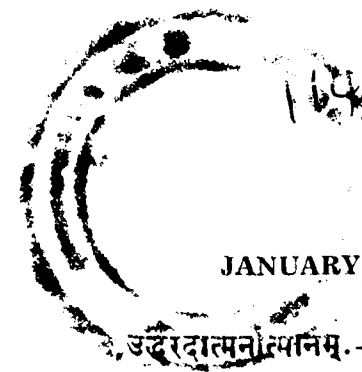


The South Indian Teacher

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



JANUARY, 1942

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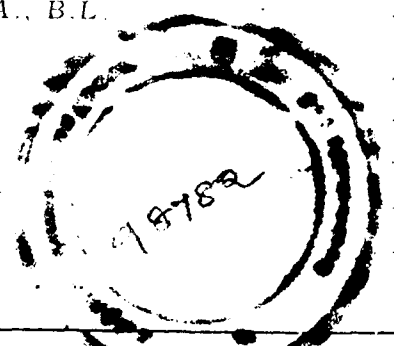
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SOUTH INDIAN RAILWAY CO., LTD.,
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THE SOUTH INDIAN TEACHER

Vol. XV

January, 1942

No. 1

HOPE TRIUMPHANT

The day succeeds the night, the dark gives way to dawn,
The sun dissolves the mists, the curtains wide are drawn:
Time's flight unrolls the years through God-appointed ways,
In ceaseless, rhythmic beat His providence displays.

Let Hope triumphant reign o'er downcast heart and mind,
As New Year bells ring forth their chimes to humankind.
Be lifted up to gaze at yonder mountain height
And learn the ageless truth that right alone makes might.

The pompous tyrants strut across Time's fitful scene,
Make hearts to fail in fear at words and acts obscene,
Vile hates instill, brute passions rouse, till frenzied hands,
Wreck death on cringing men in their benighted lands.

But Hope proclaims their little day will soon be done,
The cause of brotherhood will SCHRECKLICHKEIT outrun,
The Lord of Heaven but bides His time to loose the chains,
The torch of freedom burns while God His wrath restrains.

'Tis Hope that giveth life, that sheds its cheering rays
Across our path through lovely nights and weary days,
From our dead selves shall we not rise to greet the morn,
Resolved that righteousness shall e'er our lives adorn?

Then ring, O Bells of New Year Hope, across the sky,
Ring out the evil past that brings a tear, a sigh.
Ring in that nobler day of universal peace
When men no longer lift up sword—when wars shall cease.

CHARLES G. REIGNER in *El Padre*.

From the Educational Review—The official organ of The New Brunswick Teachers' Association and the Prince Edward Island Teachers' Association.

APPLICATION OF STATISTICAL METHODS TO EDUCATION

By

N. SUNDARARAMA SASTRY, M.A., M.Sc.,
Lecturer in Statistics, University of Madras.

PRECISION OF "STATISTICS"

In the previous sections, some "statistics", e.g. averages, measures of dispersion, etc., have been enumerated for condensing or reducing any quantitative data for making comparisons and drawing other conclusions. If the entire population of the variate in question is available, we can stop the analysis with them. But sometimes we cannot deal with the whole population, and we have to depend on the results of a representative sample, which was taken by some random method. If we find the Arithmetic Mean or Standard Deviation or any other statistics for a number of samples, we find the results for the different samples will not be identical, although the differences may be small. At this point, the necessity for distinguishing differences, which may be due to a complexity of very small and unknown causes, or due to a real difference in the populations from which they have been taken, arises. To distinguish these cases the theory of probability is applied. It is not my purpose here to go into the details of that theory, but only its applications in different cases will be given.

We have already seen in "The Normal Curve" that if a variable is distributed normally, 95% of the frequency is included within $\pm 2\sigma$ from the arithmetic mean which is the origin. Hence any value outside $\pm 2\sigma$ from the origin is likely to occur only less than 5 times in 100.

