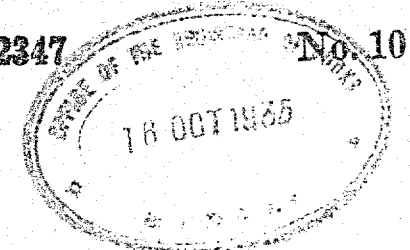


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(The Official Journal of The South India Teachers' Union)

Education Week, 1935

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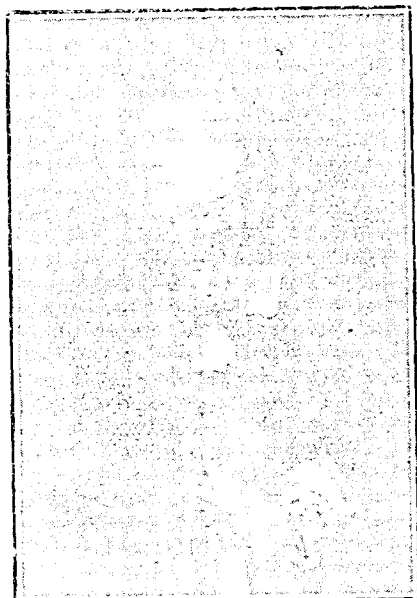
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THE SOUTH INDIAN TEACHER

Vol. VIII.

October 1935

No. 10

MESSAGE FROM MR. F. MANDER, EX-PRESIDENT, WORLD
FEDERATION OF EDUCATIONAL ASSOCIATIONS AND GENERAL
SECRETARY, NATIONAL UNION OF TEACHERS.

The World Federation of Educational Associations and 150,000 members of the National Union of Teachers of England and Wales convey cordial greetings to the South India Teachers' Union. They wish for their Fifth Education Week every success and greatly appreciate their efforts in the cause of Education. The steps they are taking to interpret to the public the aims of the schools, and the opportunities they are providing for the general public to learn something of the work already done, are heartily to be commended. Not only the schools but Education itself cannot but benefit from the action to be taken. In a time of rapid change, such as that through which the world is now passing, and by which all civilisations are affected, the schools have a great work to do. Only by Education can the pupil be given that preparation which the conditions of the coming years will require. But Education for its continuance and for its success is dependent upon public support. We are impressed, therefore, with the wisdom of the action now being taken by the South India Teachers' Union to create interest in the schools and to arouse enthusiasm for better and further Education.

F. MANDER.

*Ex-President, World Federation of Educational Associations; General
Secretary, National Union of Teachers.*

Message from His Excellency the Governor of Madras

GOVERNOR OF MADRAS.

Government House,
Cotacamund,
6th October, 1935.

I have great pleasure in sending a message to the Central Education Week Committee on the occasion of the celebration of the fifth Education Week. I am glad to observe that the celebration is again being undertaken with the co-operation of so many influential organisations in the educational field, and I hope that it will be attended with even greater success than its fore-runners.

ERSKINE.

Governor of Madras.



A NEW EDUCATION

BY

DR. G. S. ARUNDALE

I cannot refuse the request of the Editor of "The South Indian Teacher" for an article. He has offered me so comprehensive a list of titles that almost anything I might write would come under one or another of them. I presume that the few remarks I am going to offer will find their rightful place in No. 24, "The New Education."

What is to be the new education? An education radically different, I trust from the old. I cannot conceive any system of education more radically wrong in all its structure and in all its parts than the education we have in India at the present time.

My indictment of it is as follows:—

First, it takes no account whatever of the relative importance of the various states of consciousness of the individual it is supposed to be educating.

Paying a comparatively perfunctory attention to the physical body, it ignores all vital considerations. It ignores, save for spasmodic and superficial investigation, the whole question of physical wellbeing. No pupil is taught how to live physically—what he should eat, when he should eat, how long he should sleep, and under what conditions; what should be the nature of his regular habits, and the effect of disturbances of such regularity; when and how he should exercise.

There is no effort to gain the co-operation of the parents to ensure physical wellbeing. And the State has no assurance whatever that everything is being done that can be done to give its citizens with good physical bodies. Yet such is the first care of a true educational system, and our existing system will tell us it has no time to do this, nor the appropriate staff.

Second, following from the statement of the first indictment, it pays no attention to those functions of the feelings and emotions which are of infinitely greater importance than the functions of the mind. Desires, feelings and emotions are the chief arbiters of human living, are largely influential of success and happiness in life, and dominantly affect inter-individual, inter-nation, inter-religious affairs, thus playing a vital part in human destinies. Nowhere is any help whatever given to young pupils as they grow up with gradually intensifying feelings, emotions, desires. If the major part of the curriculum were to be devoted to the Science of Feelings and Emotions, the time so utilised would be well spent, especially in giving the growing youth an understanding of his splendid function of creativeness, and not merely sex-creativeness, but that other creativeness to which so little attention is paid, namely, that which forms the subject of my third indictment.

Third, the education as we have it in India pays practically no attention to what I may call creative activity, save perhaps to a small extent in the younger classes, and hardly at all in the higher classes, or in the colleges.

Creative activity is the short cut to right character and to that general poise of living which is so essential for happiness. Every pupil ought to spend a not inconsiderable portion of his school and college time in creative activity, in moulding, in modelling, in painting, in carving, in gardening, in music, or in whatever creative activity is most congenial to him, choosing at least one occupation. Creative activity of this nature, if widespread throughout the country, would radically change for the better all life in India and would militate against unemployment by equipping every young citizen with some practical capacity with which in all probability he could earn at least a subsistence allowance.

Fourth, the education of the mind is grossly, almost shamefully, overdone. In our existing system of education the mind has what I will quite frankly call a hateful dominance over all other functions of human consciousness. And this education is so arranged that the student learns masses of so-called facts of not the slightest importance save for occasional reference, and is given no opportunity whatever to exercise the true functions of the mind, which are to analyse in order to synthesise, and to synthesise in order to apprehend the Order of Life, the Law of Life, the Purpose and Design of Life. At the end of his educational career he is ordinarily left in dire ignorance as to the great wonders and glories and powers and purposes of Life, but is saddled with a heterogeneous collection of cold and uninteresting facts, mostly memorised for the foolish examinations with which our educational tycoons seem so inordinately content. As for these examinations, the less I allow myself to say about them the better. They are among the great provokers of fear with which our existing educational system in India is ridden, other provokers being the prevailing system of discipline, and the amount of work a young pupil is expected to get through within an exceedingly limited time. And when it can be said of an educational system that it harbours conditions provocative of fear, it is damned beyond all redemption, and should be replaced without delay by a system from which all fear-promoting tendencies are entirely absent. A considerable diminution of mind activity as now carried on, and a considerable increase in creative activity, in physical activity, and in the education of right feeling and emotion, would do much to make India right by giving her right citizens—both boys and girls.

Fifth, the education as we have it takes practically no account of the fact that it is educating Indians. It might be educating young citizens of any other country. The Indian national equation finds little if any recognition. No attempt is made to bring together the great Hindu and Mussalman traditions, so that as in the case of English and Scotch the distinctions remain while the differences disappear. No attempt is made to exalt India as India before her young citizens, or to educate patriotism and eagerness for good citizenship. It may be said that this cannot be done by a foreign Government. I want to know why not. Cannot a foreign Government do something in this direction, and if it cannot have we been benefited by education having become, as I believe it has, a transferred subject, with an Indian in charge? What are Indian ministers of education doing at least to sow the seeds of an Indian education?

I am not clear as to the extent to which the various mother-tongues in India are being used as media for instruction, but I am quite sure that they are not being so used throughout the school and college life, as they would in any other system of education under full national control. I grant the immense importance of English, but it must not supersede a mother-tongue. So to do is grossly unfair to the young pupil already overtaxed as to his mental energy.

Sixth, the education as we have it takes practically no account of religious education, on that foolish plea of neutrality, when the policy ought to be universality. Undenominational, unsectarian, religious education, dealing with basic principles, and inculcating an appreciative respect for other faiths and their basic principles, is essential to Indian education, and there is nothing of it anywhere, so far as I know.

Seventh, the education as we know it largely provides as teachers mental machines, filled to the brim with methods of instruction, and almost entirely intent on the mind, except in so far as physical science may intervene. With our haphazard system of education, unscientific and purposeless as it is, young men and young women drift into the teaching vocation for want of any better outlet for their energies, such as these are. If they could have obtained something better to do they would have been thankful. But teaching needs no particular qualifications, except in so far as a degree in teaching is required. If required, then efforts must be made to obtain such a degree or licence to teach. And the system is satisfied when L.T. is added to B.A.! To ask a would-be teacher to graduate in the Science of Life, with all Life's varied aspects of feelings, desires, emotions, hopes, fears, pleasures, pains, conditions of ease and of dis-ease, needs and opportunities, would be thought ridiculous and unpractical. Yet how to cope with all these constantly recurring phases of consciousness is the question that the pupil is asking all the time, and to which he hardly ever gets a reply. How to lead an honourable daily life, how to earn an honest living, how to enjoy leisure, how to be happy, how to be helpful, how to be healthy—to all these "how's" there is but little answer. Yet education, true education, is to these ends, and to no others. The home? The home might do more, but who in it has received the education to know how to give all these essential things, or even one or two of them? The home is uneducated because the school and college do not educate.

And where is education for chivalry, for graciousness, for appreciation, for courage—the supreme object of education according to Sir James Barrie, for patriotism, for refinement, for enthusiasm, for practical efficiency, for business capacity, for all those powers latent in youth upon the education of which his happiness and prosperity depend, and the nation's strength and culture?

I must not take up too much space, because I am but dreaming of a future a long way away! It is important to try to do better with what we have, and to take the step immediately ahead of us. And with this I presume most contributions will rightly concern themselves.

But our system is wrong. It is wrongly constructed from its very foundations. And there must be some content to cry in a wilderness, to be dismissed as mere dreamers, unpractical visionaries, until a future generation wakes up from sleep to discover that after all those early dreamers and visionaries were right, and proceeds to demolish an education of the eighteenth and early nineteenth centuries for an education suitable for the new young world in which we are beginning to live.

P.S.—Lest I be thought naught but condemnatory I may add that there is in the press a book of mine entitled: "Gods in the Becoming: A Study in Vital Education." The fact that everything would have to be radically changed if my principles were to be adopted does not surely mean that they should not be adopted, nor even stated. It is good to tinker. But is it not better to take courage and vitally reconstruct?

G. S. A.

EDUCATION AND SOCIAL AND SPIRITUAL ADVENTURE OF LIFE

BY

DIWAN BAHADUR K. S. DAMASWAMY SASTRIGAL.

In a striking observation Professor Whitehead compares Steam and Democracy to the Barbarians and Christians who wrecked the Roman Empire. He says: "Steam and Barbarians, each in their age, were the senseless agencies driving their respective civilizations away from inherited modes of order".....On the other hand, Democracy in modern times, and Christianity in the Roman Empire, exemplified articulated beliefs issuing from aspirations, and issuing into aspirations. Their force was that of consciously formulated ideals at odds with the ancestral pieties which had preserved and modulated existing social institutions. Senseless agencies and formulated aspirations co-operate in the work of driving mankind from its old anchorage. Sometimes the period of exchange is an age of hope, sometimes it is an age of despair. When mankind has slipped its cables, sometimes it is bent on the discovery of a New World, and sometimes it is haunted by the dim sound of the breakers dashing on the rocks ahead. The fall of the Roman Empire occurred in a prolonged age of despair. Steam and Democracy belong to an age of hope."

It behoves us in Modern India to remember this great and unalterable fact. Professor Whitehead affirms another great truth when he proceeds to say "In every age of well-marked transition there is the pattern of habitual dumb practice and emotion which is passing, and there is the oncoming of a new complex of habit. Between the two lies a zone of anarchy, either a passing danger or a prolonged welter involving misery of decay and zest of young life." Can we not—must we not—shall we not reduce this zone to a minimum and acquire modernity without much travail and yet preserve the core of our Indianness?

Thus we have to vision a new scheme of life as a social and spiritual adventure and a new scheme of education as a portion of that great adventure. We have to pass from the old into the new without losing the essence of the old or our grip over the new. Steam and Democracy have come into India. Have they come as agencies belonging to an age of Hope or as agencies belonging to an age of Despair? Can we not see that we are passing from an old complex of habit to a new complex? Shall the intermediate zone of anarchy grow as it does to-day? It seems to me that all other problems of Indian education are petty and provincial and parochial as compared with this supreme and all important aspect.

The same great author says: "The factor in human life provocative of a noble discontent is the gradual emergence into prominence of a sense of criticism, founded upon appreciations of beauty and of intellectual distinction and of duty. The moral element is derivative from the other factors in experience. For otherwise there is no extent for duty to operate upon. There can be no more morality in a vacuum. Thus the primary factors in experience are first the animal passions such as love, sympathy, ferocity, to-

gether with analogous appetites and satisfactions; and secondly the more distinctly human experiences of beauty, and of intellectual fineness consciously enjoyed." All these forces are now all about us and around us in India. What he calls "this growth of the idea of the essential rights of human being, arising from their sheer humanity" has become a growth in the Indian soil as well. He says that "a general idea is always a danger to the existing order." The reverence for sheer humanity—nay, the perception of it as masquerading divinity—is of the essence of India's thought. Hence it will be possible for India to be vitalised by the new general idea without being shattered by it. He says well that "the creation of the world—that is to say, the world of civilized order is the victory of persuasion over force." That is what we have to do to-day. Man who has passed slavery and strife—he yearns to pass into an era of humanitarianism and harmony. The passion for freedom has sprung in the heart. But it must be a liberty in conformity with the law of God.

It must not ruin the ultimate purposes and values of life. Order is good; progress is better, but the combination of both (Yogakshema) is the best of all. Insight is good; foresight is better; but the combination of both is the best of all.

