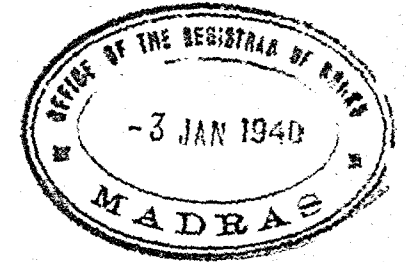


# The South Indian Teacher

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



DECEMBER, 1939

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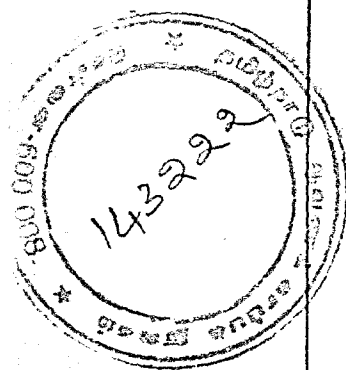
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| Details.                                     | 1933.  | 1934.  | 1935.  | 1936.    | 1937.    | 1938.    |
|----------------------------------------------|--------|--------|--------|----------|----------|----------|
|                                              | Rs.    | Rs.    | Rs.    | Rs.      | Rs.      | Rs.      |
| Benefit Fund                                 | 41,829 | 57,879 | 76,823 | 1,00,477 | 1,17,979 | 1,29,760 |
| Profession Fund                              | 1,664  | 1,860  | 1,766  | 1,961    | 2,186    | 2,348    |
| Reserve Fund                                 | 3,067  | 3,332  | 3,943  | 4,404    | 4,865    | 13,948   |
| Depreciation Reserve (Shares and Securities) | ..     | ..     | ..     | 322      | 680      | 1,027    |
| Loans to Members                             | ..     | 7,568  | 9,262  | 12,983   | 17,543   | 22,896   |
| Total No. of Members                         | 738    | 764    | 838    | 873      | 891      | 999      |
| Total No. of Units                           | 1,116  | 1,171  | 1,348  | 1,438    | 1,496    | 1,735    |
| Average age of new members admitted          | 32     | 31.7   | 32.3   | 32.4     | 31       | 31.6     |

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## XXXI PROVINCIAL EDUCATIONAL CONFERENCE

At a meeting of the Executive of Reception Committee organised by the Thirunelvely District Teachers' Guild held on Saturday, the 9th instant at the M.D.T. Hindu College, Thirunelvely, it was decided to hold the Conference at Ambasamudram.

Sri. J. L. P. Roche Victoria, M.L.A., Chairman, Tuticorin Municipality was elected the Chairman of the Reception Committee. Sri. A. Srinivasa Raghavan, M.A., Professor of English, M.D.T. Hindu College, Thirunelvely, was elected the General Secretary of the Reception Committee. Messrs. V. Venkatakrishnan, John Devadasan and Kanthimathinatha Pillai were elected Joint Secretaries.

Srivaikuntam,  
13-12-'39.

(Sd.) C. VENKATAKRISHNAN,  
Secretary.

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## THE SOUTH INDIAN TEACHER

Vol. XII

December, 1939

No. 12

### LEADERS OF YOUNG INDIA\*

BY

GEORGE S. ARUNDALE

I want to try, if I can, to lift you all up into the heights of this Besant Theosophical School. All of you come from comparatively small surroundings. You have not had any of the great impetus which comes from an understanding of the real purpose of education, and so while we have this Besant Theosophical School with its splendid name, one dare not feel satisfied with the work that is going on. It is much smaller than it ought to be, much more ordinary than it ought to be. Unless the teachers are in some measure out of the ordinary, unless they can rise out from those narrownesses in which through no fault of their own they are confined, naturally and inevitably the School cannot grow, because the School depends to no small extent upon the teachers. If the teachers cannot give the necessary uplift, one cannot expect very much from the younger people.

#### *Times of Storm*

I want you to realize that you are living nowadays in times of storm and stress and splendid opportunity. Whether you teachers here are capable of entering into the spirit of storms and of yourselves expanding to the spirit of leadership which is of the very essence of this School, of course, remains to be seen.

\* An Address to the faculty of the Besant Theosophical School, Adyar, 14th September, 1939.

If I were your principal or your headmaster, I should demand very much from every one of you. I should not necessarily demand that you should teach well, though I should hope you did. I should not even necessarily demand that you should be eager either as to studies or as to games. But I should demand from each one of you a contribution to the School in an enthusiasm with which you are able to endow your students and an inspiration which you are able to give them. I should demand that and nothing less than that. Either you could or could not give it. If not, there are other places where you can teach. You must try again elsewhere. If you can give it, then you can lead this School to a reasonable fulfilment of its great purposes.

#### *The Magic of the Imagination*

You yourselves at such a time as this should be able by your own inner magic to lift yourselves up into an imaginative picture of yourselves as helping to lead your country in one department of life or in another. You may not be able to do anything for the moment. You may still remain in prison. But with the help of that potent magic of the imagination, you ought imaginatively to be able to feel yourselves giving a lead to India in those aspects of life which are near and dear to you. It might be in politics. It might be in education itself. It might be in music, in the many forms of art. It might be in any way in which your soul feels eager to express itself.

#### *Life and not Form*

I should care very much less for the routine of administration, though I know well its importance. I should care less about the details. I should want to see life rather than form here in the Besant Theosophical School.

I should expect each one of you in your own classes with that imagination in which you lift yourselves up into the spirit of leadership for your own respective lives to see whether you cannot so make glowing the lives of your individual students.

#### *The Path of Leadership*

You have not fulfilled your duty simply by teaching your students the subjects for which you are responsible or playing with the students in their games. Your task is tremendously uphill and tremendously slow. You may not be able to perceive results as you would like to perceive them. But your business is to try to give every student, however young he may be—that does not matter—every boy and girl, at least an entry into or a vision of, through your own example, through

your own precepts, through your own living, the path of leadership. They should see you as standing out among your fellows with something to give which is different from that which others give, something to do which is finer or different from that which others do.

#### *Give Your Vision of the Real*

There is no use of the constant sacrifices we make for this Besant Theosophical School unless you co-operate to the full with virility, with vigour, with life, with enthusiasm. There must be nothing less than that. And you can all give it, no matter what your respective temperaments may be. You should be able to let everything go but the great vision of the Real as you individually may happen to perceive it. You ought to be a fire with that vision, so that whatever you may be teaching, whatever you may be giving, whatever may be your contacts with your pupils, that fire enfolds them and arouses in them their own individual fires.

#### *We are not Concerned with Results*

However young a child may be, he has in him the beginnings of fine and great living. Those beginnings he may seize hold of in this incarnation or in another incarnation. It is not your business. He may not seize hold of them at all while you have to do with him. Student after student may pass through your hands in this Besant Theosophical School and there may be no results in their case.

But if you have the spirit of leadership within you along any line whatever, your attitude must be the attitude of seeking, seeking and seeking, with no sense of despondency, still less any sense of despair because pupil after pupil passes through your hands and nothing happens, you do not feel any response to the flames which are surging through you. Each of you must be an individual with his own uniqueness, with his own genius and power, so that he is different from all the rest of you, so that he is, as it were, almost fanatic about that which to him is supremely wonderful.

And that uniqueness must content you even though you fail to arouse in any of your pupils their own uniqueness.

#### *The Futility of the Present System*

Of course, I agree to the full that you have to work against an iniquitous system of education. There is hardly anything about it that is right. I have not worked in the educational field for all these years in every aspect of education—as teacher, as headmaster, as principal, as

inspector of schools, as administrator—without knowing the futility of the present system of education. That futility injures you. You have grown up in it and have become deadened in it. That deadened condition through no fault of your own persists and makes it almost impossible for any real work to be done.

If we were free—and how I wish the Besant Theosophical School were free—we could get rid of all these examinations, all of these connections with Government. But this is not possible. We should find ourselves in opposition to the foolishness and ignorance of parents and perhaps to their natural demand that their children shall learn to earn their living. But if we were free, then our curriculum would be different from what it is at the present time.

#### *An Ideal Curriculum*

##### 1. *The Indian Soul.*

In the first place, such a curriculum would be supremely Indian. I am always afraid, if I may say so without offering any offence, of our European members. Most of them have little of the Indian tradition behind them. They are very good, very excellent people, but are they alive with the soul of India? While one is thankful for their co-operation, I should be even more thankful for their participation wholeheartedly in the soul of India. I am sometimes a little anxious lest we have too many western members on our staff, for the particular reason that it is the Indian soul that must be released, and even if we were an international school, it is still the Indian spirit that is needed. It is the Indian soul that is vital. That would be the basic element of the curriculum and should permeate every aspect of our work.

##### 2. *Emotional Culture Through the Arts and Crafts.*

Next to that would be the arts and crafts. I should not begin with the Montessori System as it is at present, or with any mental exercises, but rather with emotional exercises, through rhythms of all kinds—physical, æsthetic, artistic, and so on.

##### 3. *The Life of the Indian People.*

When I had established these to a certain extent in the younger classes, then I should want my pupils to become acquainted with the daily life of the Indian people. That matters more than your mathematics, geography, history and literature, and all these other non-essentials. What these young people want, even while they are young, is life, and when they grow a little older, it is the understanding of their fellows round them that they need. With the development of the emo-

tions and the feelings in the beautiful Indian way in which those emotions and feelings can be developed, they would understand life and be eager then to study subject after subject which you would explain to them so that they might know the life of their brethren better through the development of the mind, through the growth of knowledge, and later on through the attainment of wisdom.

##### 4. *Practical Service.*

Then to that understanding we should add practical service, and that would be to all intents and purposes our curriculum. We should have all we wanted and the young people would have all they wanted, and we should have the example of every teacher as a good citizen in the outer world as well as a fine example in the inner world of his School to the palpitating eagerness of his pupils.

There is no teacher here who should simply confine himself to teaching. He cannot teach with any fire, with any living reality, unless he helps to do some service to those around him. That aspect of education we did accomplish in the Central Hindu College, for we never allowed a single student, except the very youngest, to go on through the curriculum without giving something of what he received, something of his happiness, joy, peace, in whatever form it might most be needed. Thus they gave something of what they received to their more unfortunate brethren.