Also if σ_x is the standard deviation of a variable x and σ_y is the standard deviation of y ; and if x and y are independent, then the standard deviation of $(x-y)$ will be given by

$$\sigma_{(x-y)} = \sqrt{\sigma_x^2 + \sigma_y^2}$$

The distribution of the sample "Statistics", e.g., arithmetic mean, standard deviation, coefficient of correlation, etc., usually follow the normal curve with the population value as the Arithmetic Mean which is taken as the origin of the curve. This will be true if the size of the sample is fairly large. The difference between the sample value and the population value may be termed the error of sampling. Hence the dis-

APPLICATION OF STATISTICAL METHODS TO EDUCATION 3

tribution of the errors of a number of samples follows a normal curve with the Arithmetic mean zero. The standard deviation of the errors (usually termed Standard Error) of the different statistics vary. The Standard Errors of "Statistics" are given in the table below.

Note.—In all cases σ represents the standard deviation of the population from which the samples in question are drawn. But usually this value is not known and so the sample value is substituted for the population value. The size of the sample is taken as n .

"Statistic"	Standard error
Arithmetic Mean	$\frac{\sigma}{\sqrt{n}}$
Standard Deviation	$\frac{\sigma}{\sqrt{2n}}$
Coefficient of variation	$\frac{V}{\sqrt{2n}} \sqrt{1 + \frac{2V^2}{10^4}}$
Coefficient of correlation	$\frac{(1-r^2)}{\sqrt{n-1}}$

It should be noted that these formulae are true only when n is large, say over 50. For smaller values they may give misleading results. The value of the standard error of coefficient of correlation is incorrect for large values of r , even when n is large. But in such cases there is no need to test the significance of the value.

Application.

Suppose 2 samples are taken giving the following values of arithmetic mean and standard deviation. It is required to test whether the differences are significant.

Samples	Size	Arithmetic mean	Standard deviation
1	n_1	x_1	σ_1
2	n_2	x_2	σ_2

The difference between the arithmetic means is $(x_1 - x_2)$. If the two samples come from the same population $(x_1 - x_2)$ must differ from zero by a value less than twice its standard error.

Now the standard error of $x_1 = \frac{\sigma_1}{\sqrt{n_1}}$

and the standard error of $x_2 = \frac{\sigma_2}{\sqrt{n_2}}$

Standard error of $(x_1 - x_2) = \sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}$

find the ratio
$$\frac{(x_1 - x_2)}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}}$$

If this is greater than 2, we say the difference between the Arithmetic Means of the two samples is significant. If it is less we say that it is not significant.

A similar method can be applied to test the significance of $(\sigma_1 - \sigma_2)$

the ratio in this case being
$$\frac{(\sigma_1 - \sigma_2)}{\sqrt{\frac{\sigma_1^2}{2n_1} + \frac{\sigma_2^2}{2n_2}}}$$

As regards the coefficient of correlation we have to find the value of

$$\frac{r}{\frac{1-r^2}{\sqrt{n-1}}}$$

and see whether it is greater or less than 2; because we test whether the coefficient of correlation is significantly different from zero or not.

(Standard Errors for other statistics are available from any standard text-book on the subject).

INTELLIGENCE TESTS

The technique of mental testing may be broadly divided into three parts: (1) the selection of suitable material; (2) administration of the test and (3) the analysis and interpretation of the test. The first two parts belong to the domain of Educational psychologists. We can accept it as an established fact that they have succeeded in measuring what they usually refer to as 'General Intelligence' by the use of tests of a certain type. A good deal of conflicting results reached on similar data may be definitely traced to the use of faulty or inadequate methods of analysis. Just as a good instrument in the hands of a bad surgeon may bring about unfortunate results, so also mishandling of the data by untrained people may give bad results. So it is as much necessary to follow accurate methods of analysis and interpretation of the results as it is to fix proper tests and apply them.

Intelligence tests may be divided into two kinds namely, individual tests and group tests.