Civilisation implies loyalty to Truth, and Beauty and Goodness. We are prone to treat these as separate and as even mutually antagonistic. But they are but three faces of a single prism scattering into coloured hues the white light of God as Ananda. Science and Art and Religion are the conscious and purposive pursuits of Truth and Beauty and Holiness (including goodness). We regard them as separate but they are one.

Human life is a perpetual adventure in search of happiness. Such happiness is not the happiness of war but the happiness of peace. It is not the happiness of desire but the happiness of love. It is not the happiness of the will to dominate but the happiness of the will to serve. Professor Whitehead says: "A race preserves its vigour so long as it harbours a real contrast between what has been and what may be; and so long as it is nerved by the vigour to adventure beyond the safeties of the past. Without adventure civilization is in decay.....Only the adventurous can understand the greatness of the past.....But adventures are to the adventurous. Thus a passive knowledge of the past loses the whole value of its message. A living civilization requires learning; but it lies beyond it..... The civilization of a society requires the virtues of Truth, Beauty, Adventure and Art."

The supreme ideals are Peace and Happiness (*Santhi* and *Ananda*). The Lord says in the Gita:—

*"Nasthi buddhi Apuktasya Na chapyuktasya bhavana—
No Chabharayathah Santhi Asantasya Kuthah Sukham."*

(The knowledge of Atman comes not to him who has not attained mental equilibrium. To him who has not attained mental equilibrium comes not the uninterrupted meditation on the Self. To him who has not attained such meditation comes not the peace of realisation. To him who has not attained such peace, whence can come the bliss of Moksha?)

Peace is not anaesthesia but incandescence of personality. It is itself ecstasy. Peace is ecstasy, and ecstasy is peace.

Thus the significance of the concept of Indian Education as a social and spiritual adventure is that it seeks to inter-relate the old and the new in the Indian life and to relate the individual to Society and State on the one hand and to God on the other hand in a new and vital manner. Let us assimilate science and democracy in a mood of hope and in a mood of adjustment to the eternal Indian ideals of *Tapas* and *Yoga* and *Bhakti* and *Gnana*. Let us not increase and widen the zone of anarchy as we are doing to-day. In our passion for the idea of Humanity let us not be tempted away from our old overmastering passion for Divinity. Yesterday the Humanities were pursued at the expense of Religion. To-day another turn of the wheel has come and Science is sought to be pursued at the expense of Humanities. Why should there be such a welter of confusion? Can we not have a planned economy in the field of Education?

Indian education must therefore be related to the modern world and to the fundamental Indian ideals simultaneously and harmoniously if it is to serve the real purposes of life. To-day they are far apart especially in India. The school and the college has to learn to combine freedom and discipline. To-day they are far apart especially in India. We have to devise a scheme of education wherein the Sciences and the Humanities and the Divinities have each a settled and appropriate place and do not clash with one another. To-day they are far apart especially in India. We have again to relate wisely and well and without delay livelihood and life and super-life. Our education does not fit us for livelihood, unfits us for life and does not itself know anything about superlife. To-day they are far apart in India. How can life or education be a great and happy and successful social and spiritual adventure until and unless all these anomalies and absurdities cease to exist?

A great writer has said "The man who has reverence will not think it his duty to 'mould' young. He feels in all that lives, and most of all in children something sacred, undefinable, unlimited, something individual and strangely precious, the growing principle of life, an embodied fragment of the dumb striving of the world. In the presence of a child he feels an unaccountable humility—a humility not easily defensible on any rational ground, and yet somehow nearer to wisdom than the easy self-confidence of many parents and teachers." If every teacher works in such a humble and dedicated spirit and if he knows and realises all the implications of education as a vital portion of a vast national, social and spiritual adventure, we will be able to see the problems of education from a new angle of vision and arrive at solutions which lie out of sight to-day.

W. B. Curry says well in his work *The School* that the primary aim of education is the creation of civilised communities and that the only way to prepare for social life is to engage in social life. The teachers must come out of their sheltered sanctuaries of unreality. They must not learn and teach mere disconnected odds and ends as they are doing to-day. The Senate and the Academic Council and the Syndicate in the various Indian Universities are to-day the places where the spirit of unreality has entrenched itself. There is a thorough lack of vision, of purpose of forward thoughts and high endeavour. Education must become once again harnessed to life in India and must be a great social and spiritual adventure.

THE PRESIDENCY OF FAMOUS SCHOOLS AND TEACHERS

BY

MISS V. K. BLACK.

But not yet!

The above title is not original. Thinking of the aims of the S.I.T.U. in instituting Education Week, there rose to my mind a title I had once seen in an educational periodical, *viz.*, *A City of Famous Schools and Teachers*. It is this that I have taken the liberty of borrowing and rewording, more I fear as a sigh of hope than as statement of fact to-day.

The future still is ours, and perhaps it is not unbecoming in Education Week to consider what practical possibilities, if any, it has regarding education and our nation.

In the article referred to above, considerable room was devoted to school buildings and equipment, to gardens and facilities for exercise in Vienna, "the city of famous schools." We know that in South India our schools could bear improvement in all those directions. We also know that such attention as they require would involve not inconsiderable expenditure, which the educational budget might not easily be able to afford.

Yet it behoves us to ask what we can do with the means now at our disposal. A visit paid to a school in the East end of London some time ago, opened my eyes. It was a poor school, and overcrowded—yet so clean, so tidy, so simply artistically decorated by the effort of pupils and teachers that one's sense of beauty and well-being was completely satisfied.

What can be done in an East end school in London, is not outside the bounds of possibility for us. Buildings perfect in convenience of construction, in light or in air we may lack, but our genius is the more invited to work on them. Let dearth of equipment only be an invitation to us and to our pupils to use the passing years to make our own equipment. And if East London is not beyond augmenting school endeavour by local help, can we not do the same? Talent of staff and pupils in drama and music and display may be inspired by real love and loyalty for school to united effort to gain help for its benefit from the communities.

Vienna is famous for the impetus it has given to Inventive Art. Free expression of their ideas by children has been the watchword of Cizek—and the results have been amazing. Art is one thing to which educationists in South India might give much more thought. And in it is endless scope for childish imagination and expression. Thus it induces development which does not stop with drawing, painting or design, but extends to every branch of the curriculum.

Two other points are worthy of notice here concerning Viennese education. One is the federated boarding school which gives an education comparable in every way with education at a public school. The other is the high order of discipline that is kept without effort.

And what of teachers in Vienna? We read that teaching ability there is "exceptionally high." Here again the future of South India lies in our own hands. We may not be able to improve our individual capacity for teaching, but we can improve our achievement in it.

And at this point let me say one word on a subject which has been of proved value in many countries, namely, Vacation and Refresher Courses. India is not without having such courses, but there are two aspects of them without stress upon which, endeavour to improve teaching achievement by their means is not really possible. Many of our Refresher Courses in this country have very clever and interesting lectures given and many good suggestions made to the teachers who attend them, but too frequently the teachers are present merely in a receptive capacity and too often the good advice of the lecturer is not demonstrated in practice. Just as an experiment conveys to a pupil much more convincingly than words, the principles of a chemical action, so a demonstration class conveys to a group of teachers much more convincingly than words, the principles a lecturer is trying to lay down. I would therefore claim that our Refresher Courses would be of infinitely more value in improving our teachers if at them we aimed at increased discussion and increased demonstration.

The other weakness in Refresher Courses appears to me to be that of lack of "fellowship." The good advice that any one receives from another quickly goes from his mind unless it is speedily put into operation. How many of us try out those suggestion that we have had given to us in lectures? How many of us, thinking them over in the quietness of our preparation hour, decide that they are too difficult to put into operation in our school or class and abandon them? Or it may be that we try them out once or twice without much success, and finally lapse into our old habits.

Let this Education Week therefore be a point of time when we turn our minds to the future and strive to build up for our successors so that while our school buildings may remain the same, our schools will achieve fame, and our teachers will be known throughout the length and breadth of India as teachers of exceptional achievement.

PLAY GROUND vs. CLASS ROOM

BY

MR. S. SATYAMURTI, B.A., B.L., M.L.A.

I have great pleasure in responding to your kind invitation to contribute an article to the Special Number of the "South Indian Teacher" on the occasion of the Fifth South Indian Education Week, which will be celebrated all over the presidency during the week commencing from the 14th October. I have chosen the subject "Playground *versus* Classroom." Is there any *versus* at all about it, or should there be? My own unorthodox opinion is that there should be no distinction—to the extent to which it can be abolished—between the playground and the classroom. There are many lessons to be learnt by pupils in the playground. There are many improvements which can be effected in the classroom which will make it even as happy for the children, as the playground ought to be. The crying need of the children in India to-day is a healthy and strong body. Thanks to the colossal poverty of our country, a vast majority of our children have not enough to eat, have not got fine surroundings to live in, and have no refining influences which only cultured and competent homes can give. Till these conditions are altered, schools must do their best to supply these omissions. I am clearly of opinion that the poorest children should be provided with at least one meal a day in our schools. The cost need not be insurmountable. It will be considerable, but it ought to be met. To try to feed the mind, while keeping the stomach starving, is an impossible process.

But the classroom must also do something more. It should be converted into a co-operative endeavour between the teacher and the taught, in the pursuit of knowledge. The system of questions and answers is the best for this purpose. And a class should be kept only as long as interest is kept up. The moment interest flags, the class should be dispersed.

The need for a sound body must be keenly realised by the teachers. The climatic conditions of the country are such that play at about 4 o'clock in the afternoon is difficult. I, therefore, again make an unorthodox suggestion that the playground should be used very early in the morning, say, between 5-30 and 7 a.m. This is not impossible. And we should have our own indigenous games which are not costly, and which are suited to the climatic and other conditions in this country. And I shall conclude with the hope that the celebration of your Education Week will lead to a proper synthesis between the playground and the classroom, and will produce happy, healthy, and well-educated children, who will play their rightful part in the surging life of our country.

THE SCHOOL AND THE NATION'S HEALTH

BY

DR. GEORGE F. ANDREWS, M.A., PH.D. (COLUMBIA).

Asst. Physical Director to the Government of Madras.

A headmaster told me recently the pathetic tale of a young man. As a boy at school this young man was a brilliant student, at college he was a medallist; he married while still at college; at twenty-one he was attacked by typhoid and passed away leaving a young widow and aged parents to bemoan his loss.

Recently we read in the papers how a young man of 30, apparently in affluent circumstances, committed suicide because he was unable to meet some financial crisis and other difficulties.

Time and again we read or are told of the demise of this man or that woman, not at a ripe old age but in the prime of life,—passing away when their service and support was most needed.

And do we not also in these days come across cases of juvenile delinquency and increased crime? The youngsters do not know how to spend their leisure profitably nor are they given the training and facilities and opportunities for a wise use of leisure.

The health of individuals is the nation's health and wealth. What is the school's responsibility? To answer this question, it is necessary to define health.

Health in popular parlance is freedom from disease. If one is not confined to bed and if he is able to move about, he is said to be healthy. Bodily health is all that is conceived of when health is talked about. But the living organism is not only muscles and bones, blood and tissue, but also houses what are called the mind and the soul. Mental health and emotional (moral) health are also then to be considered.

The school's responsibility in the matters pertaining to the development of healthy citizens is undoubted. Parents and teachers alike are alive to the fact that it is at school that the children's mental, moral and physical development is most attended to. How various activities of the school contribute to the building up of the health of the pupils and thereby of the nation will no doubt have been discussed in other pages of this magazine. The place of Physical Education activities in this respect however needs elucidation.

Prime facie, physical education activities claim priority in building up the bodily health and vitality of individuals. If the story of evolution and the principle of 'function makes structure' are true—as scientists claim them to be—then this body of ours depends on the big muscle activities for their growth and development. The efficient functioning of the vital organs is basic to the health of the individual and this efficient functioning is made possible by the proper exercise of the big muscle groups.

But it must be remembered that physical activities by themselves are not and cannot be solely responsible for the health of individuals. Other factors of diet, habits of life, heredity, sanitation and hygiene also are equally responsible. The responsibility of the schools in education concerning these

matters both by precept and practice is undefined, and yet important. One wishes that school buildings were like those of Sir M. Ct. Muthiah Chettiar's High School, Madras, characteristically standing for beauty, strength, simplicity. Or again that it were possible to give the large percentage of under-nourished children at least one good balanced meal a day to enable them to get the best out of what the school offers them. The co-operation of the parents in regulating the home life and habits of the children is often sought and quite often in vain. A change in the working hours of the day to the cooler hours of the morning and evening is spoken of as most conducive to healthy education and yet tradition and long established usage stands in the way of this much needed reform.

The above are some of the factors which have to be brought under control if physical education activities are to be productive of the best results in matters of physical development and health.

That does not mean however that physical activities should be given up or reduced in schools. On the other hand the need is for more. Like Oliver Twist asking for 'more' porridge to sustain his body and soul together, so the children of our days for the matter of that children of all ages and all over the world ask for more and more physical activities. They need physical activities because a racial heritage of skills has been handed down to them and they have to have opportunities for the use of these skills. The racial skills of walking, running, jumping, throwing, climbing, kicking, etc., are common to all age. The graceful carriage of the body, the beautiful development of the physique depends on the extent to which these skills are brought into play. In giving opportunities for the play of these skills, the big muscle groups are exercised and made to contribute towards proper physical development and health.

It is perhaps in the sphere of emotions that the physical education activities have a large part to play. Behaviour and conduct are the outward indications of the mental and emotional health of individuals. Anger and hatred, love and fear, honesty and crookedness, obedience and loyalty are some of the emotions the right use of which are dependent on the mental and moral frame of mind as well as on social reactions. The games of the playground are full of situations where the players have to learn to control their emotions in the best interest of the game or of the team. And they willingly do so because the activities are those in which they have an inherent interest and are deeply interested. Emotional health—ability to control the emotions in the best manner for the highest purpose—is vital to the nation's health, because on this safe and steady bedrock it may be possible to venture in any field of life and emerge out successfully.