#### *The Acid Test.*

Of course we were enslaved by the educational system as you are enslaved. You are working against great odds, but you must realize you are working against great odds and give yourselves all the more. If I were the headmaster or principal of the institution, I should judge every teacher by the extent to which I could feel a certain fire beginning to glow in the pupils, so that they were happy, light-hearted, eager in their games, eager in their work, so that one felt that they had become free in a delight in living. If I ever do come here to judge, I shall not ask to see the work done—one assumes that the work is well done. If it is not, it ought to be. I shall want to know how far these young people are being released from the smallness of their normal lives, even if only in a very small measure, and are becoming free and strong and happy.

#### *Dreaming Dreams.*

We are only beginning. But we must inspire even the young children to dream dreams within the restrictions of their own lives, and as they grow older to see visions of the things they hope they will do in the

future, even though when they reach maturity they find themselves unable to do what they have visioned. You teachers must show the way. The acid test of your value to this School is the capacity you have to be fine young people, for most of you are young, to have your own enthusiasms and to communicate not those enthusiasms, but to communicate that which will fan the enthusiasm of your pupils.

#### *Are you Arousing Your Own Genius?*

If I think of those of you who are artists here, what great things are you doing yourselves individually? Are you moving gradually towards a genius which will give you the opportunity to express something wonderful? Whether people think it wonderful or not does not matter. If you have the enthusiasm, if you feel you have done something which gives you a thrill, then you are able to teach. I would challenge my artist brethren: What have you done, what have you accomplished or achieved, that causes you satisfactions, thrills?

I would say the same to those who engage in any line of teaching whatever: To what extent have you achieved something in that subject that makes you feel that at least you have not lived in vain your life of devotion to that subject?

I am waiting to see from our Montessori teachers what they are going to do. Not what they copy, for anybody can copy, though not everybody can copy well. It is not the power to copy that is wanted—it is the originality. That is the whole spirit of Mme. Montessori's work. Not that you should do what she says but that you yourselves should vibrantly be. We are waiting for our teachers to give us that.

If you are a teacher of history, what can you do or give or understand of history that is not understood at the present time? Are you just repeating what you have learned in the examinations or what you can find in the textbooks, or are you a pioneer? Can you go further with the aid of your imagination?

If you are musicians, can you compose so as to satisfy your souls?

It is only as you young and you older teachers, too, are an example to your pupils that you can hope they will become their finer Selves.

#### *We Can Help India.*

India is in a difficult situation. We, humble though we are, few in numbers though we are, can help to prevent India from taking a wrong turning. Civilizations in the past have taken wrong turnings and have had to return on to the highroad of growth again. Individuals can take wrong turnings. India also can take a wrong turning. She must not. If she takes a wrong turning now in the midst of the tremendous oppor-

tunity before her, who knows how long will it take her to return to the highroad of her intended prosperity.

#### *Lift the Level of India's Citizens.*

You who are citizens of your country, at such a time as this, must give of your noblest and best, whatever it may be, even though it may not seem directly helpful to your country in such ways as entering into politics, speaking in public meetings, taking an active part in public life. At least you must give of your finest so as to lift the level of citizens in this land. Only by so lifting the level of citizens will India become free.

#### *Why are We Here?*

This little school is not for the purpose of helping a handful of students to pass examinations. We have to enslave ourselves to that for the sake of getting pupils at all. So we have to do the best we can to help them to pass examinations in order that parents may be satisfied and possibly send us pupils in even larger numbers.

But what does it matter to any of us who have established this School, save that the Besant Spirit, that spirit of service, that spirit of sacrifice, that spirit of self-discipline amidst all circumstances, that spirit of passionate love for India, shall incarnate in every teacher who is privileged to be here and in every pupil who is guided here, let us hope by the forces that are slowly, by degrees, making for Indian righteousness, and for that power of righteousness that shall spread throughout the whole world.

I have lived for over thirty years in this country. I do know that the only thing that matters is that India shall be greatly free, for that means the freedom of the world. I want each one of you who are westerners to remember that.

#### *You Can be What You Will to be.*

In these days live above yourselves. Make a sacrifice of your smaller conveniences and desires. Try now when the doors are wide open to lift yourselves into your finer Selves, into proximity to that Godliness which is essentially yours from the beginning of time and which permeates you more and more as you live life after life. This is the time when you can more quickly be whatever you will to be.

The question is: Can you awaken or can you not? Perhaps there may be even among these teachers some who cannot awaken, who can only go along the conventional way. There will be some pupils simi-

larly situated. Even if among you there is not a single pupil who is capable of leadership, you must not relax your efforts. And yet I know perfectly well that there are such pupils here, because I do from time to time observe that there are a number of young people who are very worth while. I wonder what you teachers are doing with them. Do you, to start with, recognize them? How are you helping them, giving them enthusiasm, inspiring them, thus justifying your membership of the staff of this institution? Remember how disgraceful it will be if, through small-mindedness, through not being able to see beyond our normal ways of living, we let go out of this institution young people who might have responded splendidly. It would be a tragedy and it is a terrible responsibility for us.

But I believe, as a matter of fact, even though one must assume always a percentage of people who are not able to rise, in the case of this staff that percentage may either be very very small, or perhaps even negligible, non-existent. It may be that each one of you realizes he has come to this School in order that he may help India forward, and himself individually forward incidentally. He realizes that he is to pave the way for the India of the future to be blessed with leaders.

#### *Shake Yourselves Free of Slavery.*

I am afraid that some of you may be very matter-of-fact. It is so easy thus to be. I am afraid that some of you may have little of the divine afflatus of India in you, so that you forget that you are Indians. You may be at the level of the enslavement from which India has suffered for 150 years or more.

You must shake yourselves out of this. Here is the place for you to shake yourselves free. Here is an oasis of liberty in the midst of a desert of slavery, that slavery in which the average individual throughout the country is imprisoned and from which it is so difficult for him to escape.

#### *What of Orthodoxy?*

I am not concerned with your individual lives, so far as forms are concerned. I must say at present that while for the moment it seems futile to be orthodox, I think a magnificent orthodoxy is a wonderful asset. I think we need more of it, if it could be real, humble and non-obstructive. I should like to get back into the essential beauties of Indian living out of the promiscuities which Britain I am afraid has ignobly conferred upon the Indian people.

I am not at all clear as to Temple Entry. It is a fashion now, of course. It is very easy to say that all must be alike. Yet there are or

should be holy places which give freely to all, because they are apart. And this promiscuous temple entry fills me with a certain amount of alarm, just as the entire abandonment of the caste system is to me dangerous. But that is not the theme for this present talk.

#### *On the Altar of the Self.*

The theme is that when there are great happenings in any country, then the opportunity comes to the enlightened citizen, young or old, man or woman, to dedicate himself, to consecrate himself:

First to his own Higher Self, to his own splendour which is somewhere waiting to be conquered.

Then to the peace and the happiness and the prosperity of those around him, through whatever mode may be most sympathetic to his nature—the spirit of genius, the spirit of heroism, the spirit of saintliness, the spirit of power, the spirit of wisdom, all these greater qualities which gave to the world her great men and women.

#### *What is Your Greatness?*

All these greatnesses are near to us and we can gaze upon one or another of them and so make them alike in ourselves.

Some of you can give a magnificent devotion, an unquenchable, unchangeable devotion that may be a great light upon India's way.

Some of you can give some specific glory of genius, not necessarily in some great discovery but in a wonderful way of communicating truth—the little truths or the greater truths, those truths which to you are most true.

Some of you can live lives of action, going forth into the outer world and speaking your most honest word against any cacophonies from the unrighteous mobs.

Some of you can give great art, great music.

Some of you can give perhaps real sacrifice and heroism.

I should not have to make a list of greatnesses. You ought to be feeling, when I am talking, what is your note, your quality, the splendour which is you, but which for the moment perhaps lies hidden, so that you may get rid of all the darkness around it and let it shine, in your case, upon your pupils.

#### *Your Dharma.*

Leadership, dear friends, is your dharma in the Besant Theosophical School no matter who you are. Your own leadership always reverently

subordinate to Mother India and her needs, you place your lives in these days at her disposal, just as the young Britisher or the young Frenchman, the young Pole, will go out to fight. You who unfortunately are not able to do that can fight in other ways, can make your lower selves the servants of the Higher, and can go forth into your class-rooms with the feeling that here are young citizens, some of whom you perchance can help to find themselves, whose forms you can help to mould into suitable receptacles for the greater Life which might otherwise not want to enter into them.

*Your own Fire will show You Your Way.*

I do not want to talk about the details—as to how you should teach, or what housemasters should do, or how teachers should play games with their pupils.

If there is fire in you, reality in you, if indeed you are born into this time of the world's life in order to help the world, you will know how to teach, you will not need the forms which the lesser folk need, you will not need the methods. You will teach from your soul, not from your minds. And you will teach well.

*Have Courage for the Future.*

I feel very sure that if through these dark times, and in the midst of an educational system which is utterly unworthy, an educational system flagrantly in opposition to the education India's sons and daughters used to have in olden days, if we can survive this, if none of you will feel any pride in what you have achieved in becoming B.A.'s M.A.'s, L.T.'s or any other series of letters, but rather feel there is nothing in it all, if you will feel also that here is a melting-pot, here is just a little real India, into which you have been guided by India's Rsis, and into which the boys and girls here have been guided by India's Rsis, if you believe in Them as living realities and guiding India as best They can, then there will be nothing much to cause you to feel diffidence. On the contrary you will feel you can do great things just in these small surroundings. Please realize that what you are doing here, however ignored by the world as a whole, however outside the present scope of the educational authorities, however unnoticed by the public at large, is work that is going to help to free India.

*Schools of Leadership.*

I only wish that there were many other institutions throughout India just like this, so that everywhere we might have little places of light amidst a somewhat prevailing darkness.

It is a curious thing, you know, that when there is greatness, however misguided, that greatness perceives something of reality, even though it twists that reality into ignoble ends. Adolf Hitler knows full well the value of Schools for Leadership and that unless such schools are dotted all over Germany the future of Germany is in grave danger. So he has little schools with a few tremendously patriotic teachers, with selected pupils. It is easy for him to ensure this. And here these pupils are trained as to their emotions in dancing, in music, in the arts. They are trained to know how the German people live practically from the very beginning. Such a curriculum as the one about which I have been talking has already been brought into existence in Germany. Though, of course, it has been twisted, it is one of the most wonderful things to me that when there is greatness, even though an upsidedown greatness, it cannot help perceiving some simulacrum of reality and enter into it, distorted as it must needs be. These Schools are wrong and do evil to the pupils. Yet there is something right in them.