Individual Test

The object of these tests is to fix the mental age of a pupil, as different from the chronological. For example, a boy of four years may be more intelligent or less so than an average boy of the same age. In the former case we say he is bright and in the latter he is dull. Any experienced teacher may be able to roughly classify the pupils into the different grades—dull, bright, very bright, etc. But this division is purely subjective, and may vary from teacher to teacher. Hence the need for a more accurate and standardised form of judgment cannot be overstressed. These intelligence tests serve as a corrective to the individual judgment of the teachers and they are more exact and definite. The late Prof. Binet was the originator of those individual tests of intelligence, and the scale of mental measurement is familiarly known after him as the Binet Scale. He devised a series of tests, each of them being appropriate for children of a particular age. He arrived at these results after a series of experiments, and after his death, they were revised where necessary by psychologists who adopted them.

Thus standardised tests are prepared for each age from 3 years up to 14. When a group of children are brought to be tested, each individual is tested with the suitable tests of his age and those of the immediately neighbouring age. The mental age is fixed by the test which he is able to answer correctly. For example, if a 5 year old boy is able to answer correctly the 6th year test the mental age is 6, on the other hand, if he is

able to answer 5th year test his mental age is the same as the chronological age. The intelligence quotient of any student is given by

$$I. Q = 100 \times \frac{\text{Mental Age}}{\text{Age}}$$

The essential requisite of any test to be useful is that it should be reliable as a measure of intelligence. Thus if you apply a test to a group of children on a particular date and rank them by the results of this test, and repeat the experiment at some later date, there should be a good amount of agreement between the ranks in these 2 tests if the test is reliable. Of course, in the ideal case, the ranks should be identical. But on account of the limited scope of the test material and the individual variations in performances in the two tests, there may be discrepancies. But we naturally expect a high amount of correspondence between the two sets of results. This correspondence is measured by the coefficient of correlation.

Binet's method suffers from several handicaps: (1) It may be alright for a small group, but if it is necessary to examine rapidly a very large number of people who vary widely in intelligence, it is not adequate. (2) The scale is discontinuous and proceeds by unit steps of 1 year. It is not possible to distinguish the groups on a finer scale.

Group Test

In order to meet these requirements, group tests of intelligence are devised. In these tests, a series of questions are given to all the candidates simultaneously and they are asked to finish answers in a limited time, which is fixed to meet the requirements of all candidates. The answers are valued by examiners who assign marks to the different answer papers of the students. The questions must be so framed that the valuation does not depend upon any subjective factor.

In the case of these group tests also, the first point to be considered is the reliability. For this purpose the same examination must be held twice to the same candidates or the test may be divided into 2 parts A and B, A containing a series of simpler questions than B. The coefficient of correlation between the scores of the same candidate in A and in B measures the reliability of the test.

I Q's for Group Tests

From the definition of I, Q, we understand that intelligence increases with age, so that we expect a high degree of positive correlation between age and intelligence. Hence from a table of double entry of age and the

marks obtained in the test, we can find the coefficient of correlation between the two. We find that the regression is linear only between certain ages; generally between 8 and 17. From the regression equation we can compute the mental age of each candidate from the marks he obtained in the test, and we can very easily calculate the I, Q's. The reliability of the I, Q's can be found by finding the coefficient of correlation between the I, Q's in the 2 tests. There should be no correlation between I, Q's and age if the test is very good. Otherwise the I, Q's cannot serve as satisfactory tools for comparing the intelligence of children. From theoretical consideration it was proved that the frequency distribution of I, Q's should be a normal curve.

The scope of this series of articles is limited and elementary. For advanced knowledge the following books and articles may be read with advantage.

Thompson and Brown—Essentials of Mental Measurement.

H. O. Rugg—Statistical Methods applied to Education.

A. S. Woodburne—Psychological Tests of Mental Abilities.

T. L. Kelley—Interrelation of Education Measurement.

Sankhya Vol. I—Studies in Educational Psychology, 1, 2, 3, 4.

EDUCATION AND THE PRESENT CRISIS*

By

KURVILA JACOB, M.Ed., (LEEDS).