A mentally alert, physically healthy and vital, morally sound and socially well-groomed nation! What a beautiful and enthralling ideal. But this ideal cannot be reached if the schools do not get the necessary co-operation of parents and pupils alike. To be able to live best and to serve most, to know how to make the best use of life's leisure in one's own interest and in that of the community or country, to so conduct one's self as to be a worthy member of society—to be all this and more is directly to build up the nation's health. The span of life will then no doubt be longer than 23 years, the vast amount of money spent for the education and prevention of crime can be devoted for needed developments in public health, sanitation and hygiene, the loss in income and production due to illness and disease will be appreciably reduced, and resultant gain in the health and happiness of the nation will follow. Physical education activities among other activities of the school are contributory to this development in no small degree.

THE JUNIOR RED CROSS AND NATIONAL RE-CONSTRUCTION

BY

MISS M. SIMON.

Organising Secretary, Indian Red Cross Society Madras Branch.

Everyone will agree that the true aim of education should be to help the children at school to make the best of their after lives. The people of this country must secure their fair ration of satisfactory existence, and not until this has been achieved can we have any real national reconstruction.

One of the important, if not the most important item of education is, therefore, to make children health-minded. If teachers were to devote their energies not merely to acquire by rote the knowledge of how to lead a healthy life, but to putting this knowledge into practice and persuading their pupils to do the same, we could claim that no child would leave even the elementary school empty handed, and there would soon be a revolution in India such as we can hardly dream of at the present day.

Those countries which have succeeded in bringing about a revolution in connection with health matters did not wait for their Governments to take action—their people bestirred themselves. At the same time, they stimulated and encouraged their Governments to make and enforce laws for the preservation of public health.

Now to-day, thanks to the work of Medical Scientists, we know with certainty the causes of all the deadly diseases of India, and how to prevent them, and it is knowledge that even a child can understand. If we really wish to secure health and long life we can do far more for ourselves than any Government can possibly accomplish, whereas if we refuse to co-operate in the task all the efforts of Government will be futile. The real problem of India is the social and economic problem and the future weal or woe of this country depends largely on the attitude of teachers towards this question of 'economic uplift' and the degree of success they attain in teaching their boys and girls about the problems of their daily existence and how these can be solved. As General Megaw stated at a Conference of Junior Red Cross Counsellors in Simla: "the edifice of a prosperous India must rest on four pillars:—

- (1) Peace and security.
- (2) The physical health of the people.
- (3) Efficient production of the means of livelihood with the avoidance of waste.
- (4) The maintenance of a proper proportion between the population and the means of livelihood.

Now it can be fairly claimed that the principles of sociology which form the basis of Junior Red Cross work, i.e., the promotion of health, service to the sick and suffering and international fellowship and good feeling, emphasize the great contribution which the ancient civilisation of India has made in laying down ideals of corporate physical happiness, moral uplift and cultural unity.

Junior Red Cross recognises the child as a citizen in the making and the principles of Junior Red Cross work re-inforce the appeal of his personal needs in the matter of maintaining reasonable standards of health by an appeal to his spirit of service to his school and his community. It makes no attempt to impose any novel method of education on the schools but

merely strives to facilitate the adoption of ideals already well-known to teachers, by means of a practical programme which carefully avoids any dislocation of the machinery of the school. It provides a deep motive which stimulates the children and inspires them to practice that programme with satisfaction and enthusiasm, effectively destroying lack of interest, lethargy and inaction. The activities which it offers become projects in the class room, and lessons taught are motivated, the pupil becoming the willing co-operator in rather than the passive recipient of health instruction.

Junior Red Cross is not an association rivalling the school; it is a form of energy which the school may harness to its need. The fact that Junior Red Cross has won its way into the schools of 52 different countries of the world—in Japan, for example, it is in every school in the country—and has a world membership of many crores of children, is proof positive that it has a great contribution to make to education.

In some of the provinces in the North of India, the number of schools with Junior Red Cross Groups runs into thousands; once begun, the demand spreads from class to class and from school to school.

The beneficial influence of a Group in a school is most in evidence in regard to health education. A set of health rules is determined upon by the children themselves, and all keep a record of their daily performance of these rules which is made public to others at the end of each month, competition between different Groups is stimulated, and in a short time a great change is noticed in the health life of the school—the stimulus to personal effort has been found. The value of such health education not only determines healthy habits in the child, but lays the foundations of healthy living, in after life. Is not this true "National Re-construction"?

Further, if we can make children feel the joy of doing something for others, we shall add enormously to this motivating force, and an outlet for this spirit of service is provided in Junior Red Cross work for the poor and needy.

Lastly, if we can in addition awaken the children's sense of *esprit de corps* and their justifiable pride in belonging to a world-wide international organisation, may we not claim to be fitting the future citizens of India to take their rightful place among the nations of the world. The correspondence and system of exchange of school albums, gifts etc. with Junior Cross Groups in other countries provides for this.

Apart from its effect in liberalising the child's ideas by extending his horizon and dispelling his vague assumption about unknown regions, such activities fill him with pride in his relationship with other countries and may ultimately prove to be a potent factor in preventing international misunderstandings and developing a spirit of mutual trust.

Enough has been said, I hope, to interest those who have in charge the intellectual and moral life of the youth of the nation, on whose shoulders rests the responsibility for building up a new and superior civilisation which so many Indian leaders have in view.

With the Director of Public Instruction as the Chairman of the Junior Red Cross Sub-Committee of the Madras Provincial Red Cross Branch, and the enthusiastic support and appreciation which is being received from schools in the Presidency where the Junior Red Cross has taken a firm hold, the Society is confident that its child, the Junior Red Cross, will play its part in the National Re-construction which it is the desire of all to help forward.

Full information will be gladly given at the Headquarters of the Provincial Red Cross Branch, Monteith Road, Egmore, Madras.

INDIVIDUAL WORK

BY

MRS. R. M. SAVER, B.A. (CANTAB).

Continued from page 132, Vol. VIII, No. 3.

Enough has been said about the grave defects of the Direct-method which make it worse than useless, harmful even, suffice it to say that the method was invented long before modern discoveries in Psychology and therefore takes no account of them. For instance, it was only comparatively recently that the researches of Buswell and others showed how complex an act reading is. The direct method invented before these researches makes no provision for the performance of those acts which are necessary for the formation of sound reading habits. Even Dr. Michael West's method takes no account of the important fact that in acquiring a language one really acquires two vocabularies—one an intensive or using vocabulary consisting of a smaller number of words which one can use in expression; the other an extensive or reading vocabulary consisting of a larger number of words which can be understood clearly when reading, but are not familiar enough to be at one's command when expressing ideas in speech or writing. An extreme case like the writer's will make this difference clear. The writer knows enough French to read modern French novels with pleasure but never having attempted to speak or write he cannot express the simplest idea in French correctly or incorrectly. The direct method produces just the opposite effect. Our pupils can express simple ideas in correct (or incorrect) English but are unable to read with comprehension or pleasure anything other than the text-book which has been "taught" by the teacher. Similarly, Dr. West's method makes no provision for the development of an extensive vocabulary. His detailed as well as non-detailed readers are built from and confined to the same limited vocabulary. A complete method of teaching a language must make due provision for the development of the two vocabularies. Teaching of reading must also teach love for reading and love for reading cannot be acquired unless the reading results in pleasure and for this one must have a large reading vocabulary. For acquiring ability in using a language extensive reading is as useful as intensive study. As Ballard says, "reading is the best auxiliary to the teaching of composition that the teacher has at his disposal." Moreover, as remarked previously—the best cure for the habit of incorrect usage is not grammar but much reading of good books.

The results of ignoring the psychology of reading are very serious. The quantity of reading matter is so inadequate that the teacher has to drag out a text of inadequate length so as to last him from June till April. He proceeds to "teach" the text at a snail's pace with innumerable repetitions in order that he may finish the last line on the last page of the book on the last working day of the school year. Add to this slow progress the usually uninteresting subject matter of the text-books and we have every condition necessary for the very early inculcation of a dislike for books. Teaching methods which ignore the psychology of habit-formation are essentially wrong methods. Sound reading habits can be formed as easily as unsound ones but are more desirable. To replace unsound habits by sounder ones is an exceedingly difficult, sometimes well-nigh impossible task. The importance of making children acquire at an early age a taste for reading cannot be over-estimated.

En passant, one interesting fact may be mentioned here. It is an isolated instance and therefore it would be unsafe to generalise from it; but none the less it is noteworthy. There is a general, firmly established belief that the low standard of attainments in English and the indifferent quality of it is due to the language being taught by poorly qualified teachers in the earlier classes and that were B.A., L.Ts. to teach English the quality would improve. The writer during the course of inspection came across a High school in which one form—the II Form—was being taught by a B.A., L.T. teacher. On observing the class the first impression formed was that this class was no better than the average. The Headmaster was however firmly convinced that this class was better than the average for according to him it must be better as it was being taught by a teacher of superior qualifications. This class therefore, was tested for intelligence as well as for English. The class was found to be of average intelligence—certainly no lower than the average corresponding classes of other schools tested at the same time. Its performance on an objective English test compared with other classes taught by secondary grade teachers and tested at the same time with the same test was the lowest of 7 second forms and it was lower than the first forms of five other schools.

Our programme of language teaching should be based on the following points:—

(1) Every boy should utilise every minute of the language period in using the language himself. Since reading, writing and talking is more important than listening the time available should be so distributed that each boy reads, writes and speaks at least three to four times as much as the time he spends in mere listening.

(2) "Avoidance of errors". No boy should be placed in situations in which he is more likely to make a mistake than to give the right answer; a mistake made by one boy should end, as it began, with him and it must not be allowed to influence the 39 other boys in the class.

(3) In the acquisition of a language, extensive reading is more useful than intensive study; facility in the correct use of a language cannot be acquired solely by intensive work with a meagre vocabulary. Much reading is as necessary as careful reading. Due provision should be made for silent reading.

(4) Grammar should be taught as an "informational" subject and not because of any "disciplinary" value or with the wrong notion that it will improve the boy's English.

(5) Class-work should be properly motivated.

(6) Due provision should be made for individual differences.

A word about text-books may not be out of place. The importance of selecting a suitable text-book cannot be over-emphasised. Unfortunately there are many unsuitable readers "approved" by the Text Book Committee as suitable. Leaving aside those written as "pot-boilers" many unsuitable readers have been written by men who ought to have known better.

The writer made it a point everytime a Head Master changed text-books to ask for definite reasons for preferring the new to the old. The typical answer has been "I thought this series was much better than the old one." One thought one series the best he had ever seen because the first

reader was entirely made up of words of one syllable and the first three readers contained lessons mostly made up of questions and answers. Words of one syllable may be easy for the English child of four or five in the Kindergarten just learning to read; but is that any reason for confining the first reader for Indian school children of ten to words of one syllable? For the 10 year old Brahmin boy who lives in the temple square is the word "egg" easier than the word "elephant"? The lessons in a reader must be interesting. They should not be sugar coated pills of information or morals or hygiene. The lessons should be properly graded. Merely increasing the length and complexity of sentences is not grading; both the language and the ideas should be suitable for children of the average age of the class for which the reader is meant. Too many new words should not occur in a day's portion.*

Points 1 and 2 above rule out oral drilling, oral composition, the "what is this?" of the direct method altogether. For this is substituted individual work. The procedure is exceedingly simple.

The teacher chooses a suitable portion of the detailed text as the assignment for the period. He picks out the new words in the portion which the boys do not know. As mentioned before a suitable reader should contain less than half-dozen new words in a day's portion. The first two minutes of the period not more, are spent in teaching the boys how to pronounce these new words. Then comes the task of teaching the meaning of these new words. There are ways in which the meaning of a word can be conveyed to the boys.

(1) Directly by showing the object or action.

(2) By giving the equivalent in the boy's vernacular or mother-tongue.

(3) Words, idiomatic phrases and similar primary units, the meaning of which cannot be conveyed properly by (1) or (2) should be defined or explained in the vernacular. The use of the vernacular in this way saves time—a very important consideration. Whole sentences unless they are primary units like "How do you do" should not be translated. The teacher should remember that this is not a "translation method" and that therefore boys should not be asked to translate into or from the vernacular.

After having taught the pronunciation the teacher writes the new words with their vernacular equivalents or meanings on the Black-board. It goes without saying that these meanings should be with special reference to the context. The teacher then gives a model reading of the portion for the day. He should read at normal talking speed so as to accustom boys to distinguish words and understand what is said at normal talking speed.

The next step is to ask the boys to read silently and study the passage and try to understand it with the help of the vernacular meanings furnished. While the boys are studying the teacher writes on the black-board questions which he has prepared. The teacher cannot be too careful in preparing these questions. They should be so framed that answers to them can be found by picking out whole sentences from the book with as little alteration as possible; for the whole object of these questions is to make the boy use the new

*For a fuller discussion vide "Language in Education"—Michael West. Longmans.

words and phrases so that the words of the book may become his own. It is ridiculous to ask a boy to say something "in his own words" before he has acquired the words. As soon as the boy thinks he has understood the passage he is to write the questions and answers in his note-book *with his text-book open in front of him*. Closing the text-book and answering creates a situation in which he is more likely to commit a mistake and therefore it should be avoided.

As soon as a boy finishes writing he takes his work to the teacher. *The teacher should not underline or otherwise point out any mistake.* If he finds a mistake, even if it be but a comma omitted, he should say to the boy, "I am not satisfied with your answer. There are mistakes. Refer to the book carefully correct your mistakes and come back to me." This should be the procedure whether the boy had made a mistake in copying down the questions or in his answers. To prevent the boy wasting time in going over the whole lot of questions and answers the teacher may indicate by a dot or X in the margin the question or answer in which there is a mistake. The actual mistake should not be pointed out.