*Plan for the Future.*

As a final word, I would ask you to try to see if you cannot plan a real system of education, even though it may be inoperable for the moment. See if you cannot plan this School so that the children come into an atmosphere of leadership. See if you cannot plan your own individual lives so that you scintillate with sparkle, with vision of great things and the dwelling therein.

I have a very eager hope that you will all be worthy of your School which has honoured you by accepting you here, and you will be able to be leaders of the Young India that surrounds you and loves you and is eager to be helped by you.

## FROM PRESIDENT TO MEMBERS

Dear Comrades :

By the time this reaches you, the happy season of Christmas would have begun and later on the New Year. I take this opportunity to wish every reader of this magazine a merry Christmas and a happy New Year.

You would be glad to know that our magazines are being patronised in increasing degree by Managers of Schools. The other day we had an order from the President of the District Board, South Arcot for supplying 43 copies of 'Balar Kalvi' to as many Higher Elementary schools in the District under the Board Management.

Recently when I went to Trichur to preside over All Cochin Teachers' Conference, I took that opportunity to go to Calicut to interview the President of the District Board of Malabar for his patronage of the "South Indian Teacher". As he was not in town, I was not able to meet him. After my return to Madras, I wrote to him about it and he has been pleased to issue a circular to all the High schools under the management of the District Board commending to them the two requests contained in my letter to him, namely, that every school must have a Teachers' Association affiliated to the Malabar District Teachers' Guild and that every school should subscribe for a copy of the "South Indian Teacher." I hope as a result of this circular, there will be encouraging response and the Malabar District Guild would become a strong link of the S.I.T.U.

I make an appeal to all the Presidents, Secretaries and Committee members of the District Guilds to follow these two lines of improvement, namely, to approach the managements in their District i.e., District Boards, Municipalities, Committees and so on and to see that every High school gets a copy of the "South Indian Teacher" and that every Higher Elementary school at least gets a copy of the "Balar Kalvi."

Let us have this as our Programme for the year 1940.

S. K. YEGNANARAYANA AIYAR,  
President.

## LECTURE I.—THE CHILD

By

DR. MONTESSORI

I have noticed that here in India every time a lecture or a literary representation takes place, the performance is started with a prayer. Therefore let me start this first lecture not by a prayer but by rendering homage and elevating our thoughts to the child. How I wish to give my respectful greetings to the child, the new man who is coming into the world! To do this meditation on the boy who is small and apparently powerless, is necessary. It is necessary to stop and think though it is something which is evident and realize this fact that this new-born baby one day will become a man. When we say that the child is the son of its mother and father we say only a part of the truth; because what have the father and the mother done? What the parents have done for this new born boy is to give a few pounds of flesh. Is it possible for the child to grow into a man without intelligence? We are what we are due to the work of the child, we are the heirs of the child. It is the child which constructs the man. This we must not forget. The realization of this fact is so great that it has moved poets to give expression to it. Emerson has said that the child is the eternal angel who comes into the world in order to elevate man. The adults feel this marvellous change and elevation when the child is born into the family. This is the sentiment which inspires the mother and the father to dedicate their lives and energies to the new baby. If the adults were not from time to time touched by the divinity which the child brings with it, they will be worse than what they are to-day. Science in general and educational science in particular has not realized in a practical way this great importance of the child.

*The Child is a Creator.*

In the minds of adults the conviction has remained that the child is an empty being, an empty vessel. The child has in him the aptitude of the creator though the adult considers him helpless and strives to do everything for him. The help which the adult gives to the child rests merely on the negative moral characteristics or errors of the child. The attitude of the adult is that he must set an example for the child to imitate. Many scientific investigations have been carried on the child and many impressive proofs have been given of the importance of

the child. On the physical it is the possibility of the child to grow into a more or less perfect adult and from the psychological point of view it has been found that the anomalies in the character of the adult result from errors committed during the period of childhood. If there is anything bad in us, something contaminated, the roots must be sought in our infancy. The truth of this has been accepted by all. The universal idea therefore is to correct the child; but why should this effort be limited only to those things which are wrong? As illustrated by experience in many different countries, I wish to say our good characteristics, the qualities that we have in our soul have been made by the child. Not only this, but all our characteristics, the characteristics of the human personality have been elaborated by the child. We are accustomed to consider that our qualities and our merits and faculties are an erratic product, a gift of nature. We speak of the characteristics of our race as if these were given to us, adults. We speak of our strength as if that is a gift to us by nature. But we must realize that all we possess are an elaboration of the children we once were. All those things that we feel, the orientation that we possess, our language, our characteristic thoughts and all the rest of which we are proud have been elaborated by men during the period of childhood when it was possible to create. To understand this, it is sufficient to stop and think about one little thing. No matter where we are we have acquired the power of adaptation to the places we live in. You are Indians and you feel happy in India. I am an Italian and I find life easy in Italy. Even after five or six centuries when the conditions of each country would have changed the peoples will find it perfectly natural to live in the conditions that will exist then. This is a simple fact, but it is very difficult to understand. If the child had not the possibility of adapting itself, that is almost incarnating the personality, we would have been left helpless in our environment. We would find it impossible to adapt ourselves to the conditions that will exist after, say, one thousand years, but the child that is born then will find it perfectly natural to form the man who is suited to those conditions. So the child is not empty vessel but has potentialities which must be realised. These are seen only when they become actual. These characteristics of the child are proved by its activity. The human faculties come to us, because they are built through an elaboration which has been carried out during different periods.

#### *Law of Development*

Now what is of scientific interest is to study these activities and to see the laws which govern them. Take for instance the development of language. The child little by little begins to talk, but how marvellous

this natural faculty is! Before it is six months old which is the time when it begins to utter syllables it has learnt to distinguish the sounds that make up the language from all other sounds that surround it, the sounds of the automobile, the locomotive, the cries of animals and so on. The child has captured the delicate sounds of the articulated language. And these sounds are taken not coldly but with passion, with such a strong passion that the very body of the child undergoes transformation, a passion that animates the muscles, the vocal chord, the tongue and the cheeks. The child labours in distinguishing these sounds, labours in trying to articulate them, labours in trying to understand their meanings and what would you call this if it is not work? Only it is work which differs from that of ours. It is work which has different characteristics from ours. They are to be admired; they cannot be imitated. The child learns this language without any teacher. If we, adults, wish to learn a new language we look for a teacher, we take a grammar and seek many other aids. And how much does the teacher work in order to teach us and how much do we work? Yet we never arrive at the perfect pronunciation of the teacher. You can see the adult who makes efforts of study, efforts of practice and after so many years when he speaks the language to somebody whose language is fixed being remarked "You talk this language quite well" because his talk has revealed that he is speaking a foreign tongue. The pronunciation of each one of us is perfect in one language and that is our language. And we can express this fact by stating that it has been elaborated for us when we were children.

#### *Sensitive periods*

In the United States I have met many Italians who talk Italian with a foreign accent and this is because they live in a country which is not Italy. Therefore I say that we talk the language of the child. It is an interesting fact that the power which the child has the adults do not possess. A child of seven years elaborates so to say a mouthful of teeth and can a man of seventy who has much more experience do the same thing? That power resided in that special period of life. There are certain powers which reside only at certain periods of life. Modern biology illustrates many of these phenomena. The animal possesses certain powers a sensibility which lasts just as long as it is necessary for it to acquire one of its special characteristics. And when the character has been acquired the sensibility disappears. This period is called the sensitive period. In the child the sensitive periods can be recognised. It is because of one of these sensitive periods that the child can transform its vocal apparatus in order to reproduce exactly the language in which it finds itself. The child is urged by this inner

impulse to build movements. It is the child who must acquire the co-ordination of movements and so he is compelled by nature to organise them. This is done by activity and where the environment is not prepared, he disturbs the adult. The movements of the child are organised with the intelligence of a man who has a task to perform. So the child needs to touch the articles and feel them. The urge in the formative period nobody can prevent. Often you see the child and the adult struggle for a long period of time and admonishments and punishments are given but the child will not stop because he has got nature to urge him to do things. His mission is a mission that he does not betray and the mission is that of forming the man. We have therefore to prepare the environment suited to the child for carrying out these formative actions and give him freedom. A marvellous fact about the child is that he is an indefatigable workman and his work has the evident aim of forming himself. Suppose we have a box. What we would do is to look at the box, close it and there we stop, but the child opens it, closes it opens again, and goes on repeating the process apparently with no aim. The same thing happens when washing a tumbler or his hands. This he does in order to attain perfection. It means that the child has reoriented his movements by repeating all the exercises that are possible for him until those movements have become physiologically perfect. I can go on giving examples to demonstrate the power which the child has to acquire faculties. We must be able to interpret and develop these faculties of the sensitive periods. If we as educators can place before ourselves this aim, to follow the laws of development the educative results will be surprising. If we go against these laws, we come into conflict with the child, we disobey the creator. That is why we must have in front of us the new ideal of the teacher who becomes the servant of the child, the child who is a powerful being who has hidden in himself divine powers and whose taste is that of forming the man.



## HEALTH EDUCATION IN INDIA

BY

DR. G. F. ANDREWS, M.A., PH.D., (COLOMBIA).

*Regional Correspondent to the All India Federation of Educational Associations to the World Federation of Educational Associations.*

One accustomed to the rapid, intensive and organised progress in the western countries in matters concerning the health of the nation will find that the pace of progress in India is very slow even as slow as that of the proverbial bullock cart. The vastness of the country which is nearly 3000 miles from the mighty Hymalayas in the North to the verdant Cape Comorin in the South, and almost 2000 miles across in places, the prevailing traditions and superstitions in the 7,00,000 villages which contain nearly 90% of the populations, the extreme poverty and ignorance, the heterogeneity in the British Provinces and the Indian States are some of the factors to be reckoned with. The problem in health education are manifold, but the general awakening all over the country for a better and fitter nation has resulted in more being done in the past few years than ever before.

