requisite for science teaching. "Apparatus can be considered cheap only when it combines economy of first cost with economy of thought on the part of the student and economy of energy on the part of the teacher".

The treatment is sound and the language used is simple and accurate.

The book is a companion volume to Easy Lessons in Chemistry by P. A. Narayana Aiyar and both books are available at Re. 1-4-0.

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(1) Desert Adventures by W. T. Blake.
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(3) Tick-Tock Tales by Stephen Southhold.
Published by George Phillip & Sons Ltd. (Indian Representatives—Longmans Green & Co. Ltd.)

These books edited by Ernest Young, furnish a series of delightful and thrilling reading books for young boys and girls. The first of them is a thrilling and true account of the experiences of a flying officer. They have in addition to being a narrative of the officer's adventures, a value of their own, in that they give a graphic account of the desert conditions, and of the habits and manners of the people inhabiting those parts. Children will read these pages with pleasure. In the second book, the author gives a lively account of his adventures in the South Sea Islands when trading in copra in those parts. He has wisely chosen a few outstanding features of those regions and described them in detail. The story is told in such a way as to cause a fund of laughter. The third is a series of amusing tales by a grandfather clock and is sure to let the young folks for whom it is intended roaring with laughter. The readers strike out a new line and we would recommend with pleasure their introduction as supplementary readers for the pupils of the middle school forms.

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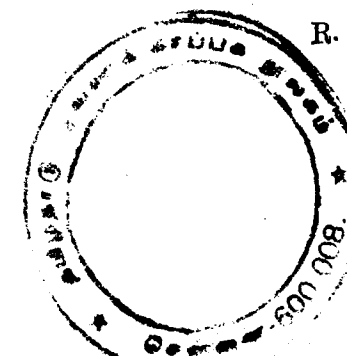
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