Just here the teacher who tries his method for the first time comes across certain difficulties which must be discussed in detail. Some of the numerous teachers who are using this method consulted the writer regarding a difficulty they met in the beginning. They expressed their inability to go through all the note-books of the class during the period. This difficulty was found to be due to one or more of several causes.

If questions are not properly framed this difficulty is certain to arise. Hitherto the sole object of asking a question has been to elicit some fact. This habit is carried over to this method and many mistakes are made by the boys in consequence. Questions should be asked with one and only one object—in answering the answers give the boys necessary practice in the use of new words, phrases and idioms. Therefore a question should be asked with the sole object of giving the boys practice in the use of new words. An example will make this clear. In a certain class reader this sentence occurred—"King Janaka had an only daughter named Sita." The question the teacher asked was "Who was Sita?" Not only were mistakes made but most boys spent a long time in trying to find an answer to this question. The teacher should have said to himself, "what new word or idiom occurs in this sentence? What question shall I ask in order that by answering the boy will get practice in the use of new word or idiom?". If he had thought on these lines he would have framed the question thus, supposing that the new forms were "an only daughter" and "named—". Had King Janaka an only daughter named Sita?

Leading questions may be debarred to counsel cross-examining a witness; they must be avoided in an examination which is a test of knowledge. But in "practice" leading questions need not be avoided. On the other hand leading questions are better than others. In the example above, the boy reads the question, "Had King Janaka an only daughter named Sita?", sees the forms "an only daughter" and "named" once; he refers to the book and sees the new phrases a second time; and a third time when he writes the answer. If such a "leading" question had been avoided he would have seen the new words only twice and therefore learnt them less thoroughly. When to this is added the fact that he is able to find out the answer sooner it will be evident that questions which use the very words which it is intended to exercise are better than any other type of question. Further, if by avoiding sug-

gestive questions the boy picks out a wrong answer or is unable to answer at all, the teacher has to spend a long time in making the boy understand what is wanted. Suppose the boy answers "Who was Sita?" by writing "Sita was King Janaka's daughter." Since the answer is right the teacher has to pass it and the boy will not have learnt the use of "an only daughter named." Wasting of time to go through all note-books is merely often the result of carelessly chosen questions and the latter also result in want of progress.

Another difficulty arises out of the instruction given above that the teacher should not underline or otherwise point out any mistake. The trouble may arise in one of two ways: either the teacher neglects this caution and continues to follow his habit of underlining the mistakes or he goes to the opposite extreme and refuses to point out the mistakes even if the boy is unable to discover it for himself, for a fortnight.

(1) THE TEACHER NEGLECTS THE CAUTION

If questions are properly framed then 99 per cent. of the mistakes made by boys are mistakes like wrong spelling, wrong use of capitals, omission of words and omission of punctuation marks. Since the boy is practically copying from the book these mistakes are due to carelessness. Carelessness is a bad habit which must be got rid of. According to the psychology of habit-formation some unpleasantness must result from an action if it is not to be repeated. We cannot cane or otherwise punish the boy continually for carelessness. The best punishment is to give him the trouble of finding out his own mistake. The more careless he is the longer he will take in passing from one assignment to the next. He will notice that other boys are forging ahead and that he is being left behind on account of his careless habits. He very soon mends his ways and becomes more careful. If the teacher therefore does not neglect the above mentioned caution the mistakes made by boys decrease so rapidly that after the first month hardly any boy makes a mistake. Once the mistakes of carelessness are eliminated the teacher finds no difficulty in going through 40 note-books in the period provided of course the assignment is not unduly long and the questions therefore far too many for the period. The very few mistakes that occur will be chiefly due to an occasional boy picking out the wrong answer because he has not understood the passage and the question. The remedy in such a case is the free use of the vernacular in explaining both to the boy and then eliciting orally in the vernacular the answer to the question; the next step is to ask the boy to write the answer in English which he now readily does and that correctly.

(2) THE TEACHER ADHERES TO THE CAUTION TOO RIGIDLY

During the three years in the numerous classes in which this method has been in use this trouble has arisen only once and that quite recently. I happened to visit the class of the most recent convert to this method. From the record of progress of pupils I found that three or four boys had not completed even the first assignment—half of one lesson in the reader—while most had done four to five assignments and the best four or five boys had done twice that amount. One of these boys had been struggling with the first assignment for over a fortnight. On looking through his work I found that the only mistake which the boy had been unable to detect and therefore to correct was the first word of a sentence begun with a small letter. He had begun a sentence with "so" with a small s. The teacher had so rigidly adhered to the caution, "Do not point an error" that the boy had been trying for a fortnight unsuccessfully to detect his error. I wrote on a piece of paper the letters H and h and asked the boy in Tamil what was the difference. The boy answered correctly. I then asked him when a capi-

tal should be used. He answered correctly. I then asked him whether he had anywhere used a capital letter instead of a small letter or vice versa. Before this question had been fully uttered the boy changed the small s into a capital. I said to him in tamil "that's very clever of you. On account of a little mistake like that you have wasted a fortnight. Take up the next assignment and let me see how quickly you can do it." To the surprise of the teacher this boy who had spent a fortnight over one assignment completed the next in exactly three minutes and showed his answers to me. There was not a single error.

The teacher therefore should use his discretion and strike a happy mean between not pointing out a mistake at all and pointing out every mistake at his first review of the answers. Immediate pointing out of mistakes will confirm habits of carelessness. An equally great danger—if not a greater one—is that being held up too long over some mistake which he is unable to detect in spite of repeated trials may drive the boy through complete discouragement to give up all efforts.

A certain amount of effort at self-correction is also psychologically sound. It tends to engender the habit of self-criticism. "Moreover, we must often do what we now very rarely do—we must give the pupil an opportunity of correcting himself. How many of us are content to leave our writings as they flow from the pen? Do we not revise them again and again? Yet we expect our young children to write clear and accurate English *du premier coup*. We ascribe our own errors to inadvertence, our children's to bad grammar. Instead of having fewer opportunities for revision than the adult, the child should have more. He should have a good chance of finding out for himself if anything is wrong and, if it is, of rectifying it. The habit of self-criticism thus engendered should precede grammar. It is easier than grammar and more useful."

Another cause of insufficiency of time to go through all answers within the period lies in the teacher himself. One teacher complained that he had 40 boys in the class and he could not go through all the note-books. I found that there were none of the defects mentioned above in his work. On perusing the note-books of the class it was found that scarcely any boy made a mistake. The cause of the teacher's inability to peruse all note-books became apparent when both the teacher and myself started to review the boys' work for the day. The teacher was more familiar with the lesson than myself and having prepared the questions himself he ought to have been more familiar with the answers expected; yet the teacher did one note-book to my three. The trouble here was the slowness of the teacher. If the teacher makes a determined effort to increase his own speed he will not find any difficulty in reading the answers of the forty pupils in a period. Every teacher who had this trouble in the first month or so found this trouble vanished very rapidly when he made the effort to increase his own speed.

Another item in the language programme is silent-reading. The main aims of this are:—

- (1) To create in the boy a taste for reading.
- (2) To increase his reading-vocabulary.
- (3) To teach him to read with comprehension.
- (4) To teach him to read and pick up necessary information as he reads.
- (5) To increase speed of reading.

* P. B. Ballard—Teaching the Mother-tongue.

Forty or more easy and interesting books of suitable size are chosen and kept in the class. In the selection of these books two points should be remembered:—

(1) The language should be too easy then too difficult.

(2) The subject matter should be suitable and interesting.

If either of these points is overlooked the first aim will not be attained as the boys will dislike having to read the book.

The teacher should first read each book and frame a few questions—less than half a dozen. These should be such that answers required will be very short; and the questions so spaced that the boy must read the whole book in order to be able to answer them. These questions are to be written on a piece of paper which should be pasted to the book. Thus when a boy begins to read a book he knows what questions he has to answer. It is unnecessary to discuss here the psychology of such "before-questions" as compared with "after-questions". This small library of silent reading books is used as a circulating library. In this case again, if the teacher asks only a few questions on each book and only short answers are necessary for each question the teacher will have no difficulty in going rapidly through these answers. If there are any mistakes in the answers these should be overlooked. So long as the answers prove that the boy has read the whole book and understood most of it the teacher should be content. Boys must be encouraged to read as fast as possible—even to skip portions which are too difficult or too dry; even the most carefully chosen book may contain a paragraph or two which is too difficult for some boy or a descriptive passage which is too dry. Sir Walter Scott's novels are interesting if you skip his interminable descriptions of men and landscapes; and the schoolboy loses little if he skips them, though the student of style in composition may lose something.

Much reading of this type is an important aid to composition and is an important preliminary to it. Ideas are as necessary to good composition as words. In our boys poverty of ideas is the root cause of defects in composition. It is impossible to increase one's stock of ideas without at the same time increasing one's stock of words. If a man is full of ideas which urge him to expression he will have no difficulty in finding the words to express them.

Teachers often ask, "should we not examine the boys in the silent reading books?" To find an answer to this one must find an answer to the question "what do you intend to measure by this examination?" Increase in the love for reading cannot be measured. Increase in the reading vocabulary is very difficult of measurement as these words are known only to recognition point. The only things that can be measured are the increase in the boy's ability to comprehend what is read and in his rate of reading. To attempt to measure these with the essay type of questions is something like a jeweller weighing diamonds with scales borrowed from a firewood depot. The teacher must therefore make himself acquainted with the preparation and use of new-type tests which measure comprehension and rate of reading. For satisfactory measurement of these, in addition to class-room tests, it is necessary to have at hand standard tests.

Teachers often find it difficult to select suitable silent reading books particularly for the lower classes, viz., 4th and 5th classes and I Forms. A list of suitable books can be obtained on application to the Headmasters' Association. This list is the result of our three years actual trial in the classes.

Every boy was asked to give his opinion about the book he was given to read—whether he liked it or not. If he did not like it he was asked to give one of the two reasons—story uninteresting or language too difficult. If any boy in the class said he did not like a particular book it was immediately replaced by another. This list therefore has been prepared through careful consideration by the votes of the children themselves.

A few words must be said about composition. No formal composition is attempted before Form IV. The first few years must be devoted to the acquisition of abundance of ideas, words and forms of expression. This language programme provides for ample exercise in written expression without attempting to make the boys write the usual futile type of composition. A detailed discussion of composition in the higher forms would be out of place here. The teacher who wants to know will find this discussed at great length and certainly with greater ability than I can, in the "Teaching the mother-tongue" by Ballard and "Inspirational teaching" by Mackanness. The following extract will, however, give cause for some furious thinking. For those who do not know it may be stated here that Charterhouse is one of the most famous English Schools and therefore the opinions of the Headmaster of that school carry considerable weight in educational circles.

"The removal of essays from the first and second school examinations was discussed at another meeting. The Headmaster of the Charterhouse (Mr. Frank Fletcher), who presided, said that if a young boy wrote a good essay it was more likely to be a sign that he was precocious rather than that he was promising. He suggested that for boys below the age of 18, the essay should be removed from the examination paper. The minds of the boys below that age were too undeveloped for the writing of good essays."

Practice in speaking is given through play-acting. Play-acting is part of the class-room method of teaching a language. Scenes and dialogues based on the lessons of the detailed text must be prepared by the teacher. In later classes this may be done with the help of the boys themselves. Then the class is divided into groups and the scenes rehearsed a few times by each group. This kind of oral-drill has one great advantage. Since the boy has not to think of the words and struggle with ideas he can concentrate on the pronunciation. In consequence better pronunciation is more easily attained than when the pupil has to struggle simultaneously with words, ideas and pronunciation.

Since the memorising of these play-lets is done for immediate recall and not for delayed-recall there need be no fear of overtaxing the memory of children: provided boys are not expected to act in November for the benefit of the inspecting officer some scene or dialogue which was finished and done with in July.

The question of teaching grammar must be answered. Grammar must be taught though not with the object of improving the boys' English. The questions to be answered therefore are

- (1) When should we begin the teaching of the grammar of the English Language?
- (2) How much grammar should be taught?

The answer to the second question is supplied by the S. S. L. C. Board. We have to find answer to the first ourselves.

How many years will be required for a pupil to learn the quantity of grammar provided? Certainly the average pupil can easily master it in three years. Since knowledge of grammar is of no help in the acquisition of the ability to use the language the teaching of English grammar may safely be put off till the fourth form. The wisdom of such a decision becomes more apparent when one comes across opinions like the following expressed by people who are acknowledged authorities. "We may admit, therefore, the fundamental importance of grammar, we may admit its practical value, we may admit its value as a means of mental discipline; but unless we can show that it is suited to the understanding of children under fourteen years of age, we have failed to make good its claim to a place in the curriculum of the elementary school."* If the English child of under fourteen is too immature for the grammar of its own mother-tongue, is the Indian child of twelve mature enough for learning the grammar of a foreign language—before it has even learnt the grammar of its own mother-tongue?

I am firmly convinced that grammar of the English language should not be taught before the fourth form. In the classes using this new method of teaching language no attempt is made to teach English grammar below the fourth form. Instead the grammar of the vernacular of the school is taught on the lines of English grammar. Pupils of the first three forms are given abundant practice on these lines. There can be no better foundation for a knowledge of English grammar than a sound knowledge of the grammar of the boy's vernacular. This is a psychologically sound procedure. The amount of transfer of training from the grammar of one language to the grammar of another is greater than between any other two subjects and this we have practically seen in our experimental classes. A boy of the first form who has never been taught English grammar but has only received some practice in Tamil grammar on English grammar lines finds no difficulty in parsing a word in an English sentence which he understands. Of course he parses the word in Tamil not having been taught the English grammatical terms. This is the common experience of all teachers who have followed this new language programme for a year or more.

A method based on a proper appreciation of individual differences must have two requirements without which the method will be a failure—probably a worse failure than the old method of class instruction. Firstly a record of individual progress must be regularly kept; secondly provision must be made for individual diagnosis and remedial measures.