In the narration of measures for effective health promotion the prime place must be given to the Prohibition Acts all over the country where Congress Governments were in power. It is needless to go into raptures over this wise act of the peoples' government because the beneficial effects of abstinence from alcohol in any kind is well known. The Congress Governments are to be congratulated on their boldness in tackling this problem so speedily and successfully.

The Madras Public Health Act will take precedence over many other health promotion measures since this is the first piece of legislation for health in this country. The provisions are far-reaching, and the Act has been acclaimed by one and all as a just and wise measure long overdue.

The deep interest taken by Her Excellency the Marchioness of Linlithgow in the welfare of the people has borne fruit in the intensive campaign against Tuberculosis and the substantial donations to the Anti-tuberculosis Fund. Her interest in the Child and Maternity Wel-

fare work has given a fillip to the movement which had and even now has the Indian Red Cross Society for its sponsor. The activities of the Red Cross Society in interests of the health of the people are too well known to be repeated here. Suffice it to say that the Indian Red Cross Society does really play a noble part in the amelioration of suffering and distress all over the country.

As a direct result of the example set by His Excellency Lord Linlithgow, Viceroy of India, milk supply to children in elementary schools is fast receiving more and more attention. Where milk is not available, Calcium Lactate and such substitutes are supplied.

Other agencies which help and promote the health of the nation are the Scout Movement, the Junior Red Cross, Nursery Schools, New Era Schools (based on the principles and methods of New Education), the several All India and Provincial Sports and Games Associations, etc. Each makes its own contribution to the building of a better and healthier India.

The nature of work done in educational institutions is somewhat as follows:—

1. Teaching of Elementary Physiology and Hygiene.
2. Medical inspection where possible.
3. Physical Education.

The need of Health Education in educational institutions is yet to be recognised and consequently whatever health instruction or supervision is done, is very perfunctory and superficial in its nature.

Physical Education however has been receiving some attention since the Y.M.C.A. began to co-operate with the governments some twenty years ago. The Y.M.C.A. College of Physical Education, Madras, has done pioneering work in this field and the Y.M.C.A. Physical Directors have rendered yeoman service. The Congress Governments have been active and in Bombay and Central Provinces have set up Boards of Physical Education to advise Government in matters concerning play and recreation for the people. Bombay has also set up a College of Physical Education to train College graduates to be leaders of physical education in the province. Other Colleges of Physical Education are at Calcutta, Hyderabad, Lucknow and Lahore.

The physical education programme varies from province to province and state to state. The emphasis varies from formal physical training programme of Swedish drill and calisthenics to entirely indigneous programmes of Suryanamaskars, Dundhals, Bhaskis, etc. All, however,

agree in providing team games to the students not only for the hygienic and exercise values, but also their character values. Emphasis is slowly being placed on the right type of leadership so that the inherent values of natural physical activities may be fully realised.

Mention must be made of the Educational Associations which provide for discussion of health and physical education programmes on their platforms. The Madras Provincial Physical Education Association is now the only Provincial organisation in India for Health and Physical Education, while the All India Federation of Educational Associations provides for a Health and Physical Education section in its proceedings. Provincial Associations like the South India Teachers' Union, the All Bengal Teachers' Associations, etc., also take up the cause of health and physical education and contribute their quota to the solution of problems in Health and Physical Education.

The above is a brief narration of how health and physical education is making slow but sure progress. Much still needs to be done. For Example.

1. Public Health consciousness has to be widely awakened. There is some awakening, but it is not general, and public are yet to be educated in matters concerning health and physical fitness.
2. A widely awakened public should see to it that the educational authorities give health education its due place in the curriculum, that they introduce effective health service and supervision and that healthful living conditions exist in all schools.

Health Education in India is yet to come into its own. But as E.M. Sanders said at the Seventh Biennial Conference of the world Federation of Educational associations at Tokyo—"the spirit of the age sweeps through all alike and we see everywhere a movement towards the raising of the general standard of health throughout the people; the scope of our traditional sport and open air life is extended; special measures are taken for education of girls; infant and child welfare assume importance it deserves; the spirit of the school is changed so that co-operation replaces force; and above all science is taking its place as the guide of modern life."

## SOUND FILMS IN SCHOOLS

BY

C. S. VENKATESWARAN, M.A., L.T.

[The Report of an Experiment undertaken jointly by certain Local Education Authorities and by the National Union of Teachers in the schools of Middlesex. The Schoolmaster Publishing Co., London.]

*Object of the Experiment.*

The Science of Education, like other Sciences, has its experimental side. Among the various mechanical aids to education, available to teachers at the present day, sound films contain possibilities which have not yet been fully explored. Discussing the objects of the experiment the authors of the Report say,

"Our main objective was to discover the place which talking pictures might ultimately occupy in schools, assuming that suitable material was forthcoming. To this end we proposed to investigate their utility as an actual teaching medium, as well as a means of arousing interest on the part of the pupils in the various subjects of the school curriculum."

*Effectiveness of Sound Films.*

Projection of still pictures (lantern slides) has long been a useful adjunct to lectures and in classroom teaching, both with the ordinary projection lantern and with its improved form, the epidiascope. The latter dispenses with the necessity for preparing lantern slides at great trouble and expense. Moving pictures are undoubtedly more effective than still ones, and sound films, which appeal to both eye and ear, are more realistic, alive. Say the authors of the Report, "The film has now emerged as one of the strongest influences in modern social life. Its universal appeal, its intense vividness and its dynamic nature make it an effective and potent instrument of human expression."

*The Experiment.*

The Experiment was carried out in fifteen schools of varying types in the Middlesex area. These included four single-sex primary schools, nine senior schools (three boys', one girls', and five mixed), one boys' secondary school and one mixed secondary school. The total number of children who took part in the experiment was 3602. The staffs of the

co-operating schools numbered 186 teachers. In most schools all the teachers took some part in the experiment, by seeing the films before they were shown to the children, giving suitable preparatory or recapitulatory lessons and marking papers. The conduct of the experiment in each school was under the personal supervision of the head teacher.

Questionnaires on the films were sent out to the schools concerned in the experiment, and teachers were asked to mark the answers of the pupils and to work out the results as percentages. The films were shown to groups of about fifty children at a time. Some groups were given preparatory lessons before seeing the films, while some were given recapitulatory lessons after seeing the films. Some groups had the films shown to them twice. Teachers were also asked by means of deferred tests to ascertain the durability of the impression which any given film produced on the pupils' minds. Finally teachers were asked to distinguish between the results of a sound film and those obtained when the same film was shown without sound to identical or similar groups of children.

*Choice of Films.*

The choice of films for the experiment was undertaken by a sub-committee, who examined a large amount of material offered by British Instructional Films Limited and British Movietone News Limited. Sixteen films were finally selected and divided into four groups as follows:

Group I.—Cyprus. A Visit to the Coal Face. The Development of the Frog. John Masefield reciting his poem, "The West Wind."

Group II.—A Talk by Sir Wilfred Grenfell on Labrador and his work there. The growth of Roots. The submarine. A Journey by Car from Persia to India.

Group III.—Hop-growing in Tasmania and Cattle-Rearing in Australia. Incidents in the Life of the Prince of Wales. The Flight Machine. The Aphis.

Group IV.—Glimpses of America. The London Naval Conference. Various speeches and Public Appearances of the King. The Benguela Railway.

With regard to the choice of the films the authors of the Report say, "good as many of these films were they were by no means ideal for school purposes, and it should be kept in mind throughout that they were all originally intended to form part of an ordinary adult entertainment programme. The best of them could do no more than indicate what

might be achieved if these were available talking pictures specifically designed for use in education."

#### *Opinion of Teachers.*

Exhaustive questionnaires dealing with the nature, effect and possible uses in education of each film were sent out to the teachers themselves. By oral tests, both immediate and deferred, and by and by close personal observation of the pupils tested, teachers were able to estimate the children's response to the Experiment and to comment in an exhaustive manner on the educational possibilities of the films which had been shown.

The special contribution made by the films to education was clearly demonstrated by teachers in their answers to the questionnaires. The talking film was agreed by a majority of teachers to make facts live for the children who saw them. "The film *lived*." This essential property of the film has been the subject of general praise by teachers.

"It brings into the school or classroom a living realisation of the impression it intends to convey, whether that impression relates to an industrial process, a scientific experiment, or the personality of a speaker or lecturer. The sound film makes the illustrated lecture a reality, and because of its dynamic nature it holds the pupils' attention and makes an indelible impression upon the mind."

#### *Sound Films and Silent Films Compared.*

The majority of teachers who had taken part in the experiment were of the opinion that the combined visual and aural approach proved more effective than the visual approach alone and that though at first sound distracted some of the pupils, after the novelty had worn off it served to fix their attention. Say the authors of the Report, "It should be borne in mind that children are accustomed to bearing the talking film in public cinemas. If we assure, as we must, that the most far-reaching developments in cinematography are likely to be those which accompany sound films, an undue concentration on silent films in schools will leave the latter open to the danger of having to make do with an inferior technical form."

#### *Analysis of the Results.*

The results from the Experiment suggest that boys and girls in general derive equal benefit from the films shown to them. Girls tended to do best in geographical and natural science films. Boys, on the whole, did better than girls in the 'Coal Face', 'Submarine' and 'Flight Machine' films, where they might be expected to take a greater interest in the subject of the films.

Pupils scored higher marks after a preparatory lesson than after the mere showing of a film. Recapitulatory lessons were of particular value in cases where the children were unlikely to know much about the subject of the film.

#### *Sound Films and Backward Children.*

The backward and retarded child is one of the major problems in education to-day. Such children can seldom learn from the printed word. That the sound film can arouse interest in backward children of all ages has been clearly proved by the results of this Experiment. The combination of a visual and an aural stimulus fixed their attention and they concentrated upon the material presented to them in a manner which drew forcible comment from the teachers."

#### *Position in other countries.*

In France, Japan, Italy, Germany and the United States Government departments exist which are actively engaged in the production and distribution of sound films for use in schools.