We are passing through a most critical period in the History of the world. We see before us great nations falling brutality and of destruction raging as never before. We see young men and boys being trained to slaughter and to be slaughtered in their thousands. We ourselves begin to wonder what calamity might await us—But in the midst of all these horrors we hear, here and there feeble sounds of hopes of a better world, of planning for a better world after this war. This is the expression of man's undaunted spirit to rise above the brutal nature, for a habitation of peace and good will.* What is our place as teachers, in the planning of a better world? It is good for us to understand our responsibility in the bringing of this better world. For though politicians may talk and quarrel and others may plan world economy and social order the greatest responsibility for the future—the training of the citizens who are to run that new world is in our hands. It is a staggering responsibility and we shall stagger if only we realise how much we can do and how little we do.

I shall briefly outline some of the important factors in the training of the citizens in which we have a direct responsibility.

All children should get opportunities for the development of their natural abilities. The physical and mental growth of children can be compared to the growth of plants, which if given suitable conditions will grow, bloom and bear fruit. Plants are not all of the same kind; even in the same variety, one plant may differ from another but they will: all grow, flower and bear fruit under proper conditions. It is the duty of the country to see that the children who form the most important wealth of the nation get the right opportunity to grow and to develop their varied natural abilities—not simply their ability to read, write and do sums—but to develop their varied gifts, physical, intellectual aesthetic, mechanical or social abilities.

Too often we forget the individual differences and the needs of individual children and those who do not fall in with the ready made schemes get neglected. The tragedy of undeveloped talents is one of the greatest tragedies. It is a tragedy to the individual who like a stunted plant in a

*Presidential Address delivered at the Education Conference held under the auspices of the Salem District Teachers' Guild.

desert soil remains unable to express his soul and it is a loss to the community.

Too often also we forget that the children whose minds we attempt to train have bodies also. In the same way as the mind has to get opportunities for exercise and growth, so also the body requires suitable conditions for growth and the development of bodily skills. This then is the first essential factor in the training of the citizen.

Secondly, there is the great truth which was aptly stated by Aristotle who said that one of the essential qualities for citizenship is the capacity to rule and to be ruled. These are two qualities we need very badly in our country. We would all like to rule whether at home, or at school or in the office, but not to be ruled and we do not know either well enough. Duleep Singh touched on the right note when he said the other day that one of the problems in Indian cricket is captaincy, not because we do not have good enough men to captain, but because we do not know how to be led in a team. We come across the same problem in Teachers' Unions, or Corporations and in all places where these qualities are required. The training must come from the school through school activities, games, excursions, like scouting, School activities and clubs. The tradition of the British Public school which to a great extent depends on the leadership of senior boys, has undoubtedly played a great part in making the British nation what it is.

Thirdly, every citizen should have a love for his country. Dr. Johnson once said that patriotism is the last resort of the scoundrel. It may be true that there may be a great deal of hypocrisy and humbug passing under the cloak of patriotism, but a true love for one's country and pride in her achievements is essential. Though Germany has directed her energies in the direction of brutality and we should not follow her example it is worthy of note that the rapid progress which country made during the last decade was due to the devotion of the people of the country. It is the same quality which has helped Britain to stand up against the onslaught of the German at a time when she was hardly prepared for war. There is however a reservation that one should add to this against the extreme form which we find in some countries to-day—"My country-right or wrong." It is better to train our boys to say "My country, if right to keep her right and if wrong to set her right."

Fourthly we must train the citizens to place their loyalties correctly and in due proportions. We have all our different loyalties loyalty to our family, loyalty to our community and loyalty to our country. The Citizen should be trained in such a way that these loyalties do not clash. Many of our troubles are due to the fact that we allow smaller loyalties to interfere with greater ones. Our country's future is in the balance and yet we know how the communal warfare is going on with increasing

fire. The communal problem is baffling all our leaders and perhaps the country can look only to the schools and to the teachers for a solution. This is a great responsibility, but it is well within our reach. If we can get our boys who belong to the different communities to work in harmony, in scout troops, on the games field, in excursions and camps we can remove the communal hatreds and bring about peace and good will in our country.