A simple form for keeping the record of progress can be obtained from the Headmasters' Association. The same ruling with suitable headings may be used for every subject. Such a record is absolutely necessary when each pupil is at a different stage of progress in a subject. Such a record sheet should be hung upon the wall of the class-room so that it may be visible to all the children when it will act as a stimulus to every one. There is nothing more stimulating than the knowledge of one's success. "Nothing succeeds like success" should be the motto of the teacher. Psychological experiment has shown that knowledge of one's success in a task is necessary for improvement. Improvement is more rapid when one knows the result of one's previous effort than when one is kept ignorant of it. What has struck every teacher who has used this method is the great change in the attitude of the boy to school work which results. Even the worst slackers begin to show interest in their work when they notice how far behind the rest of the class

* Ballard—Teaching the Mother-tongue.

they have fallen in a month. The great defect of the old method was that the boy never knew till too late to make up whether he had learnt anything or not; for he had to wait till January to know how he had fared in the terminal examination.

Individual diagnosis and remedial measures require that every fortnight or so—that is as soon as a suitable unit of work in a subject has been done by the whole class—a test must be held. From this test the teacher must note the weak points of each boy and give him further practice to remove those defects before he is allowed to proceed to the next assignment. This is most important in the tool or key subjects—or subjects in which there is a hierarchy of abilities; for having weak spots here and allowing the boy to go on to the next assignments is like building the superstructure on a foundation in which careless workmen have left unfilled gaps.

Such review tests and remedial practice have another use. In most classes will be found a boy or two who simply looks at his neighbour and copies the answers to the questions in the daily assignment. Of course there is absolutely no harm in such copying so long as the boy understands what he copies. Forbidding this kind of thing would mean preventing co-operative work. If the boy learns from his neighbours it is as good as learning from the teacher. There is no particular virtue in learning from the teacher. Copying in an examination is wrong but intelligent copying in the class-work is co-operation and there can be no life worth living without co-operation. If a boy however copies unintelligently in class, the review tests show him up; the remedial exercises and the consequent slowing up of progress are enough punishment to cure him of the bad habit before it becomes incurable. Specimens of such review tests actually given in some classes both for Tamil and English are obtainable from the Headmasters' Association. For a greater variety of tests the reader is referred to books numbers of which are available which deal with the subject of new-type tests.

One variation in the review test procedure has been found very useful. The boys themselves are to prepare questions for incorporation in such tests. Out of the collection of questions prepared by the boys the teacher uses as many as are suitable in testing. This serves a dual purpose. Firstly the boy loses his fear of examinations and grows eager for tests. Secondly the boy learns more thoroughly whatever he has learnt, for to prepare a question one has to look at the subject from a different angle as it were.

THE ENDOCRINES

Their Importance to the Educator

BY

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That education is a co-operative enterprise is realised by all; But the part played in it by the medical man and the psychiatrist is not sufficiently recognised by everyone. The main task of the educator is to guarantee a more adequate training of the developing mind; and the first business is to determine the nature of the personality of the child, because it is that which insures his amenability to training. Willingness to learn, interest in school work, intelligence, initiative, and co-operativeness—these must be guaranteed if instruction is to be effective. But these are personality traits, which modern researches in the anatomy and physiology of the human organism prove to be dependant upon the internal secretions of the endocrine glands. Since these glands are the real controllers and regulators of the intellectual growth and the character-formation of human beings, a study of endocrinology and its bearing on education becomes an indispensable preparation for the teacher. Co-operation between the endocrinologist and the educator is necessary to prevent needless waste of time and money, and to avoid the numberless neuroses and other mental abnormalities which mar the lives of many an adult. One of the most momentous discoveries of the present century is that man is a creature of the endocrine secretions, that emotions are conditions of the blood produced by these glandular products, that without adrenals we could not be angry, and that without proper thyroids we become idiots. The endocrine secretions are the true foundation of the instincts, intelligence, disposition, and the character of the individual. They constitute the basis and development of the inherent powers of the individual, and direct and guide his physical and mental growth. In a word, they are the reason why and how we behave like human beings.

THE DUCTLESS GLANDS.

There are two kinds of glands in our organism: 1. The duct glands like the salivary, sweat, tear, liver and kidneys. 2. The ductless glands or endocrine glands whose secretions are called the "hormones". Of these ductless glands, the most important for our present purpose are the thyroids, the adrenals, the thymus, the pituitary, the pineal and the gonads. From the point of view of character-formation and growth of intelligence, it should be noted that the function of these various glands plays a very important part in the consciousness of the individual. The thyroid glands which are two in number are situated in the lower part of the neck; and their secretion is called "thyroxin" which is necessary for normal brain activity; if it fails, the consciousness of the individual becomes blunted, and his power of concentration is diminished. Deficient thyroid or "hypothyroidism" as it is technically called, means stunted growth, sluggishness and idiocy. The individual loses the power of concentration, and becomes dull, indifferent and insensitive to the usual calls of life. Such a man is called a "cretin". He

is usually deformed, dwarfish, helplessly stupid, and possesses only the intelligence of a three or four year old child. He is lazy, slow, taciturn, unusually sleepy, and incapable of learning. He has a very poor memory, and grows to be a confirmed idiot. In such cases the patient is cured of his cretinism by the administration of thyroid extract from a sheep or goat which results in remarkable mental growth and increase of intelligence. But the treatment to be effective must be commenced very early in life, preferably in the early years of childhood. Thus the capacity for education, the ability to learn, quick thinking and sustained mental activity are all due to the proper functioning of the thyroid glands.

The adrenals are two little glands that lie near the kidneys. They have an intimate connection with such emotions as anger. "Adrenin" is the name given to this secretion. It has a tonic influence on the nervous system: it hastens and strengthens the action of the heart. It splits the glycogen in the liver and sets it free in the bloodstream. Consequently the muscles of the limbs are enabled to work with unusual energy. Adrenin protects them against fatigue, thus making them capable of greater activity. The fighting instinct, the competitive zeal, the spirit of rivalry, and the preparedness for any combat are all generated by the adrenal glands. Adrenal deficiency produces fatigability, loss of appetite, lack of zest for life, mental instability, timidity and cowardice.

The thymus which lies in the chest covering the upper portion of the heart is the gland of childhood, par excellence, and regulates and directs the process of childhood. It functions till the 6th or the 7th year, and then atrophies. It keeps under check the sex glands and makes the children childish.

The pituitary gland which is located underneath the brain is the gland of intellectuality. Conceptual thinking, abstract ideas, mathematical ability and general growth of intelligence are governed by the secretion of this gland. Moral strength, self control and intellectual activity are nurtured by this endocrine. Curiosity which is the invariable root of all science, philosophy and religion is impelled and sustained by this ductless gland: further researches in the chemistry of this secretion are sure to throw greater light on the nature and growth of intelligence.

Thus man's mental and bodily life may be said to be governed by these glands. The harmonious functioning of these hormones constitutes the integrity of personality. Perceptive powers, memory, logical thought, emotional expression, imagination, and creative thinking are facilitated and maintained by these internal secretions. In short the essence of man's nature is to be found in his endocrine secretions. Insanity, manic depressions, delusions, obsessions and various other pathological alterations of personality are to-day explained in terms of the disturbed activity of the endocrine glands.

APPLICATIONS.

Now these facts point out clearly that it is essential for the educator to take stock of the make-up of the children, their native constitution, their inherent powers and their endocrinal endowment. Laziness, dullness and fatigue must be interpreted as the effects of faulty adrenals, naughtiness, obstinacy and restlessness of thyroid irregularity, and stupidity, inability to think coherently and lack of creative imagination of pituitary troubles. With the help of an experienced doctor who is a specialist in endocrinology, the educator must ascertain the children's capacity for education, and take steps to

eradicate the defects that may be detected in them. Intelligence tests and endocrinal examinations are essential for preventing heart-rending waste of energy, time and money in the case of defective children. Again a thorough insight into the endocrinal make-up of children will be useful in the choice of suitable professions, and thus help to avoid misfits and failures in life. Since fatigue is due to endocrine deficiency, business firms and industrial organisations should see to it that they do not entertain men with such defects. A post that requires ready wit, quick thought and alert body should not be filled up by one who is defective in his thyroids. To manage an office, to control men, and to get work done, it would be futile to appoint a man who is faulty in his adrenals. Endocrinology is still in its infancy; but the progress made in it so far makes us bold to hope that the day is not far off when it would be possible by means of X-ray and other appliances to detect the deficiencies and excesses of the endocrine secretions in young children and to remedy their consequential effects by appropriate treatment. Along with the engineering of the forces of external nature, there must also be an equally efficient engineering of human nature if the goal of civilisation is to be realised. The eradication of feeble-mindedness, delinquency, crime and disintegrated personalities will be possible only when we have attained a thorough knowledge of the nature of the endocrine secretions and their influence on the character and behaviour of individuals.

HUMAN PERSONALITY IN THE MAKING OF NEW MEN AND WOMEN

MADAME MARIA MONTESSORI

The world of education is still dominated by vague ideas expressed in words of uncertain meaning. Despite the contributions of science—most of which derive from medicine and have been available since the end of the last century—pedagogy has remained rather like a ship in the leeway. Meanwhile the social sea round about becomes ever more stormy and menacing.

The explanation is that science with its rigorous procedure has really remained outside educational practice. It has been little more than a counsellor to powers which have not yet ceded their rights. These still remain attached fundamentally to philosophical conceptions, the history of which has passed slowly in succession through a series of ideals going back to the Greeks.

If we remember that universal education only began after the French Revolution when public instruction was proclaimed as one of the rights of man, a profound contrast must appear between the world of ideas and that of facts. If civilisation has made tremendous strides lately, this has been entirely due to the scientific research and discovery. Progress in ideas, however, depended always on the efforts of a few exceptional people.

Hardly any name among the builders of the modern world belongs to educational history. Students of pedagogy are forced back to names of the remote past and with this preparation undertake the most important work of our time—the formation of man.

THE HEAD AND THE HAND

Almost everyone leaving school, whatever his age, feels like a stranger in the practical life awaiting him and has to start his education afresh. He then adapts himself, as well as he can, to the mechanical side of work, but never to the new spirit, to the grandeur of to-day which needs the united efforts of a mankind raised far above the level which used to be sufficient. In fact the signs of modernity in any school are the opportunities it provides for technical training, and almost the whole of education is divided into two sides, classical and modern—like the head and the hand—which create between them two separate types of citizens. Those responsible for the education of the head are totally submerged in the ancient world; the others are little more than adjuncts to the machines; masters of the new forces unleashed by science to increase production from the earth.

What is really needed is a reformed preparation of man in himself; a conscious, precise and therefore sure means of raising the human personality. The world of machinery surely does not need human machines also to work it, but it needs superior men whose spirit can dominate mechanical civilisation to lead it to the higher aims of progress.

THE WHEELS OF THE MACHINE

If we leave the present situation unchanged, do we not risk moving to a disaster as great as those which happen every day in the world, when

some unfortunate and careless victim is caught in the wheels of a machine? Undoubtedly the danger is that the immense productive power of our civilisation may catch, carry, and tear mankind in its wheels; and this owing merely to the carelessness which comes from a lowered condition of vitality.

To raise man, to make an individual of strong character, is in fact the dominant idea in what is now called everywhere the "new education". But here there is a tragic misunderstanding. What we are permitting to enter the school is only "the modern idea". It stands there along with ancient ideas. It is as if on the Greek Pantheon were placed a statue of Christ among the idols of antiquity—formal honour being paid to it without putting Christianity into practice.

The school is like an ancient kingdom of well established order, ready to fight for the conservation of its customs and independence.

DANGEROUS FLAWS IN THE SOCIAL FABRIC

It puts science like a guest to be recognised and honoured, but retains its own authority. And the existence of this lower kingdom reserved for childhood and youth, side by side with the mighty empire of machinery that physics and chemistry have created, constitutes one of the most dangerous laws in the social fabric of our day.

In the kingdom of the school there rules a non-existent past—just the dead of civilisations and of persons long dead. Lacking the force of life and of reality, all becomes based upon vague conceptions and confused judgments, which effectively sacrifice the new generations.

The reform of the school ought to put human personality in the first place, so that new men shall be able to command the blind forces of Nature, subduing them to the spirit of man. Then only can the splendid material progress of our age become ordered in a beneficent and balanced harmony. Only one thing is truly needed—for the school to make new men; since the earth is already filled with the products of progress, and these have merely to be used humanly to make the world afresh.

(The Schoolmaster and Woman Teachers' Chronicle, Thursday, September 5, 1935.)

INDIAN ADULT SCHOOL MOVEMENT

BY

ERNEST CHAMPNESS.

National Adult School Union, London.

I am writing to you at the suggestion of Professor N. Subrahmanyam of your city, regarding the desire of the Adult School Movement to do some work which shall be of benefit to the peoples of India, Burma and Ceylon.

I will commence by giving a few words of explanation of the work of the National Adult School Movement here. The first Adult School was established in England, in 1798, for the purpose of teaching reading—and later, writing—to adults. The Bible was used as the textbook. When the improvements in general education made this kind of work unnecessary, other and wider forms of work were introduced, but during the whole history of the Movement adult educational and social work has been done with a spiritual background.

For over twenty years an annual Handbook has been published. This Handbook contains a "lesson" for each week of the year. These lessons are written in such a way as to evoke discussion and encourage study, and a great variety of subjects are dealt with by the compilers.

The Adult School Movement is non-political and non-sectarian, and it aims at including all types of people among its members. A considerable number of the leaders of the Adult School Movement are members of the Society of Friends.

It is fully realised that any Indian Adult School Movement would have to be formed and run on lines which are suited to the genius of the Indian peoples. After consultation with a large number of people who possess a special knowledge of India, I have decided to put forward the proposals mentioned below as a basis for discussion and further investigation—not as a final scheme.