In England progress in this direction has been slow for two reasons. "In the first place there still exists a certain amount of national distrust of the film which has prevented a fuller and earlier recognition of its vast potentialities. In the second place a various circle exists as a result of which the producers on the one hand hesitate to make films for school purposes while there is so little apparent prospect of adequate financial return for the expenditure involved; and educationists on the other hand are reluctant to spend large sums of money on acquiring projectors so long as the number of suitable educational films available is so small."

#### *Structure of Teaching Films.*

The Committee in charge of the experiment make the following recommendations regarding the structure of teaching films:

- (i) The film must be coherently planned, i.e., the various steps in its development must be logical and in order.
- (ii) It should be short, and should aim at conveying one main lesson to the pupils' minds.
- (iii) All essentials to a proper understanding of the main theme must be included, and irrelevencies, however, interesting, ruthlessly excused.

(iv) The commentary must be carefully prepared and in simple language. It should anticipate and the picture where necessary, and call attention to salient features by such phrases as "You will notice now that....."

(v) Talking down to children and cheaply humorous touches must be scrupulously avoided.

(vi) The repetition of essential action in the film is strongly recommended.

("Let us look at that again"—"Notice especially this time.....")

(vii) Films should be correlated with recognised courses of study, and those relating to the subject should have a definite sequence or pedagogical relationship to each other.

(viii) Only such subjects should be selected for presentation in film form as are more effectively dealt with through this medium than through any other that may be available to schools.

(ix) The preparation of teaching notes and other material for teachers for use in connection with films is desirable to secure complete effectiveness.

#### *Sound Films and Indian Schools.*

The question naturally arises. "How far and in what manner can sound films be utilised for the education of children in India?" Dealing with the cost of sound projectors and other equipment the authors of the report estimate that a projector would cost anything from £ 200 for a 16 mm. sub-standard film to £ 300 for a standard 35 mm. cinema film, as used for public entertainment. Even in England, a rich country, few schools can afford to go in for sound projectors until manufacturers are able to place on the market machines that would be both cheap and efficient. For the majority of schools in India the possession of an up-to-date sound projector would remain an unrealisable dream.

For sound films to be of real value in this country they should be specially prepared here with Indian languages as the medium. Even Indians who have had a University education find it somewhat difficult to follow the English dialogue in the public cinemas.

A formidable rival to the educational film is the educational broadcast. A good radio receiving set can be purchased by every school for a comparatively small outlay and the school children can listen to the educational broadcasts organised by All India Radio. The latest enterprise of the A. I. R. in our province is the broadcast for colleges inaugurated a short time back. The results of these broadcasts have not so far been assessed in statistical terms.

We have at present in Madras an organisation called "The Educational Cinematographic Institute" which arranges special shows for school children in public cinema halls hired for the purpose, and they make use of existing film material in English. Some of the shows like "As You Like It" have proved very popular.

For some years to come the task of production and exhibition of sound films for educational purposes in our country must be undertaken by private enterprise, backed if possible by the co-operation and financial assistance of the state should such a scheme materialise the suggestions embodied in this Report will be found to be of great value.

## RECEPTION TO DR. MARIA MONTESSORI

The presence of Dr. Maria Montessori in Madras was availed of by the South India Teachers' Union and the Madras Teachers' Guild to give to the great Educationist a reception and to organize a course of three lectures for the benefit of those teachers who could not attend her intensive course of training in Adyar.

The reception was given on Saturday, the 8th December 1939, in the Madras Christian College High School, Madras. Three hundred teachers, about half of them women, were present. There was a tea-party after which Sri. S. K. Yegnanarayana Iyer, President, South India Teachers' Union, read the following address of welcome.

## WELCOME ADDRESS

*Address of Welcome presented to Dr. Maria Montessori on her first visit to India by the Teachers of Madras:—*

To Dr. MARIA MONTESSORI, M.A., D.LITT.

MADAM,

The South India Teachers' Union and The Madras Teachers' Guild offer you, on behalf of the teachers in the Presidency of Madras, a most cordial welcome to this City and sincere thanks for giving them the opportunity of introducing you to a large body of teachers who might not otherwise have had the privilege of meeting such a distinguished Educationist as you are.

Two years ago we had the pleasure of introducing a delegation of the New Education Fellowship to the teachers of Madras, and now it is our proud privilege to introduce to them a fellow Educationist whose name and achievements have reached every part of the globe wherever there are children to be educated. We feel sure there is no one person here who has not heard of your illustrious name and of your method of educating children, and to all of us, your visit to our country and particularly to our City is an occasion for much joy, for a few of us believed we should be so fortunate as to have you among us in our own land.

Your presence among us is an inspiration to us teachers, not only for what you have done for education, but for what you have done for all children. Not only have you insisted on progress according to individual abilities and aptitudes, but you have brought happiness into our class-rooms through your understanding and teaching of the developing personality of the child. Your insistence on the freedom of the child's development has revolutionised methods of teaching, with far-reaching consequences in every stage of school life. The necessity of freedom for growth, the development of the all-round personality of the child—physical, intellectual and spiritual—the inherent joy and spontaneous absorption in work that children are capable of, these teachings which are associated with your name, awaken us to the realisation of our powers and responsibilities as

teachers and help us to focus attention on essentials in the difficult task of education.

We dare hope that your stay in Madras will be an incentive to all educationists in this country not only to study your method and its technique but to develop new ideas, hopes and visions from contact with the genius of its founder.

We wish you a very happy and pleasant return in this beautiful land of ours.

We are,

Yours in the cause of education,

THE MEMBERS OF THE SOUTH INDIA TEACHERS' UNION  
AND  
THE MADRAS TEACHERS' GUILD  
MADRAS,  
8th December, 1939.

Replying to the address in Italian (Dr. Montessori speaks Italian and her speeches are translated by her nephew Signor Montessori) Dr. Montessori thanked the audience for expressing their appreciation of the work she had done for the child. She felt deeply the honour done to her by the address. She also expressed her thanks for the opportunity given to her to deliver a course of three lectures on some aspects of the education of children.

## SECONDARY EDUCATION: REORGANISATION CONFERENCE

I am afraid that my note on the above subject which appeared in the last month's journal and which by an oversight was not signed, may give a wrong impression that the Minister for Education placed before the Conference an absolutely new scheme and wanted the Conference to bless it. In fairness to all parties concerned, it must be said that the Minister's scheme was fundamentally the same as the scheme discussed by the S. I. T. U., at its Tanjore Conference in 1937 which was based upon the reports of Guilds that made a special study of the subject, and the scheme submitted by the Head Masters Association about that time. The most important feature of the Reorganisation Scheme is the bifurcation at the beginning of the High School stage into two courses: one purely cultural, leading on to University and the other vocational, leading to a definite profession or occupation in life.

The modification of the Middle School course in such a way as to prepare students for either of the courses by the introduction of craft as an important item of study is another feature of this scheme worth special mentioning.

I request my readers to read the last month's note in the light of the observations given above.

S. K. Y.

## LEAGUE OF NATIONS DAY IN NEW YORK

*Mr. Lester, Deputy Secretary-General's Speech.*

'League of Nations Day' was celebrated at the New York World Fair in the last week of October. The ceremony took place in the Court of Peace, with speakers representing the League, the Fair and the United States Federal authorities.

Mr. Lester, Deputy Secretary-General of the League delivered a special radio address on the present and future work of the League. Mr. Lester dealt with the question as to what the League could do to-day under three heads: Work during the present crisis, Work during the Settlement and the reconstruction afterwards.

Referring to the first, Mr. Lester stated that the League will, despite of War, find a large field of usefulness. Public health matters will bulk very large, perhaps even larger than before the War. The League's world-wide service of epidemiological intelligence will be more and more necessary as national services become over-burdened by the new emergencies, and as new epidemics, perhaps, develop out of the war in both Europe and Asia.

Problems of Nutrition in which the League has built up a far-reaching system of study and co-operation, are likely to take on greater importance as food supplies diminish and poverty increases throughout the world.

The League's anti-drug work will be increasingly essential not only because Government control may relax under the strain of war but also because there is always far greater addiction to drugs in such times. The same grim necessity exists for the continuation of the League's efforts against traffic in women and children, in face of the dislocations and poverty of war.

In the field of economics and finance, the League's work of centralising and co-ordinating information from all parts of the world, which has been of immense value to Governments, will take on added importance as conditions change from month to month, even from day to day. It will be more important than ever to know not only of the activity of the world economic machinery, but of the way in which governments are changing, improving or breaking that machinery through war measures.

Not by any means the least contribution that the League can make at this present moment is of a definitely moral and spiritual nature. It can, keep alive at least one centre of international collaboration and sanity where men's efforts are co-operative and where whatever is possible in the way of international collaboration will still find welcome and assistance.

Referring to post-war reconstruction, Mr. Lester stated that it is essential to the interests of all that there be planning for post-war economic conditions, which will closely and vitally affect the world, belligerent and neutral alike. Peace problems will demand an effort, greater and more world-wide than mankind has

ever attempted. As the Secretary-General stated at the opening of the League's Pavilion:

"Think of the problems that will arise when the armaments race is closed, whether by war or by ruin! What problems will be raised through the closing down or the adaptation of war factories, labour, material! What risks of chaos!"

The League though going through difficult times to-day may face its greatest possibilities to-morrow. Co-operation amongst nations is essential unless the world is going to resign itself to perpetual conflict and war. Forms may change but the principles and needs remain. The world's hopes have been cast down, but in one form or another humanity must find some method to avoid war and to enable peoples to give and to get the co-operation which progress demands. To that end, the present international organs must be preserved during this time of crisis for the even greater crisis which may come when the armies are unlocked.

## PROPAGANDA TOUR OF THE PRESIDENT

During the month of November the President visited Mayavaram, Chidambaram and Villupuram and addressed teachers on the reorganisation of Secondary Education with special reference to the proceedings of the Conference held in Madras convened by the Minister for Education.

The President was requested to preside over the All-Cochin Conference held on the 23rd and the 24th of November, at Trichur, Cochin State. He presided over the Malabar District Teachers' Conference held at Palghat on the 25th of November, and visited the high school at Shoranur and the three high schools at Calicut, i.e., St. Joseph's High School, Zamorin's College High School and the Ganapat High School. He appealed to the managements and Head Masters in these institutions to strengthen the Malabar District Teachers' Guild and to support the *South Indian Teacher*.