Fifthly we must cultivate in them attitudes which will give consideration for others—a concern for the good of others—a sense of social responsibility—a sense that will recognise responsibilities and not only of privileges. How often do we see even educated persons spitting on the trains, throwing waste paper or rubbish on to the road or to the other man's compound. Go to a cinema theatre or to a railway station to buy tickets, there is very little consideration for others—"my needs first." It is this same selfish spirit in a larger measure that we see in the nations which do not hesitate to grab or exploit other countries, without giving any regard to the people who belong to those countries. In the school especially in the various extra curricular activities we can have many opportunities to help the boys to practise the golden rule "whatsoever you would that others should do to you do just the same to them."

Sixthly, and this is perhaps most important of all, we should help the children to understand that there is a spiritual side to our life and that there is God the Creator of all, who rules and guides. Whatever our religion might be, we must help the pupils to seek to know God. This will be possible only if we ourselves honestly try to know God and His will and walk in His ways. If it is true that there is God and that He will guide those who listen to Him with honesty, purity and love, is it not our responsibility as teachers to help children in their spiritual life? Yet we often leave this most important factor outside our school programme.

There are many other qualities which we should try to train in the children—the future citizen—'clean thinking and wise judgment' which will help them to exercise their votes wisely and support the right man and the right party without being carried away by propaganda or by persuasion.

I have outlined, these thoughts on education for citizenship, because in the routine of our daily work we are apt to forget our responsibility as teachers, to train the children under our care as useful citizens, and feel satisfied that our responsibilities are over if we cover the syllabuses. The training however cannot be given by talking about virtues and dictating notes on civics. The training must come through the life in the

school through the various activities, games, clubs, excursions in which the teachers and the taught take active part. What really matters in our education is not so much the amount of information that we may be able to stuff into the minds of children—most of this will disappear after the examinations but the habits of mind and body, the ideals—the outlook—that we help to develop in them. With this introduction as the basis of our thought, I would like to touch on some of the current problems in our Secondary Education.

Reorganisation of Secondary Education.—We have all been hearing and talking and I hope thinking about the Reorganisation of Secondary Education, during the last five years. It is about time that something materialised and I understand that there is a fair chance for the scheme to be settled and introduced either in the 4th Form or 5th Form next year.

The main principle behind the new scheme is to provide a variety of courses in the High School Classes, to suit the aptitudes of the different types of pupils and the needs of the country. It is a plain fact that in our High School Classes there is a fair percentage of boys for whom a less literary and more practical course would be more in keeping with their abilities. Some of them waste a number of years trying unsuccessfully to pass the literary course, whereas their practical bend would have led them successfully if they were in the right course of study. Therefore in the scheme it is proposed that after the 4th Form there should be bifurcation.

(a) A Pre-University Course of 2 years' duration leading to the Matriculation Examination which will be the entrance to the University Courses of study.

(b) Vocational or prevocational courses of 2 or 3 years' duration leading to the S. S. L. C. Examination. Pupils who pass this examination may join higher technical institution or take up vocations.

There are some practical problems which are worrying the schools at present chiefly because details of the scheme are not yet available.

1. How are the pupils to be divided into the different types of courses? The original suggestion was that there should be a public examination at the end of the 4th Form. This suggestion has now been dropped. The diversion of pupils will be the responsibility of the parents and the teachers, who should consider the natural aptitudes of the pupils and direct them to one or the other of the courses. If

standardised tests of mental abilities and mechanical aptitudes are available, the boys can be more wisely guided.