1. "Study Adult Schools" should be established in the towns of India; in particular, where there is a University, or a College. The two-fold purpose of such Study Adult Schools would be:
 - A. To create a passion for adult educational and uplift work, especially among students.
 - B. To study, among other things, the best methods by which such uplift work could be carried out in the towns and villages of India.

For the use of such "Study Adult Schools" a Handbook would be published in English, thus giving it an all-India circulation. The articles, or lessons, in this Handbook would deal mainly with matters connected with social uplift and would be written by people having a special knowledge of the subject on which they write.

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2. "People's Schools" should be formed in the towns and villages of India to carry out the ideals and methods which have been studied in the Study Adult Schools.

The desire of the Adult School Movement is to co-operate with other organisations as far as this may be possible and to maintain a spiritual background for the educational and uplift work, at the same time making appeal to Indians irrespective of communal divisions. Several promises of co-operation have been received from important bodies in the East.

I should very much like to learn your opinions regarding the scheme outlined above. Any suggestions which you may care to offer will be welcomed by me. If you would like any further particulars, I shall be very pleased to let you have same.

A DRAFT SCHEME FOR A HANDBOOK FOR THE USE OF "STUDY ADULT SCHOOLS" IN INDIA, BURMA AND CEYLON

(Subject to considerable alteration.)

It is proposed to place at the top of each "lesson" a quotation or quotations from the sayings, etc., of the great teachers of the world. Each "lesson" should contain a short list of any suitable books (English and/or Vernacular) relating to the subject, and several questions framed to stimulate thought and discussion.

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THE USE OF THE PROJECT METHOD

1. Urban Problems.

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1. The Background of the Past.
2. The Work of Sen.

LEADERS AND THINKERS

3. An Indian Woman Leader.
4. Jane Addams.

STUDY OF SOME INDIAN EDUCATIONAL WORK

- 1.
- 2.
- 3.

WOMEN'S WORK IN INDIA

- 1.
- 2.
- 3.

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1. Its Origin.
2. Modern Developments.
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- 1.
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5. Bose.
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THE STRUGGLE AGAINST ILLITERACY IN:

1. Japan.
2. Turkey.
3. West Africa.

THE LEAGUE OF NATIONS AND INDIA

1. The Need for a League of Nations.
2. The League and Indian Problems.
3. The I.L.O. and Indian Labour Conditions.

THE WAR AGAINST MALARIA

1. The Causes of Malaria.
2. The Battle for its Destruction.

THE USE OF VISUAL METHODS IN ADULT EDUCATION

- 1.
- 2.

LEADERS AND THINKERS

- 7.
8. Kingsley.

LINGUISTIC EXPERIMENTS IN THE PHILIPPINES

- 1.
- 2.
- 3.

ADULT EDUCATION PROGRAM OF THE NEW YORK EDUCATION DEPARTMENT

BY

A. P. FLEMING
Albany, N. Y.

In the endeavour to provide relief for the unemployed white-collar worker the New York State Education Department, during the past three years, has ordered and organized and administered an emergency adult education programme, financed by relief funds from the State Temporary Emergency Relief Administration, that has made it possible to employ several thousands of professionally trained architects, engineers, artists, musicians, teachers and others and, at the same time, to supply large numbers of unemployed adults with additional educational and recreational opportunities.

The magnitude of this problem is not generally comprehended in India. In New York State alone, in February 1935, there were nearly 600,000 family groups and non-family persons receiving relief. Estimated on the basis of persons this means that over 2¼ millions in New York State were then receiving financial assistance. Among this group were large numbers of professionally trained people who were qualified to teach unemployed young people and adults.

THE PROBLEM OF THE UNEMPLOYED YOUTH

There are approximately 600,000 young people in New York State between the ages of 16 and 24 who are neither in school nor at work. Under normal economic conditions a majority of them would be at work acquiring the skills and technical training of a vocation, or continuing their education in a general college or a professional or technical school. Their outlook is dismal. In many instances they no longer have the ambition or interest to do any constructive work. They feel that they are being shouldered aside for others and they have some justification for this feeling. While work relief is being furnished to heads of families and to old people with dependents, unemployed youth, since 1929, has scarcely been considered in the development of 'made work' projects. Employers in America often feel that the young people of to-day lack the habits of workmanship possessed by those of an earlier generation and turn to the worker between 25 and 45 when they have jobs to offer.

American youth is beginning to get out of patience with this treatment and to become disgruntled and morose. In one small city in Up-state New York two jobs were announced by the local employment office. Over a thousand men applied for them, of which number 75 were under 21 years of age. The secretary of the employment office stated that the young men "looked discouraged and sullen."

Thousands of these young people have been unemployed for two years or more. They have never been subjected to the discipline of employment. Very few of them have any money for clothes, amusement or the so-called creature comforts that the sociologists talk about. Only a few communities have organized educational or recreational opportunities to meet their needs. In them the habits of idleness are becoming fixed. Is it any wonder that they become discouraged, join gangs or become tramps?

One of the serious aspects of this problem is the failure of unemployed youth to acquire the skills and training leading to adult employment. Under normal conditions these young people, between the ages of 17 and 24, would have acquired as apprentices and learners, the skills and training necessary for employment. At the ages of 23 or 24 they would have been ready to marry, establish homes and become self supporting citizens. Now, at these ages, they find themselves without training and without jobs. While it is true the training necessary for many semi-skilled jobs can be required in a short time, it is no less true that the training for a skilled occupation, such as a tool maker, electrician or printer, requires a longer period of four or five years.

The problem is a serious one, not only from the standpoint of the youth but also from that of the state. Many employers in America predict that the virtually complete termination of apprenticeship and other plant-training programs during the past five years will result, in the future, in a serious shortage of workers in certain of the skilled trades.

The unemployed high school graduate has also a problem. A survey of this group made by the New York State Education Department, in the fall of 1934, revealed the fact that 16,000 of the June 1934 class desired to go to college but were financially unable to do so. Between 35,000 and 40,000 high school graduates in New York State are neither at work or in school. If given the opportunity the majority of them would enrol for educational courses to meet their needs.

Some economists predict that the rapid technological development in virtually every industry will make it impossible, even with the return of normal business conditions, to re-employ millions of the unemployed. It is felt that employers will continue to give preference in employment to older persons with dependents. If these predictions are true steps will have to be taken to provide these young people with training that will fit them for the kind of jobs that will become available with the return of "good times."

POSSIBLE SERVICE FOR UNEMPLOYED YOUTH

The experience of the New York State Education Department in administering a program in emergency adult education has demonstrated the value of certain services for unemployed youth. Their faith in themselves must be restored. For over four years some of these young people have been trying to find a place in a world that appears to want to get along without them. They must have it impressed upon them that economic maladjustment and not lack of ability to do the job has been responsible for their failure to find employment. Once they are able to make a true appraisal of values they will begin to regain confidence in themselves and faith in the world. It is necessary, too, to arouse the public interest in this group so that a constructive program can be secured for them.

A counselling service is needed to meet their needs. These young people are discouraged and need to unburden their minds to some one with a sympathetic understanding who will listen, give them sound advice and help them to regain their morale. They need a counselling service that will enable them to evaluate their aptitudes, abilities and interests and one that will assist them in making the best possible uses of their enforced leisure time. They need guidance and training that will enable them to fit into more than one situation, rather than a training for an occupation that will keep them in one groove.

New York State now has 21 Emergency Collegiate Centres with an enrolment of 3,000 students, offering without cost, two years of liberal arts

training for qualified high school graduates who are financially unable to attend the regular colleges. This is a part of the Emergency Adult Education Program being maintained by the State.

Adult education in the State of New York offers unlimited opportunities for development, especially in the service of unemployed youth. Training for industry requires a long period of preparation educationally. The age of beginning employment in America now ranges from 18 to 20 years instead of 15 to 16 as formerly. The number of technical jobs tends to increase and that of handicraft jobs to lessen. Even the semi-skilled man, tending a machine needs education along social lines to help him make a wise choice of his leisure time, or to understand our modern social life.

The education, interests and needs of these young people differ widely. Some have only a grade school education; others have been graduated from high schools and still others have been trained in the professions. Again, many of them are interested in vocational training; others in cultural courses, and still others in avocations such as music, art, dramatics and allied subjects.

Organised recreation has an almost universal appeal for young people. It may differ widely in form but providing it is wholesome it will go far to build up morale. Young people who are out of work have little if anything to spend on recreation and yet they need a well balanced program. The programs that have been organized and made a part of the emergency adult education movement have been unusually successful. In a small city in New York State over half the adult population participated, during the summer of 1934, in a recreation program. In a small village of three thousand not a single case of crime or delinquency has occurred among the young people and this has been due largely to a recreational program put into operation in that community.

The development by industry of apprentice training should be one phase of any program that is planned for unemployed youth. Unless this training is provided it will be impossible for many of these young people to become skilled workers. Unfortunately, a majority of the apprentice training programs has been discontinued during the depression and, as a result, very few persons are being trained by industry to replace the skilled workers who have retired or who have become too old to reenter industrial employment.

Many other local and state services can be mobilized to assist in meeting the needs of unemployed young people. The Y. M. C. A. and other social agencies, employment bureaus, the church and the home can all play their part in devising ways and means to help. On the financial side the educational program for these young people has been maintained by the Federal government acting through the New York State Emergency Relief Administration. The money has been expended by the New York State Education Department. The allocation of money for programs after June 30 is now being determined in Washington.

In the final analysis the responsibility for developing various types of services to help unemployed youth rests upon the community. Committees of local officials, representatives of civic organizations and interested citizens can study local problems and determine community needs. It may be more difficult to plan a program for unemployed young people than it is to build a park, repave a street or engage in slum clearance under government 'made work' projects, but the returns to the community will be vastly greater. They will be measured in improved morale, decreased delinquency and crime and increased interest in preparing for the duties of citizenship.

PUPIL-TEACHER'S SECTION.

"ALL PASUMALAI CLEAN UP DAY"

BY

V. JEYAMONIE JOSEPH.

Secondary Grade Senior, A. M. Training School, Pasumalai, Madura Dt.

The Health Week at Pasumalai was celebrated with much eclat from the 21st August till the 24th. Amidst the various items of the programme concerned with the celebrations, an "All Pasumalai Clean Up Day" was first and foremost.

'All Pasumalai Clean Up Day' was carried out by the boys and staff of the High and Training Schools here. We undertook the task of cleaning not only Pasumalai but neighbouring villages as well. Our sole motive in doing so, was to encourage the residents of those villages to keep their surroundings spick and span with a view to avoiding contagious diseases which otherwise will visit the houses periodically.

'All Pasumalai Clean Up Day' commenced at 6 a.m., on the first day of the exhibition and lasted for four hours. All Pasumalai students and staff enjoyed the privilege of participating in the 'clean up' day. The students were divided in several groups according to their class. Leaders were elected and the place to be cleaned for every group was assigned. Preliminary preparations were made by the captains of the respective groups to make the "clean up" a complete success. The members of the staff worked with the respective groups.

We rose from our beds that day much earlier than usual and got the necessary instruments. The sweet incense breathing morn was very inspiring and charming that day. Every one of us was fired with enthusiasm and in no time everything was ready for a start. Our organs of locomotion instinctively propelled us to our respective places.

We, the secondary senior men, enjoyed the privilege of helping clean in a suburb of Pasumalai. When the work was in progress, for sometime a group of men flocked round us, carefully supervising our work; but a number of women appreciated the work done by us. This idle supervision soon disappeared. But after sometime, to our surprise, we saw many hurriedly sweeping their surroundings with a view to avoiding our coming there. Some boys of school-going age assisted us with ecstasy. By our practical work many a man realised the value of keeping everything clean. These people were further enlightened in that sphere by the Health Exhibition and Baby show.

It is my honest belief that by God's help we will maintain the same enthusiasm wherever we go and put forth our best efforts to promote public health.

THE S. I. T. U. DEPUTATION TO THE D. P. I.

A deputation of the South India Teachers' Union consisting of Messrs. M. S. Sabhesan, M. G. Kuolt, T. P. Srinivasavaradan, S. Natarajan, S. T. Ramanuja Iyengar and K. S. Chengalroya Iyer was led by Mr. M. S. Sabhesan in the unavoidable absence of Mr. S. K. Yegnanarayana Iyer.

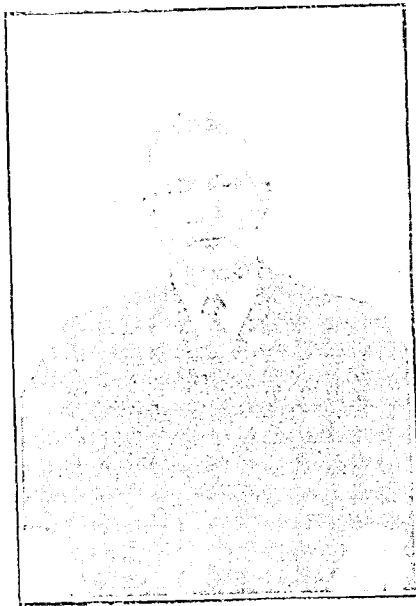
The Director received the deputation at 3 p.m. on 13-9-1935 in his office. After introduction of the members of the deputation, the substance of the memorandum was explained by the leader of the deputation. At the outset the Director of Public Instruction wanted to know whether the Union consisted of women teachers also and he was told that the Union membership was open to all teachers, men and women, and that the Union to-day included a small percentage of women teachers in the city of Madras and in the major mofussil centres.

While on the question of abuses prevailing in aided institutions, the Director stated that the Department had no adequate information in its possession, and that, even in the cases brought to its notice, there were difficulties in the matter proving these allegations. The Director found it difficult to understand how teachers could themselves be a party to some of the objectionable practices. He also said that he had heard of teachers offering themselves on lower salaries in the hope that they might earn some money from private tuition. He felt that it might not be possible to do much when teachers did not choose to complain and even acquiesced in the practice of signing for higher salaries when they received lower amounts. It was pointed out that teachers were in a helpless position and that they became parties to abuses owing to pressure from the manager and owing to the fear of unemployment. It was urged on behalf of the deputation that it must be possible for the department to fix reasonable salaries and maintain proper standards.