On the 2nd of December, he attended the Chingleput District Teachers' Conference held at Chingleput and addressed the Conference on the reorganisation of Secondary Education and appealed to the teachers of Chingleput to strengthen the District Guild of the place.

## THE S. I. T. U. MEETING

A meeting of the Executive Board of the South India Teachers' Union was held on Saturday the 9th December, 1939, in the Office at 1 p.m.

## Members present:—

|                               |                                         |
|-------------------------------|-----------------------------------------|
| Sri. S. K. Yegnanarayana Iyer | .. (Chairman).                          |
| .. M. S. Sabhesan             | .. Secretary.                           |
| .. V. Bhuvaramurthi           | .. Treasurer.                           |
| .. V. Srinivasan              | .. Secretary, S.I.T.U. Protection Fund. |
| .. S. Natarajan               | .. Madras.                              |
| .. H. Sundara Rao             | .. Chittoor.                            |
| .. K. S. Chengalraya Iyer     | .. Salem.                               |

1. Letters from the following regretting inability to attend the meeting were read:—

|                                        |                  |
|----------------------------------------|------------------|
| Sri. S. T. Ramanuja Iyengar (Telegram) | .. Trichinopoly. |
| .. M. R. Rangaswami Iyengar            | .. Madura.       |
| .. V. Jayarama Iyer                    | .. South Arcot.  |
| .. N. Kalyanarama Iyer                 | .. Tanjore.      |

2. The minutes of the last meeting were read and adopted subject to the modification that the name of Mr. Natarajan was to be added as the representatives of the Union to the Montessori Reception Organising Committee.

3. Mr. V. Srinivasan, Convener of the Publication Committee reported that the draft by-laws originally sent to the Deputy Registrar of Co-operative Societies, might well be adopted for the new company. Resolved that Mr. Srinivasan be authorised to act as the convener so as to be in charge of the correspondence and further work in connection with the formation of the S. I. T. U. Co-operative Publishing Society.

4. The Secretary read out the terms of the letter received by the Protection Fund from their lawyer in connection with the Profession Fund Trust. Resolved to request the Secretary of the Protection Fund to go ahead with the formation of the Trust and with the preparation of suitable by-laws for its administration. Resolved further that the thanks of the Executive Board be communicated to the Board of Management of the Protection Fund and that they be assured of the fullest co-operation of the Board in the proper administration of the Fund.

5. The President made a statement about the impressions he had formed by a perusal of the Annual reports of various District Guilds. The Board requested the President to write a short note in the January number of the Journal on the work of Affiliated Associations and Guilds and also suggested that at the time of the next Provincial Education Conference, a meeting of the Working Committee of the Union and the office-bearers of the affiliated Guilds be held for exchange of ideas and formulation of a programme of work for next year.

The statement of accounts submitted by the Treasurer in connection with the Education Week was read and passed. The Board is glad that it was possible for the Week to be organised and conducted without strain on the resources of the Union.

7. Read a letter from Sri P. A. Subramania Iyer on further conferment of titles. Resolved that the letter be recorded.

8. Mr. Chengalroyan from Salem raised the question of the affiliation fees for 1939-40 due from his Guild. He was informed that the affiliation fee is due as per the list of Associations as on 30-6-1939 according to the Salem Guild records.

9. The President made a statement about the office establishment and pointed out the need for an extra hand in view of the resignation of the previous clerk. Resolved to accept the proposal of the President that a part-time clerk on Rs. 10 be appointed and to authorise the President to make such distribution of work as may be necessary.

10. The question of appointing a Journal Secretary was suggested and in view of the special difficulties in getting a suitable person at this time, the Board requested Mr. Yegnanarayana Iyer, the President of the Union to continue to be in charge. In this connection the Board resolved to place on record its high appreciation of the meritorious services rendered by Mr. Natarajan to the journals for a number of years without any honorarium. It resolved to sanction an honorarium of Rs. 100 to Mr. Natarajan as a token of its appreciation.

11. As regards the permanent affiliation of Provincial Associations, it was resolved that the conditions of membership originally stipulated by the Executive Board be adhered to. Resolved that the Secretaries of Provincial Physical Association and South India Pandits' Union be called upon to furnish the list of members. It was further resolved to grant permanent affiliation to these Associations if they should be eligible for it under the rules. In case the condition regarding strength is not fulfilled, the Board resolved to grant affiliation for the year 1939-40, as a special case provided that the subscription for the minimum number of 50 be paid irrespective of the strength of the individual numbers of the Association.

With a vote of thanks to the chair, the meeting came to a conclusion.

M. S. SABHESAN,  
Secretary.

S. K. YEGNANARAYANA AIYAR,  
President.

## CORRECTION SLIP.

We are sorry that in the proceedings of the Executive Board of the S. I. T. U. published on page 490 of the November number of the Journal, an unfortunate printer's mistake has occurred. The new titles accepted by the Executive Board are: *Upadhyaya Sangha Karya Pravacana* and *U.S.K. Dhurandhara*. The word *kavi* is wrong and is to be replaced by the word *Karya*.

## FROM OUR GUILDS AND ASSOCIATIONS

## LECTURE ON BROADCASTING IN RELATION TO EDUCATION

Mr. S. T. Ramanuja Iyengar delivered a lecture on Broadcasting in relation to Education. He began by referring to the development of the Trichy A.I.R. Station and its attempts to organise school broadcasts for Tamil Nad in Tamil. The possibilities of broadcasting were many and broadcasting should range from the rural school to the University. Broadcasting was bound to revolutionize our atrophied educational system. It had to take note of the differences in the age, understanding and environment of the school listeners. It could hasten the march of both literacy and culture and supplement the work of our Training Schools and Colleges along modern trends in education.

## CO-OPERATION OF ALL CONCERNED.

In the making of broadcasting as a force in education, Government had to see that its success was not endangered on the score of finance for school sets. Teachers had to get out of their ruts and not feel that the radio could endanger personal teaching. Managements had to harmonise the needs of the School with the needs of broadcasting. Schools had to agree to a common hour.

## ILLUMINATION OF THE CURRICULUM

Worked properly, educational broadcasting would lead to the pooling of knowledge and experience and would act as a momentum in the post-literacy period of the learner. An education committee could plan the broadcasts and the programmes should be based on the school curriculum and its illumination. Broadcasting would lead to interesting the listener and make for deliberate education. The crisis which affect education and the country necessitate popular education of a kind and degree never before contemplated.

## THE MADURA DISTRICT TEACHERS' GUILD

## MADURA SESSION, NOVEMBER 4, 1939.

A Joint Session of the Madura Dt. Teachers' Guild and the Madura Teachers' Association was held in the Setupathi High School, Madura, on November 4, 1939, from 9-30 a.m. to 12 noon, with Sri. M. R. Rangaswami Aiyangar, M.A., L.T., President of the Guild, in the chair. About 200 members were present representing the various affiliated associations.

After prayer by Sri. D. Balasubramania Aiyer of Bodinayakanur, the President gave a few introductory remarks, after which Prof. M. S. Srinivasa Sarma, M.A., of the National College, Trichinopoly, addressed the members on Reorganisation of Secondary Education. A discussion followed, which mainly centred round the bifurcation of courses in the higher forms. The general feeling was the following: The bifurcation would tend to perpetuate, and perhaps accentuate, the existing cleavage between the intellectual and the manual worker; present conditions needed that education should have a vocational bias such as would train the hand and the eye and give scope for creative self-expression. Accordingly it was unanimously resolved that 'In view of the urgent need for training the

hand and the eye of all pupils, the courses of study in the higher forms must be given distinct vocational bias at present, the Government financing the scheme.'

The President wound up the proceedings with a few remarks. The Secretary, Sri. V. Aravamudan Aiyangar, thanked the lecturer, the Madura College Board, the Madura Teachers' Association and the staff of the Setupathi High School for their co-operation in making the function a success. The meeting terminated with a dinner at 12-30 p.m.

K. R. CHANDRASEKHARAN,  
Joint Secretary.

V. ARAVAMUDAN,  
Secretary.

## THIRUNELVELY DISTRICT TEACHERS' GUILD

## HALF-YEARLY CONFERENCE

The half yearly conference of the teachers of the district under the auspices of the Tinnevely District Teachers' Guild was held to-day at the M. D. T. Hindu College, Mr. Samuel Muthiah, Headmaster of the C. M. High School, presiding.

Mr. E. H. Parameswaran, President of the Guild welcomed the gathering.

In his Presidential Address, Mr. Muthiah criticised the work of the Congress Ministry in the field of education and the recent G.O. regarding the compulsory retirement of teachers in aided school at the age of 55. He also referred to the rapidly spreading evil of communalism in centres of learning and said that this was chiefly a result of the impact of the young minds with the propaganda carried on by the so-called political parties in the land. It was the duty of every teacher, he urged, to realise the danger and strive hard to combat it. He appealed to the teachers to promote communal amity and develop in the pupils a national outlook: not only in the classroom but in the playfield and every extra-curricular activity carried on at school.

Resolutions were passed requesting the Government to keep in abeyance the G.O. regarding the age-limit for teachers in aided schools till provision was made by the Government to place them in the same position as Government servants regarding scale of pay, security of tenure and leave regulation; thanking the Tinnevely District Board for restoring the salary cuts on teachers in secondary schools from November, and requesting the Board to remove the cuts for the previous eight months also.

Another resolution requested the S.S.L.C. authorities to set the Sanskrit question paper in the mother tongue.

With a vote of thanks proposed by Mr. V. Venkatakrishnan the Conference came to a close.

SRIVAİKUNTAM,  
13-12-'39.

(Sd.) V. VENKATAKRISHNAN,  
Secretary.

## DISTRICT EDUCATIONAL CONFERENCE AT PALGHAT

The Eighth District Educational Conference and the Annual Meeting of the Malabar District Teachers' Guild were jointly held in the Hall of the Native High School, Palghat, on Saturday, the 25th November under the distinguished presidency of Prof. S. K. Yegnanarayana Iyer, the President of the S.I.T.U. There was a

fairly large gathering of teachers and among the distinguished visitors were Messrs. C. Ramalinga Pillai (Chairman of the Municipality), and P. V. Aghoram Iyer. (of the local bar).