There is a suggestion that for appointments to the lower subordinate ministerial services in the Government, only those who pass the S.S.L.C. examination after the special course of study for ministerial services should be eligible. This is giving some misgivings in the minds of teachers and parents. A pupil who has taken the Pre-University Course and who either by failure to pass the Matriculation examination or through financial reasons finds it impossible to proceed to the University will find himself greatly handicapped. The problem however can be overcome if provision can be made to permit pupils in such and other special situations to sit for the S. S. L. C. after putting in an extra year of study. We may be sure that the authorities will give due considerations to this difficulty and make necessary provision in the scheme.

Another problem in this connection is regarding the availability of the different types of courses in areas where there is only one school in each. Would it be possible for the same school to provide the Pre-University Course and Vocational courses? If the two courses can have the same syllabuses in the common subjects namely, English, second Language and General Mathematics it may not be difficult to arrange for both types of courses in the same school. Considering the fact that the number of Secondary Schools in the Presidency is now too many and that many areas have only one school in each, it is better that atleast in the first stage of reorganisation certain subjects are taught in common so that 'multi-stream' schools are possible.

I wish to talk next about Physical Education which is of the utmost importance in our country. If we compare the average physical development of the children in our country with that of children in Britain, America, Germany, Holland or Japan we shall feel sad indeed. Of course, one reason for this is poverty; but lack of proper physical education explains a great deal of it. Even in some of these countries I mentioned, the general health was not very high till about 20 years ago. It is 20 years of care that has raised the level in Britain. As Llyod George once said "We cannot have an A1 nation with C3 children." No, if India is to rank among the leading nations, the health of our children must improve. The recent improvements that have been introduced in our Province are on the right lines and if the games programmes and efficiency tests are conducted in the right spirit we are sure to see good results soon.

In this connection I would like to say a word about the training in 'orderliness' which ought to be given in the schools especially in the

Physical Education Classes. It is a sad fact that the vast majority of our boys get very little training in orderliness, even to carry out the simple orders to turn left or right or to march in order. When boys and young men in every country are being trained in military drill for protecting their homes, should not our children get atleast the elements of training in orderliness? I do not wish to see our children doing rifle practice, but I would like to see them being able to respond to orders with the precision that we see in the army so that should an emergency arise they may prove to be of some use. Even if the Government is unable to make the necessary provision for this by starting a School Brigade or a School Boy's Corps, the schools can do a great deal themselves in training the children in orderliness. I believe it to be an urgent need and I appeal to all to consider this matter seriously.

If Scouting can be organised properly in schools, it will meet all the gaps in our educational system. Scouting comprises in its activities everything we can think of for supplementing our literary education in schools and the great thing about it is that the activities will appeal to the boys' natural instincts. But it requires men with energy and interest to run it. It is no wonder that Hitler absorbed into his scheme of training of the German youth a great deal of the Scout Activities, leaving out of course, the spirit of Scouting which did not suit his plans.

It is unfortunate that Scouting is not thriving in our schools as much as it ought to and to make things worse unhealthy rivalry has crept in between Scout Associations. I would appeal to all Masters, to try to put down these unhealthy rivalries and to keep to spread scouting in the schools, realising that what matters is the training that it affords to the boys and not words.

Finally I want to say a word about the place of teachers in Society. Teachers in our country are rightly dissatisfied with their status; many of them are very poorly paid and badly treated, and certainly they do not occupy that place of respect which they ought to considering that their business is the training of the future citizens.

As a teacher myself, I would say that we ourselves are chiefly to be blamed for this situation. Teaching is a skilled profession, but we often give the impression to the public that it is not. Are there not many among us who regard Teachers Training as a useless business? How few of us ever read books and journals in education and try to be abreast of the developments in methods of education? Successful doctors, and engineers and business men always keep in touch with all new developments. Ours is also a specialised profession and we must

keep up-to-date in our aims and methods. Secondly ours is one of the professions in which very little research is being done in our country. There are research courses provided in the University schemes, but no one does any, and yet there is no field in which there is more scope for research. We do not have any standardised tests of Intelligence or any of the other mental abilities. We have not worked out any diagnostic tests to help us in removing the difficulties of our pupils in their studies. There are many other problems in school and class room work which need special study. It is true that most of the teachers have heavy work, but nobody else will solve these problems unless we do it.