On the question of making specific rules regarding leave, termination of services, etc., the Director pointed out that there was the danger of well-disposed managements being compelled to be strict in the enforcement of the rules. The deputation admitted that such a thing might be possible but it urged that the rules would, on the whole, prove beneficial to the large body of teachers who required protection. Teachers looked to the Director to safeguard their interest as was done by the heads of other departments.

The Director of Public Instruction then said that managements might close their schools if they were not given adequate freedom and that teachers might then be thrown out of employment. The deputation explained that it would not be undesirable to close bad schools in any case and that it was incumbent on the part of the Department to exercise proper control over managements. In this connection it was also suggested as a remedy that the Department might seriously consider the possibility of having the management of schools entrusted to a committee of teachers with the District Educational Officer as Chairman if the existing school committee be unable to find funds and to run the school on sound lines.

There was then a discussion about the excess of fee income over the standard rates of school fees collected by many managements. The depu-



MR. H. F. SAUNDERS, M.A., I.E.S.
Director of Public Instruction, Madras.

tation pointed out that matters had not improved even after the increase of fee-rate and that it was necessary to consider the recommendations of Mr. Statham in regard to the revision of the Grant-in-aid code. The Director remarked that it was necessary for schools to build up a reserve. It was pointed out that the building up of a reserve was not possible for many managements under the system of the award of grants in vogue. The deputation then referred to the award of grants with reference to aided elementary education whereby aided education authorities did not receive adequate grants owing to the allotted grants falling short of assessed grants. The Director agreed that it was a restriction. When the deputation urged for more grants for secondary education, the Director pointed out that the Department did try to get more, but unfortunately there was no increased provision for education in the budget.

On the question of the revision of the Grant-in-Aid Code, the Director said that the Department was doing its best by making half grants and he wished to know how the managements could be made to find the other half. The deputation pointed out that the Department should prevail upon managements to be keen on securing endowments a point which the Director said was always kept in mind in considering recognitions of secondary schools. It was also urged that the expenditure on the reserve staff should be treated as a legitimate item of expenditure in the financial statement and that the Department might consider this suggestion that the initial salaries of teachers in schools be paid by the managements while incremental charges be met by the Government teaching grant.

On the question of introduction of minimum scales, the Director pointed out that there was the danger of scales in good schools being cut down in conformity with the minimum scales. While admitting that danger, the deputation pointed out that good schools would continue to maintain the standards associated with them and that the minimum was intended to prevent unscrupulous employers from giving salaries which were below minimum standards.

In regard to the settlement of disputes arising out of the working of the contract, the Director wanted to know whether any of the Secondary Education Boards had so far taken cognisance of such disputes. It was pointed out that the Coimbatore District Secondary Education Board considered a dispute between the management and some of the teachers of the Mahajana High School, Erode, but its decision could not be enforced. The Director thought that the Secondary Education Boards might perhaps be given some more powers to function as Arbitration Boards.

Reference was also made by the deputation to the maintenance of a Registry of teachers on the lines of the Royal Society of Teachers in England, in view of the fact there were unscrupulous managements who were employing pensioners, people who had closed up their Provident fund accounts, honorary teachers and sometimes even dismissed people of other professions.

The discussion over, the Director agreed that something should be done for teachers but it was rather difficult to do all that the Department might wish to do, because it was being pulled on the one side by the managements and on the other it was deterred by the question of money-bags. He was willing to do all that was possible to be done.

The deputation thanked the Director for the patient hearing he gave them and then withdrew at 4-30 p.m.

FROM OUR ASSOCIATIONS

THE INAUGURAL FUNCTION OF THE STUDENTS' LITERARY AND DEBATING SOCIETY, V. M. HIGH SCHOOL, BODINAYAKANUR

The inaugural meeting of the above society was held at 4-30 p.m. on Saturday the 7th September 1935 in the school hall. A large gathering of officials, merchants and parents including the Zamindar of Bodinayakanur, Rao Sahib A. S. Alaganan Chettiar, M.L.C., and S. A. Rangaswami Chettiar, Vice-President, District Board, Madura, was present. S. A. Alaganan Esq., of the Loughborough College of Engineering (England), presided.

After an invocation song sung by a student-member Mr. S. C. Sethuram, B.A. (Cantab), another old boy of the school, then delivered the inaugural address. He began by narrating some of his experiences in Cambridge. In the course of his lecture he pointed out that no discrimination was shown at all in the public schools between the sons of the rich and the poor parents. In conclusion the lecturer appealed to the members of the association to cultivate the traits of the western countries in the literary society meetings and in the games fields.

Mr. S. Perumal, an old student, then entertained the audience with vocal music. The president wound up the proceedings with a few remarks. After thanksgiving by M.R.Ry Y. Viswanatha Iyer Acl., Headmaster of the school, the function terminated at 6-30 p.m.

PRESENTATION CONVENT, PERIAKULAM.

The prize giving function of the Presentation Convent was held in the evening of the 26th September 1935. M.R.Ry. Rao Sahib P. S. Nallaswami Naidu Garu presided.

After a fascinating welcome song by the children, tournaments in Badminton and Ring Tennis were commenced almost simultaneously.

The next item of the day's programme was an address by Mr. M. R. Rangaswami Iyengar, Headmaster of the local Board High School.

Rev. Mother Bernard then read a brief report of the school setting forth the aims of the institution.

The president next gave away the cups, medals and prizes to the various winners. He congratulated all the children who won prizes and medals on their efficiency and success.

Rev. Mother Bernard thanked those who were present and with the singing of the National Anthem, the function came to a happy termination. Rao Sahib P. S. Nallaswami Naidu Garu gave a special donation for treat to children.

The staff and pupils of the Victoria Memorial Board High School, Periyakulam, met in the Central Hall of the school, on the 26th, when touching references were made by Mr. M. R. Rangasami Ayyangar, M.A., L.T., Headmaster, relating to the incalculable services rendered by R. Foulkes Esq., O.B.E., M.L.C., to the District of Madura in his capacity as President, District Board, for a long period of thirteen years, especially in the promotion of education and public health.

TEACHERS' ASSOCIATION, THE VICTORIAL MEMORIAL BOARD HIGH SCHOOL, PERIYAKULAM.

A special meeting of the Teachers' Association, The Victoria Memorial Board High School, Periyakulam, was held on 24-9-1935 with Mr. M. R. Rangaswamy Ayyangar, Headmaster, in the chair.

It was first resolved to celebrate the Education Week at Periyakulam in a suitable manner from 14-10-1935 to 20-10-1935.

The procedure adopted by the South India Teachers' Union relating to the adoption of candidates for election to the Senate from the Registered Graduates' Constituency as well as candidates for both the Academic Council and Senate from the Headmasters' Constituency, was approved. It was also resolved to appeal to all teacher-voters and Headmasters to vote solidly for the South India Teachers' Union candidates and thereby demonstrate to the public the solidarity of the teaching profession.

The G.O. relating to the revised scale of pay for teachers employed under District Boards and Municipalities was next considered. It was resolved to request the Government of Madras to place the scales of pay of teachers employed under Local Boards on a level with those obtaining in Government service and request the Chief Minister to give effect to the memorandum submitted by the South India Teachers' Union in respect of the formation of a Representation Committee for the revision of scales of pay.

TEACHERS' ASSOCIATION, BOARD HIGH SCHOOL, PUTTUR, SOUTH KANARA

Proceedings of the General Body Meeting held on 12-9-1935.

1. This meeting of the Teachers' Association, Board High School, Puttur, thanks the Honourable the Chief Minister for bettering the scales of pay of Pandits, Commercial Instructors and Physical Training Instructors.

2. This meeting of the Teachers' Association places on record its deep sense of gratitude to the Honourable the Chief Minister, for granting the excess over the maximum of the revised scales of pay as provided for in G.O. No. 4619 dated 20-10-1934, as personal pay to all the teachers who were drawing more than the maximum, when the revised scales were introduced.

3. This meeting of the Teachers' Association begs to represent that G.O. No. M. S. 3529 L. & M. dated 31-8-1935 issued in pursuance of the Honourable the Chief Minister's assurance that it was not the intention of the G.O. No. 4619 dated 20-10-1934 to prejudicially affect the present incumbents, benefits only a few who happened to be drawing more than the maximum of the revised scale, and affords no redress to a very large number of existing incumbents who entered the Department on same condition of service as the others, who were benefitted and therefore requests the Honourable the Chief Minister to reconsider his decision about granting old scales of pay to existing incumbents and grant them the scales of pay they were enjoying prior to the revision of scales.

4. This meeting considers that the scales of pay provided for District Board High School Teachers in G.O. No. 4619 dated 20-10-1934 are very inadequate, and prays the Honourable the Chief Minister to sanction them the same scale of pay as are granted for the same kind of work to teachers in Government service.

KANDUKUR

At a special meeting of the Teachers' Association, Board High School, Kandukur, the following resolutions were passed:—

This Association, while expressing its thanks to the Hon. the Chief Minister to the Government of Madras, for the revision effected in the scales of pay of Pundits, etc., in the Board Secondary schools in the Presidency, prays:

- (a) that all Pundits be placed on the same grade of pay,
- (b) that the following scales of pay be considered for adoption:—

1. Headmasters of High Schools, Rs. 150-10 2-200.
2. Collegiate Trained Teachers, Rs. 75-5 2-100-100-10 2-150.
3. Secondary Grade Teachers, Commercial Instructors and Pundits, Rs. 45-3 2-75.
4. Drawing Masters, Physical and Weaving Instructors, Rs. 40-3 2-70.

SCHOOL EXCURSIONS

A party of 26 pupils and teachers of the L. M. C. High school, Shiyali, went on an excursion to Gingee and Pondicherry during the mid-term holidays.

A party of students and teachers of the Hindu High School, Triplicane, went on an excursion to Bangalore, Mysore and other places during the Dasara holidays.

The party consisting of 33 students and four teachers left Madras for Mysore on the 29th September 1935. The following places were visited:—The Zoological gardens, the Chamundi Hills and the Chamundeswari temple on it, the front part of the palace illuminated and the exhibition; the Krishnarajasagara Dam, the terrace gardens called 'Brindavan' the fascinating fountains of Brindavan, and the illuminated pavilion there; at Seringapatam, the bathing ghat, the strange vibrating De Havilland Arch, the summer palace of Tipu Sultan and the Gumbaz; the Somnathpur temple, a gem of medieval Indian Art, and an example of Hoysala style of architecture; the confluence of the rivers Kapila and Cauveri at Sivasamudram the northern water falls of the river Cauvery, the Diversion Dam, the intake works and the hydro-electric works; at Bangalore the Indian Institute of Science, the Mysore Government Porcelain and Soap factories, the temple of Basvanguadi, the City Market and Lal Bagh. The party returned to Madras on Friday the 4th instant.

Another excursion was conducted by the students and teachers of the Madras Christian College High School, Madras, during the Michaelmas holidays. The party visited Bangalore, Salem and other places.

OUR LETTER BOX

THE NORTH ARCOT GUILD.

Sir,

My attention has been drawn to your note under the above caption in the September issue of the South Indian Teacher. I find that the withdrawn resolution of the above guild in page 498 talks of the "tone" of the communication of the member, and the editorial, without any reference to me, as the subject matter of discussion, talks of "strong language". While I agree that my intention was not to cast "any reflection on the guild or its executive", I submit the phrase "cared to supply" is used in the context to mean "provide information". I am at a loss to know what is wrong with the tone or language of the much debated statement, particularly after the frank exchange of views in the matter between the President of the North Arcot Teachers' Guild and myself in the last Working Committee meeting. The member for organisation has been enough a public worker to withstand attacks where they appear to be result of considerable "feeling".

MEMBER FOR ORGANISATION.

THE TEACHERS' BOOKSHELF

Headway Biographies. General Editor, F. W. Tickner, D.Lit., B.Sc., published by the University of London Press. Local Agents, Messrs. Longmans, Green & Co.

- I. *Some Bible Heroes.*—By R. K. Polkinghorne and M. I. R. Polkinghorne 1 8d.
- II. *Some Famous Women.*—By R. K. Polkinghorne and M. I. R. Polkinghorne 1 8d.
- III. *Some Famous Inventors.*—By F. W. Tickner. 2.
- IV. *Some Famous Statesmen.*—By C. F. Strong. 2.

Numbers I and II are companion volumes to Books I and II of the Headway Junior Histories. Each book deals with about fifteen persons of outstanding importance in its field and is written in the form of short lessons on the person chosen. The language employed is simple and direct and such as could easily be understood by the boys and girls of Higher Grade Elementary or of Secondary Schools for whom the series are intended. At the end of each lesson there are directions for further reading and some questions to test whether the student has read and understood the lesson well.

Number III deals with the Industrial Revolution and later changes due to machinery down to our days and deals with that subject from a human point of view *i.e.*, with the lives of great inventors such as Watt and Stephenson, Marconi and Edison who have been responsible for the revolutionary changes in the economic life of England. Number IV deals with the great politicians and statesmen who played an important part in shaping the history of the world in recent times. Most of them are naturally Englishmen. Metternich, Cavour, Bismarck, Napoleon III and Lincoln represent the Continental and American statesmen. Further exercises are given at the end of the volume instead of at the end of each lesson.

A special word of praise is due to the excellent illustrations, colour plates and those black and white and these have been added to each book in a very generous manner.

These books are sure to become very popular in schools in England for which they are mainly intended; they would be equally popular with the students of the higher forms of our Secondary Schools. We heartily commend them to teachers and students.

S. K. Y.

Other Children's Homes.—By D. M. Forsaith. Published by A & C Black, Ltd.