The proceedings began at 11-30 a.m. with music by the students of the local Pandit Madhai Municipal High School. Mr. H. P. Varied, Headmaster of the B.E.M. High School, Madurai, and Chairman of the Reception Committee, then delivered his extempore speech welcoming the delegates. The President in the course of his address appealed to the teachers assembled to strengthen their District organisation and thus indirectly strengthen the Provincial organisation. He assured the house that the S.I.T.U. was getting more and more recognition at the hands of the Government and its prestige would grow higher if every constituent Guild be alive and be functioning well.

Sri. C. V. Narayana Iyer, History Lecturer in the local Government Victoria College, then gave a lecture on "The Need for a New Orientation of History". It was unique and inspiring and made a very deep impression on the audience.

The report of the Guild for 1932-33 was read by Sri. K. S. Sivaram, Secretary, and adopted by the house. The following office-bearers were then elected for the new year: President: Mr. K. P. Varied; Vice-Presidents: Messrs. N. R. Ramaswami Iyer and G. S. Srinivasa Iyer; Secretary: Mr. K. S. Veeraraghavan, and a Joint-Secretary was authorized to be co-opted by the President and the Secretary; Treasurer: Mr. C. V. Cepelakrishna Iyer.

Mr. K. S. Sivarama Iyer, the out-going Secretary was chosen to be the Guild's representative on the Executive Committee of the S.I.T.U.

The Conference then passed some important resolutions.

After a few remarks from the Chair and the vote of thanks proposed by the Secretary, the Conference dissolved at a little past five.

K. S. VEERARAGHAVAN,  
Secretary.

## EDUCATION WEEK

### AT IDICARAI (COIMBATORE DISTRICT)

The Education Week was celebrated at Idigarai on Saturday the 5th December in the local school. There was a large gathering of parents, pupils, ladies and distinguished guests. Sri. S. N. Hariwami Iyer welcomed the guests. Boys from the Ramakrishna Vidhyalaya, Perianaichanpalayam entertained the audience with music. There were addresses by Sri Periaswami, Ramaswami Gounder and Ven-tagiri Rao. The Girls of the school entertained the audience with *Kummi* and *Kolattam*. With a vote of thanks by the Secretary, the function came to a close.

## THE TEACHERS' BOOKSHELF

*The Activity Programme in Indian Education.* By J. T. Rajanayagam (Christian Literature Society, for India. Pp. xiv+192. Price Rs. 2).

Moga in the Punjab and Erode in South India are 2 centres where teaching is done through the "project method" which is described in this book. The work done in these 2 centres is the nearest approach to the Ideal of the Wardha Scheme. So the present book by Sri. J. T. Rajanayagam who has been connected with the London Mission Community Training School at Erode since 1923, is a welcome and timely addition to the educational literature of our country. Rev. H. A. Popley's Foreword adds to the value of the book. Both of them are no more enthusiasts. They describe what they have actually observed and experimented.

The book deals not only with the principles and technique of the "project method," but also with the practical working of the method in the Erode School. The book is divided into 3 parts. Part I deals with the Activity Principle in Education and the Need Psychology. The author shows how the project method "admirably suits the aims of the ignorant parents and the cultured parents; the dull pupils and the bright pupils; the secular teacher and the religious teacher, as education through the project is education for a life abundant" (p. 59). In Part II, the project method is compared with the Traditional Methods and its superiority shown. 2 sample projects—A School Shop activity for class 5 and a Flower Garden Activity for class 4—illustrating the technique of the method are given in detail; these occupy 68 pp. of the book. Part III deals with Project School Administration. A list of projects suitable for classes 1-5 is given as an appendix.

If the method should work successfully, the projects should be chosen by the pupils with the guidance of the teacher. The crux of this method lies therefore in the personality and spirit of the teacher. It is heartening to read the following:

"Even our short experience in the training of Higher Elementary Grade pupil-teachers and our dealings with the teachers of the model school shows, that after all no special qualifications are required in a project teacher than those that are ordinarily possessed by young men of their educational qualifications" (p. 165).

The author also points out that no costly equipment is necessary for the project school.

Every working educationist would do well to go through this book.

V. S.

*The Scholar's own Guide in Arithmetic* by L. M. Barton, L.L.A., Book I, pp. 64; price paper 6d. and cloth 7d; Bk. 2, pp. 96, price paper 8d. and cloth 9d. Macmillan & Co. Ltd., London.

If Arithmetic is felt to be a difficult subject by many of our pupils, it is because the classroom teacher, especially of a large class, cannot afford to spend more than a limited period of time on each topic. These two books supply the backward and the slow pupil with the assistance he needs. A large number of sums

graded in the order of difficulty are actually worked out, every step of the working being clearly explained in simple language. In the case of certain types of problems, two methods of working—the longer and the shorter—are given. A pupil could go through each worked-out exercise at his own pace till he understands it. In addition to their being helpful to the backward and the slow, these books will also serve as books of revision for all those who prepare for examinations. But, these books cannot take the place of text-books as they do not contain exercises for boys to work out by themselves. These two books could be used with profit by boys and girls of our Middle and High Schools also.

*The Coronation English Grammar and Composition for Middle Schools* edited by R. Patrick, Dy. Director of Education, Colombo. B. G. Paul & Co., Madras. Bk. I, for Form I, pp. 90, As. 6; Bk. II, for Form II, pp. 122, As. 9; Bk. III, for Form III, pp. 212, As. 12.

Each book of this series is divided into 2 sections—Grammar and Composition. Considerable care has been exercised by the Editor in planning out the two sections on a concinnous plan. Formal grammar is given its right place in this series; it is not treated as an end in itself but as a means towards good composition. It is a good thing that under composition are included even in Bk. I simple story poems, letter writing and easy dialogues, besides Picture Compositions, story writing and simple descriptive compositions. Exercises on Analysis and Punctuation are dealt with even in Bk. I. Another good feature of the series is the inclusion of a large number of exercises under each lesson; the exercises are varied and interesting and most of them could be done orally; they provide the necessary material for drill in correct usage.

Teachers of English are sure to find this series highly useful.

V. S.

*Macmillan's Easy Study Series Arithmetic—Book II.* Macmillan & Co., Ltd., London. Pp. 90. Price, paper 3d., cloth-lined 9d.

Book I of this very helpful series was reviewed in our October 1939 number. This is also a book of exercises, there are 90 sets of exercises with 2 divisions in each set. The exercises are planned on the same model as in Bk. I, and include in addition to the types found in Bk. I, sums on Fractions, decimals and stopping. The exercises are well graded and practical. There are 2 pages of useful tables.

R.

*செய்துரைகள்* by T. S. Rajagopalan. Longmans Green & Co., Madras. Pp. 321. Price Rs. 1-12-0.

This Tamil book covers the S.S.L.C. syllabus in C. Group Geometry. It is well-written; there is a naturalness in the Tamil rendering of technical terms and expressions. The exercises are well-graded. The illustrations are neat and clear. The printing and get-up are good.

R.

*Macmillan's School Plays for Juniors.* Bks. I to XV. Macmillan & Co., Ltd., London.

Bks. 1, 2, 3, 7, 13 & 14, 16 pp. each; price 3d. each;

Bks. 4, 5, 6, 9, 12 & 15, 24 pp. each; price 4d. each;

Bks. 8, 10 & 11, 32 pp. each; price 5d. each.

The books contain delightful little plays written by good story-tellers. Catherine R. Steele contributes 6 plays, C. D. Cole 4 plays, R. P. H. Blois 3 plays, Kate Lay & D. M. Prescott 2 plays each and Marian V. Hayes one play.

Books 1, 5 & 15 contain 2 plays each and each of the rest one play. 12 of the plays are written in simple grammatical prose and 6 in easy verse. Most of them can be acted by young boys and girls with little or no scenery and even out-of-doors. Each book is illustrated and contains profuse acting notes. The beauty of the series lies in the variety of subject matter—modern adventures, famous legends, fairy tales, etc.—to choose from to suit different tastes; and the inclusion of plays to suit casts from 4 to over 13.

Most of the plays are sure to appeal to Indian boys and girls. They can be acted by the pupils of our middle schools.

V. S.

*Suggestions for the use of New Type Tests in India* by the Rev. E. W. Mienzel, M.A., B.D., (Bisrampur, via Bhatapara, Central Provinces) published by the Oxford University Press. Cr. 8 vo. 261 pp. with index. Rs. 3.

In the preface the author states 'There are truly baneful influences in the present educational system. Education however cannot get along without examinations of some sort or other. These can be greatly improved and there is a well tried technique already available which can improve the examination system provided it is used with discretion. Such an improvement is part of the benefit to be derived from the use of New Type Tests. Modern education can claim to have improved the technique of measuring the mental and educational changes. The improved way of measuring has made the difference between mere debate and knowledge, between guess-work and a reasonable certainty as to the soundness or unsoundness of many of our educational practices. There are many excellent references on 'How to measure in education'. Among all the references, there is not one that takes cognizance of the Indian situation. The author has listed and briefly discussed all the standardisation of tests made in India (which have come to his attention).'

The book has been divided into two parts. Tests for the school room and psychological tests. There are four appendices (a) Note on calculating age-norms for standardised tests, (b) Leeder test in English, (c) Oliver's General Intelligence Test, and (d) Bibliography. The First Part has five chapters which will be found to apply most directly to problems of teachers in the class room. The chapter headings are conducting New-Type Test for class use. What is a standardised test? School subjects standardised, Advantages and Limitations of New-Type examinations. The use of Diagnostic and Instructional tests. Very helpful suggestions for the constructions of various tests like the True False Test with its variation of Yes and No test, the multiple choice test, the matching test, the competition test, the classification test, are given in the First Chapter. A full and familiar example of

a test on the reign of Akbar which is given is bound to be very helpful. Other examples are chosen from Geography and English. The second chapter is an essay on what a standardised test is. Standardised tests employ all the devices of the informal New Type Tests and are much more elaborate intended to be used by thousands of pupils. Through their use a teacher can quickly compare his own class as a whole and the individuals of his class in the other classes and individuals. Such tests are standardised in (1) form and construction, (2) the way in which it is to be administered and evaluated and (3) Norms being supplied. The subject is explained at great length in chapter II and is illustrated by a number of examples. He gives the addresses of Board of Education, London, England and Bureau of Publications, Teachers College, Columbia University, New York and several others as publishers of complete sets of tests in school subjects.