In conclusion I would once again say that we should realise our responsibility as teachers of the future citizens and not rest satisfied with covering syllabuses and percentage of passes in examinations. We have to help the growth and development of all the qualities,—mental, physical and spiritual qualities of the young citizens. The ancient Gurus watched and guided the individual pupils in every sphere of their lives. The pupils, parents and the community revered them. The parents and community and the nation will do the same to-day also. The responsibility is ourselves.

“Raise yourself by your own efforts.”

MUSICAL MAP OF SOUTH INDIA

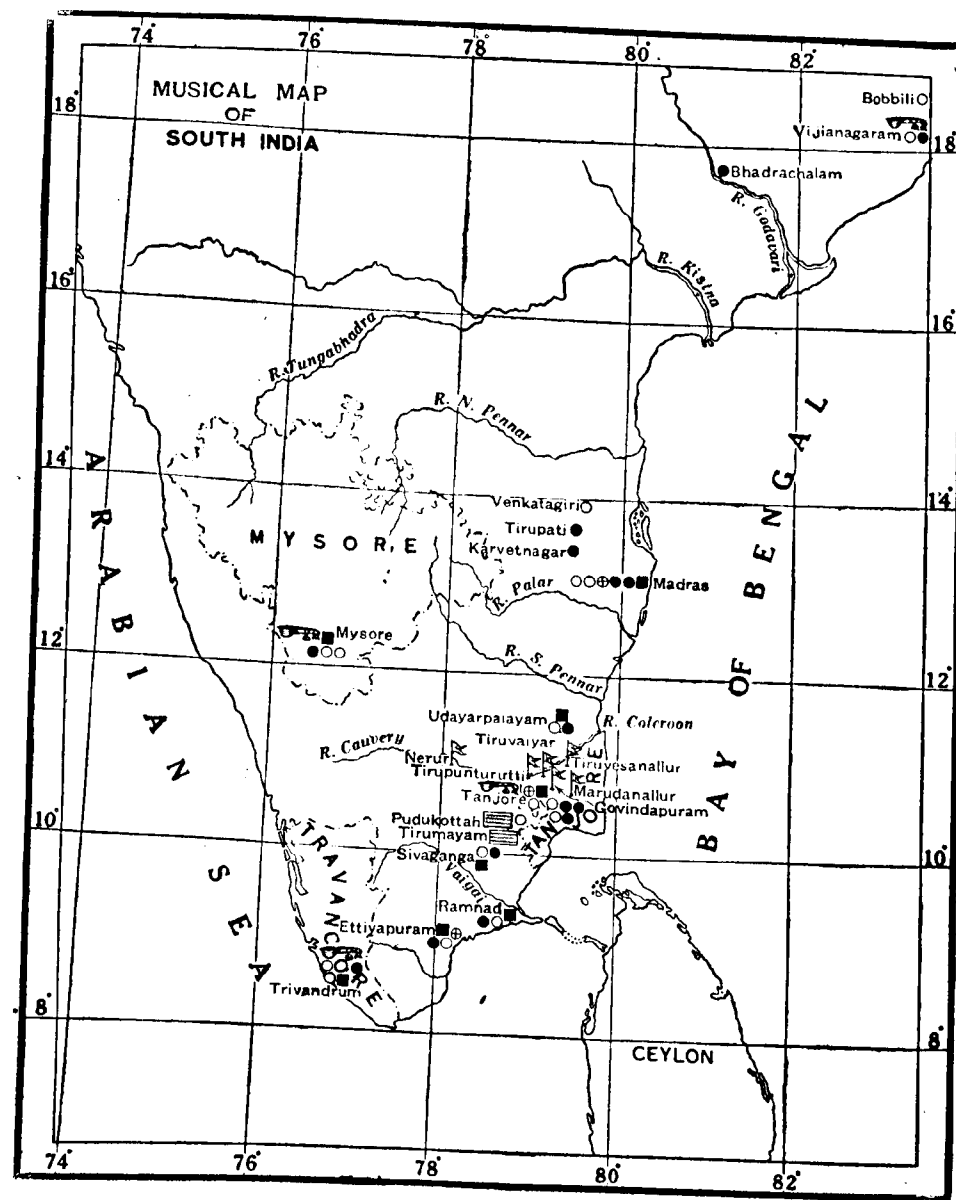
By

P. SAMBAMURTHI, B.A., B.L.,

Head of the Department of Indian Music, University of Madras.