This is Book I of the graded Geography Series published by Messrs. A & C Black Ltd., and deals with the home and its surroundings in different countries as narrated by the typical boys and girls of different countries. Chandra Kulasinghe, a Sinhalese girl is made to give an account of her home and its surroundings and with a few remarks about her country, Ceylon and similarly boys and girls from Norway and U. S. S. R., Palestine, Japan, South Africa and Australia describe their homes. This creates a live human interest in the countries mentioned and is one of the pleasantest and most effective methods of popularising geography. Every school library should have a copy of this excellent book which is full of illustrations (though it is a pity that none of them is coloured) and which is written in simple language.

S. K. Y.

Plain English.—By John R. Crossland. Books I—IV. Messrs. Collins Clear-Type Press, Glasgow. Indian Agents, Longmans, Green & Co.

The four books forming the series have all been written with a definite purpose which is clearly set forth in the "Foreword to the Teacher" by the author. They are

mainly intended for the non-literary child whose interests are not well looked after in the ordinary text books. What such a child needs is 'simplicity of actual words' used and 'clear expression of thought.' If to these be added "a straightforward description of some concrete object" he would experience no difficulty in mastering his language lessons and gradually more difficult words might be introduced and he would get easily accustomed to them and acquire with ease the facility of using them properly. Hence the subject matter is taken from things that every child would see round about him in every day life and each lesson is well illustrated and is followed by aids to further linguistic study by way of suggestive questions and exercises in language work and composition.

S. K. Y.

'A Juicy Orange', 'A cup of tea', 'A postage stamp', 'My new tooth-brush', 'A looking glass', 'A spoonful of codliver oil' are some of the titles of lessons in the first two courses. The subjects become a little more difficult in the later books of the series and there are lessons about 'A sheet of newspaper', 'A postal order', 'Big-Ben', 'A vacuum flask', 'A chemical fire extinguisher', 'Putting in a new fuse' etc. in the advanced readers. A good deal of general knowledge would also be gathered by the careful student if he goes through the course carefully.

A special word of praise is due to the fine illustrations and the descriptive captions which make the study of lessons easy and interesting.

The books are intended for English boys and girls and they are admirably fitted for the purpose. We cannot help wishing that similar readers be written for the use of Indian boys and girls dealing with topics familiar to our children, but following the same method which a good student of child psychology would pronounce to be the right method for reusing the interest of the non-literary child.

S.K.Y.

Selections for Silent Reading, compiled by Morgan and Nicholson. Published by Robert Gibson & Sons, Glasgow. Local Agents Messrs. Longmans Green & Co., Ltd.

This book is intended to "test the pupils powers of observation and concentration and to a certain extent, his intelligence." The plan adopted is to give a passage which may be read in about 10 minutes and to give a series of questions on the passage which the student is expected to answer in about half an hour or so. There are short poems as well as prose passages and they are well graded. Part II contains 15 passages and questions bearing on these are given at the end of the text. This book can be used in our schools to test the powers of our boys and girls in the matter of understanding, intelligently appreciating and reproducing the idea of the extracts of average difficulty. It would be more useful to teachers than to students.

S.K.Y.

Heritage Story Books; arranged by A. G. Hughes, B.Sc., Ph. D., M.Ed., and Pictures by Winifred Townshend; Published by Longmans Green & Co., Ltd.

- | | |
|-----------------------|-------|
| I. Cats and Mice | .. 6d |
| II. Wolves and Bears | .. 6d |
| III. Lions and Tigers | .. 6d |
| IV. Giants and Dwarfs | .. 6d |

These nursery story books dealing with the topics indicated by their titles are written in simple language and are well illustrated. They are sure to be popular with English boys and girls below the age of 10 and they may be used for home study and rapid reading in the lower forms of Indian schools as well.

S.K.Y.

Quentin Durward, simplified by Michael West, M.A., Published by Messrs. Longmans Green & Co., Ltd.

New Method readers of Mr. Michael West are well-known to all teachers of English in India and the book under review is supplementary to New Method Reader No. IV. Words used in the book are all such as have been learnt by one who has worked up to reader IV. The book abridged and rewritten is one of the most popular of Scott's novels and it enables even young boys and girls studying in the lower classes of our high schools to appreciate the substance of the great classic of Scott. The book is very well written divided into chapters which are further subdivided into sections so that students may do the whole book in easy bits. Printing and the general get-up are quite good and the book is sure to be very popular with our young students as it richly deserves to be.

S.K.Y.

Seven Little Plays; by J. G. and M. Endicott. Revised by Michael West. Published by Messrs. Longmans Green & Co., Ltd., Madras.

This is supplementary to Reader I in the New Method Reader series published by Messrs. Longmans under the editorship of Mr. Michael West. It is in the form of 7 little plays which could all be easily staged by the boys and girls of the lower forms in schools.

The plays may be used for home reading as well. The book is evidently intended for English children, but can be put into the hands of Indian children also though at a later stage. Illustrations though few would help children in the matter of getting up appropriate costumes when staging the plays.

S.K.Y.

EDITORIAL

ADULT EDUCATION

We invite the attention of our readers to the letter from Mr. Ernest Champness of the National Adult School Union, London, published elsewhere. The draft scheme for the handbook for the use of study adult schools, we are sure, will be read with considerable interest. At a recent meeting of the several social workers convened by the organising secretary of the Junior Red Cross Branch in Madras, under the chairmanship of Mr. H. Champion, a suggestion was made that a handbook giving all the information needed for social workers should be prepared. We are having in this country many voluntary organisations doing some adult education work each in its respective centre. These activities are not co-ordinated and in many cases do not command sufficient public attention. It should also be stated that in some cases the success of the organisation depends upon the enthusiasm of a single individual in it. It is necessary that in the coming years adult education should find a prominent place in the educational programme of the country. The adults of the land should be educated to acquire skills that will enrich their earning capacity and their usefulness to the society, to spend their leisure hours in pleasant and useful recreational activities and lastly but most important of all, to function as efficient citizens understanding intelligently the rights and implications of that term. As suggested in the letter for an adult education programme to be successful, it must be carried out by persons who are trained to the work. Leaders of society may supply the enthusiasm, the money, the ideas, etc., but it is on the work of the humble teacher that the programme depends largely for its success, and hence these men should be trained to do that work. Study adult schools, for training workers, a network of "Peoples Schools" as suggested in the letter is a great need and we commend the suggestion contained in the letter to our readers. Suggestions for the improvement may be sent to us or to the Adult School Union, London, direct.

THE EDUCATION WEEK

The Central Education Week Committee has rightly decided to invite public attention to the topic 'Education and National Reconstruction' during the Week. It is an all important topic to-day and must certainly engage the attention of all who have the well-being of our nation at heart. The committee in their attractive booklet have set forth the aims of the Education Week and have carefully drawn up a programme for the week. They observe "They (the parents) should be persuaded to think about our schools and their relation to the future more seriously. We are on the eve of great political changes. A greater degree of freedom in the Government of the country is to be conferred on us. Politicians and statesmen have striven their best to introduce a new order in our political and national life. To fit the society to the conditions that would be continually altering hereafter is the task of the school. These changing times are likely to make exacting demands on our schools. Many are the problems which the school and society will have to face immediately. It is possible that a solution for some of these problems may become easy if the school can be made to help its purpose."

It is the desire of the committee that during the week the teachers and the public should meet and consider the functions of the school, if the schools should help to develop an enlightened nation. To this effect we should seri-

ously ask ourselves—are our schools ready at present to perform their function in bringing a better India?—Are they now equipped so as to train healthier and more efficient citizens? Are the curricula of studies in our schools, and the methods of teaching conducive to the development of an A-I people who can efficiently bear the responsibilities of citizenship?

In this issue we have some interesting articles which must certainly make people think seriously on these questions.

Dr. G. S. Arundale has made some thought-provoking observations on our present day educational system. His indictments are irrefutable. It is time that those responsible for education seriously think and plan a system which will be more suited to Indian conditions and Indian needs. Diwan Bahadur K. S. Ramaswami Sastrigal pleads for an educational system that will make education a social and spiritual adventure. Mr. S. Satyamurthi, Dr. G. F. Andrews, and Miss. M. Simons plead for greater emphasis on physical education and promotion of healthful habits. No nation can advance on physical cripples. National vitality is a great factor in national advancement.

The committee is fortunate to have received very encouraging messages appreciating its efforts from His Excellency Lord Erskine and from Mr. F. Mander, president of the World Federation of Education Associations and to hope with His Excellency that the celebration of this year may be attended even with greater success than its fore-runners.

MESSAGE FROM R. G. GRIEVE, ESQ., RETIRED DIRECTOR OF
PUBLIC INSTRUCTION MADRAS.

The Secretary of the South India Teachers' Union has been good enough to ask me for a message in connection with this year's Education Week. Let me first say how pleased I am to hear that the week has become an annual event. Such continuity enhances the value of the celebration and promotes the solidarity of the teaching profession. Education is the key-stone of the arch of Indian progress, and consequently any activity that furthers the efficiency and well-being of the profession is to be welcomed. My long and close connection with it in South India entitles me perhaps to wish God speed to those with whom I worked so long and express a hope that the Education Week will be a complete success.

Oxford,
24-9-'35

(Sd.) R. G. GRIEVE,
Director of Public Instruction, Madras,
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The method adopted is the Reform Method advocated by the Board of Education in their Report on the Teaching of English, and favoured by most modern educationists.

It will be seen that all the selections in the three books are gleaned from works which have a permanent place in the history of English literature.

At the same time these selections are quite easy enough and suitable in other respects for High School classes.

It should also be pointed out that the selections do not consist of scrappy extracts, but each one is self-contained and of sufficient length to interest the pupils for whom they are meant.

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This is an introductory and preliminary book of Grammar and Composition for beginners. It contains about 2000 everyday sentences upon everyday subjects. The drill sentences form a special feature of the book and are designed to be used assiduously for cultivating the pupil's power of expression in simple English.

2. **FIRST LESSONS IN ENGLISH GRAMMAR**. Price As. 6.

An attempt has been made in this book to talk of the beginnings of English Grammar in a simple way direct to the children. It is hoped that the method adopted after considerable deliberation will not prove dry and uninteresting.

Children should be encouraged to make the use of this book a joy to them rather than a task. It is here that the Teacher comes in. The author has done his part of the work, and it will be readily admitted, done it admirably; still much depends on the Teacher who knows his pupils and is on the spot to help them. He will take each lesson and with the help of the black-board follow the method adopted in the book. After this he will help the pupils to work each exercise orally. Before proceeding with the next lesson he will revise the preceding lesson, and select additional suitable sentences from the Reader in use. Thus and thus only he can secure the best results from the use of the book.

3. **THE BEGINNER'S ENGLISH GRAMMAR**. Price As. 8.

It is claimed that this little book of simple English Grammar is far in advance of its predecessors in several respects, which, it is hoped, the experienced teacher will not fail to recognize. There are 98 lessons in the book. Each lesson occupies one page, contains some definite instruction on one single subject, and is self-contained. The sentences selected for instruction, are as a rule, everyday sentences upon everyday subjects. All explanations are couched in very simple language, suitable for Indian children beginning the study of English. The inductive method is followed throughout, as far as possible.

4. **A SIMPLE ENGLISH GRAMMAR ON MODERN LINES**, with 143 Exercises in Grammar and Composition. Price As. 12.

This is an elementary text-book of practical English Grammar for Middle School classes.

It contains abundant illustrative examples upon which the teaching of Grammar is based, and numerous exercises which give the beginners constant practice in the application of what they have learnt.

Thus lessons in Grammar are made intelligible, interesting, and living, so as to make them of practical use in the study of English.

5. **ELEMENTARY GRAMMAR ON MODERN LINES**. Price Re. 1-2.

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6. **A SHORTER ENGLISH GRAMMAR**. Price Re. 1-8.

It is a working-book of practical English Grammar; in other words, it is a text-book of the Grammar of Usage. Hence it treats English Grammar as a help-mate to English Composition. Presents each grammatical topic in a practical, fresh and interesting setting. Contains numerous illustrative examples, and varied exercises which give constant practice in the application of rules of grammar.

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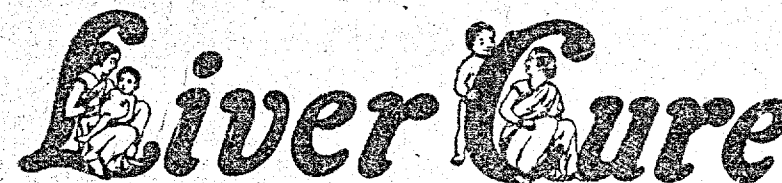
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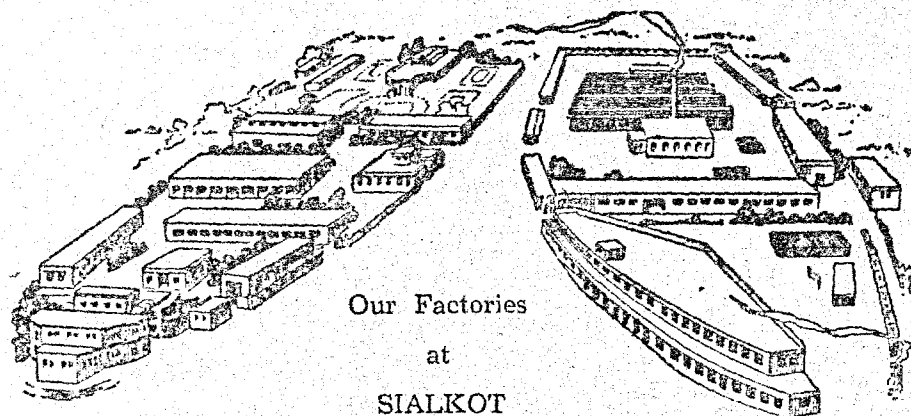
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