It is sincerely recommended that chapter IV of this book at least is read by every teacher. It is a clear examination of the advantages and limitations of the New Type tests. Nine advantages are expounded and two limitations are explained and suggestions are made as to how they could be overcome. The last chapter of the first part is devoted to the use of diagnostic and instructional tests.

The second part deals with subjects which though not very useful to the teacher in the class room is of importance to the head of every school. The matter dealt with in this part is of the very latest attempts to measure features—such as graphic rating scale to measure alertness, perseverance, comprehension, etc.

Any teacher who wants to do his work with thoroughness by keeping abreast of the times is urged to read this handy volume which is the work of a person who has constructed and administered tests. The language employed has been very simple and subject matter covered is vast and thoroughly up-to-date. We cordially welcome this addition to the very useful 'Teaching in India Series' as the book is one which will be helpful to teachers under training, the Work-a-day Teacher and Headmasters of schools. A brief glossary of technical terms would enhance the value of the book.

S. RAJAN.

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*The Way to English (In Four Books).* By Mohr Robb, M.A. Published by Messrs. Longmans. Price Books I and II 1sh. 4d., each; Book III 1sh. 6d.; Book IV 1sh. 9d.

The way to English has been planned with a view to provide a systematic four year course for pupils of mental ages 9 to 12. The course provides continuous progressive and co-ordinated exercises throughout in Reading, Comprehension and Appreciation, Spoken and Written Composition, Vocabulary enlargement. The use and function of words, Word-building and speech sounds. There are also, here and there, pictorial composition exercises and Revision tests.

The selections both in prose and in verse have been graded with great care and the exercises that follow each lesson will be found very useful for teaching pupils in our schools the essentials of English language spoken and written.

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*Sixty Letter and Reading Games.* By Jane Spencer. Published by Messrs. Macmillan and Co., Ltd. Pp. 64. Price 2sh. 6d.

Every good teacher knows the value of simple and amusing games as part of class-room instruction. When a child begins to show a desire to read, the best method of stimulating that desire is to provide opportunities for him to play simple games which would not only lead him to more formal work, but provide suitable outlet for the childish activity. This small book by Jane Spencer contains a number of games that can be played by groups of children with greatest interest. This is a book that should be in the hands of every teacher of young children.

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*A Concise History of the Indian People.* By H. G. Rawlinson. Published by Messrs. Oxford University Press. Pp. 424. Price Rs. 2-8-0.

It is very rarely that we teachers come across good text-books on Indian History, and the Oxford University Press have to be congratulated on their bringing out this Concise History of India incorporating in it the latest researches in the field of archaeology. Though the author has had before him the needs of students preparing for the Matriculation of the Indian Universities, this book will appeal to the general reader who requires a simple, non-technical account of the country and its people.

The treatment of the historical narrative under the three broad divisions as Ancient India, Medieval India and Modern India gives to the history of this country the much needed orientation so welcome in these modern days when social and economic developments come to be emphasised rather than mere communal aspects; and the frequent references to the social conditions enhance the value of the book.

The book is profusely illustrated and has an index running to 22 pages. It is a book that is eminently suitable as a text-book in A History in Our Secondary Schools.

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*This England (1485-1714).* By I. Tenen, M.A. Published by Messrs. Macmillan and Co., Ltd. Pp. 278. Price 3sh. 6d.

The author has in this book attempted to present English History in a new way not only emphasising great events, movements and figures, but dwelling at convenient points on the social, economic and technical points. It is his view that the story of improvements in navigation, farming, textile work and transport is just as much part of History as are the often futile or mischievous activities of politicians, prelates and war-lords. Such a widening of the Scope of History has enabled the author to give to the young readers much interesting information on the social, economic and technical developments, which generally will not be easily available even to teachers working in schools with good libraries.

The exercises and questions that are given at the end of each chapter are intended to stimulate pupils to further study of important topics.

History books written on the lines the author has adopted are sure to make what is generally considered a dry subject not only more interesting, but also make historical studies capable of giving a larger view of man's efforts at progress.

The book is very nicely got up, and contains a number of illustrations specially prepared for this book and also some expressive charts.

*The Modern Class-Books of English History: Senior Book V: Victoria and Modern Times.* By E. J. S. Lay with a Prefatory Note by Prof. F. J. C. Hearnshaw. Pp. 183. Price 1sh. 4d. (paper); 1sh. 6d. (cloth). Published by Messrs. Macmillan & Co., Ltd.

Teachers who have used the books of this series will be glad to learn that the Fifth Book which completes the series is now made ready. As Prof. Hearnshaw says in his prefatory note, Mr. Lay has a genius for the presentation of knowledge in a form suited to the comprehension of the child-mind. Historical matter is made interestingly human by its correlation with the lives of chief men of successive generations and events are presented in such a way that the relationship of cause and effect can be easily understood by children. The book is written in plain, simple language so that children can study without much of explanation by teachers and hence is suitable for class use when especially the individual method of instruction through assignments is adopted.

There are also at the end of each chapter questions to stimulate thinking, and suggestions for practical work.

#### BOOKS RECEIVED FOR REVIEW

*Messrs. Macmillan & Co.*

Books I, II, & III.

- 1-4 Class Book for Children. Books 1, 2, 3 & 4.
- 5-6 Scholar's Guide in Arithmetic, Books 1 and 2.
- 7 Reading and Composition—Robert Macintyre.
- 8 Biology for Senior Schools.
- 9-23 Macmillan's School Plays for Juniors.
- 24 Stories to tell in the Infant School.
- 25 Easy Studies Series—Arithmetic, Book II.
- 26 Modern Science—Biology III.

*Christian Literature Society.*

- 27 The Activity Programme.

*Longmans Green & Co.*

- 28 Elements of Geometry (in Tamil)—T. S. Rajagopalan.

*Oxford University Press.*

- 29 The Education of India, History and Problem—T. N. Siquera, S.J.

*B. G. Paul and Company.*

- 30-32 The Coronation English Grammar and Composition for Middle Schools.

#### EDITORIAL

##### THE UNION AND ONE ASPECT OF MODERN POLITICS.

The S. I. T. U. has no politics of its own as the term is understood in this country; that is, it owes allegiance to no political party whether in power or out of office. But it has been giving its support to schemes educationally sound, whatever the party that sponsored such schemes.

But this political neutrality, we are afraid, cannot be maintained absolutely at all times. There is one tendency becoming more and more manifest at present in the public life of the country against which we as teachers have to set our face definitely. We mean the tendency to view everything from a communal point of view. As Mr. Muthiah who presided over the Tinnevely District Guild's Conference held recently told his audience Indian Nationalism which has been slowly built up by English Education during the past 50 years and more is fast disintegrating under the corrosive influence of communalism.

Great thinkers of the world like H. G. Wells, Bertrand Russell and others are of opinion that even nationalism has got its limitations and they are pleading for internationalism to be taught in schools and colleges. The world, they say, had shrunk so much in recent times owing to the rapid development of methods of locomotion and communication and to the interlinking of world finance and commerce. The old order of things in which many independent states were in existence has become already an anachronism and is considered to be the cause of all wars that were waged in the 19th century and of the war that is going on at present in Europe.

That being the ideal set before the world by progressive thinkers it behoves us to take our stand at least in the second line of progress if not right in the vanguard position. We as teachers have to discourage all the narrowing and fissiparous tendencies set in motion by the new danger of communalism. We have to make the students entrusted to our care realise that they are Indians first, Indians next and Indians last and not Hindus, or Mussalmans, members of Minority or Majority communities. This is a solemn duty we owe to the younger generation.

##### LITERACY CAMPAIGN.

It is a hopeful sign of the times that public conscience has been awakened to the appalling illiteracy of the masses of this country and

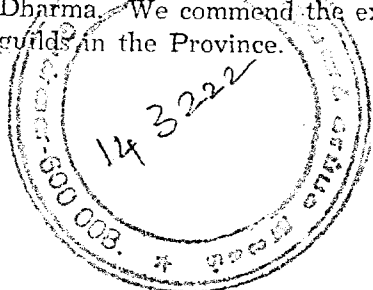
public bodies are coming forward to launch campaigns against illiteracy. On page 512 of our Magazine would be found a brief account of what our sister Province of Bihar has done in this field. We hope that the Government of this province also will take on hand a comprehensive scheme like that and pool all the resources available in men and money for conducting such a campaign. The official and the non-official social workers of all parties and denominations can join together in this great campaign. The vast student population of this land who will be having their long vacation from April onwards cannot utilise it in a better manner than by contributing their own quota to achieve this great consummation, namely, making some more of our adult population literate. Should they not be properly equipped for this difficult task?

#### EXAMPLE OF THE TRICHY TEACHERS' GUILD.

The Trichy Guild is very forward in many respects. They even claim to have been started earlier than the Madras Teachers' Guild and they are going to celebrate their Golden Jubilee in 1940. That Guild was one of the earliest to construct a building of its own and it has added another feather to its cap by starting a Refresher Course for Elementary Teachers. Such Refresher courses are being conducted at the time of Provincial Educational Conferences by the Guilds responsible for the conduct of Conferences. The Trichy Guild itself conducted an elaborate Refresher Course for elementary school teachers in 1933 when the Provincial Educational Conference was held there.

Without implying any reflection on the general equipment of our Elementary school teachers, we may venture to assert that these Refresher Courses are bound to be very useful to them in increasing their efficiency.

In recent times the S.I.T.U., has definitely taken upon itself the task of bringing within its fold the vast army of elementary school teachers partly for strengthening the professional solidarity and partly also for giving them the benefit of our highly useful organisation, the Protection Fund. If collegiate trained teachers take upon themselves the task of running Refresher courses and thus bringing within easy reach of the less favoured of their brethren the knowledge which they have acquired, they will be doing a work which is in perfect concord with their own Dharma. We commend the example of Trichy Teachers' Guild to other guilds in the Province.



Approved for class use for schools in the Madras Presidency. (Vide Fort. St. George Gazette, dated 2nd May 1939 and 10th October 1939.)

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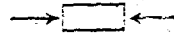
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