The musical map of a country shows the important seats of music and the places wherein her great composers lived and wrote those immortal compositions which are the pride of humanity. The map also shows the places hallowed to the memory of great musicians, places which contained musical academies, conservatories and colleges, places noted for music festivals and places noted for the manufacture of musical instruments. In most cases, the seats of music were the capitals of countries or states, wherein the rulers, themselves musicians and genuine lovers of the art, attracted to their courts, the musical talent of their times.

The musical map of South India, has certain distinctive features. It has many bright spots. Places of musical importance from every point of view are found here. Most of her Rajahs and Zamindars were liberal patrons of music. Works like *Svaramelakalanidhi*, *Sangita Sudha* and *Sangita Sampradaya Pradarsini* and monumental compositions like the 72 *Melarangamalika* of Maha Vaidyanatha Iyer and the 108 *Raga tala Malika* of Ramaswami Dikshitar owe their origin directly or indirectly to munificent patronage. Madras has the distinction of being the only place in South India, which, not being the capital of a State or Zamindary, managed to become an important seat of music during the 18th and 19th centuries. Many prominent composers and musicians of the last century took up their residence in this capital city.



Places containing musical inscriptions.



Lakshanakara



Musician



Composer



Patron



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AN IDEAL TEACHER

By

N. R. KEDARI RAO.

[A Brief Appreciation of Mr. T. M. Venkataramaniam, B.A., L.T., of the Municipal High School, Mayavaram].

"I send my humble homage to a career crowned with rare achievement of unbounded affection"—so runs the cablegram sent as a message by Mr. R. Ramani, M.A., Bar-at-Law, Kuala Lumpur, F.M.S. on the occasion of the unveiling by Mr. T. R. Venkatarama Sastri, C.I.E., of the portrait of Mr. T. M. Venkataramaniam at the Municipal High School, Mayavaram recently.

The message quoted above of an old pupil strikes, as it were, the keynote to the success of Mr. Venkataramaniam as a school-master. His deep and natural affection for the young people placed under his care, his innate goodness, his transparent sincerity, his never-failing cheerfulness, and his remarkably sweet temper cannot fail to impress every one who came into contact with him. And having known him well for over three decades, I consider it a pleasure as well as a privilege to record in this journal my own appreciation of him, both as a man and as a teacher.

Educationists all over India, especially South India, will remember him as a "Union-minded" Teacher. He would make it a point to attend the Provincial Education Conference (organised by the South India Teachers' Union) wherever it was held. He came all the way to Benares in December 1930 for the first All-Asia Educational Conference presided over by Professor Sir S. Radhakrishnan; and I could never forget the nineteen days we spent together travelling to and fro in the Ram Mohan Special Train. Observing the differences in the customs and manners of the people in the various provinces—Maharashtra, Punjab, the United Provinces of Agra and Oudh, and Bengal; taking down notes of serious or humorous incidents which occurred on our way; discussing and debating problems relating to life and literature—oh! we had such a glorious time. And then only did I come to understand that he had an abiding enthusiasm for the things of the mind!

In 1931 again we both were present at the All-India Educational Conference at Bangalore presided over by Mr. N. S. Subba Rao, the Vice-chancellor of the Mysore University and once more we had a

wonderful time looking at the exhibition enjoying the Dramas staged specially for the occasion and comparing notes of our experiences.

For the Provincial conference held at different dates at Madras, Conjeevaram, Tanjore, Trichinopoly, Madura, Kumbakonam; Vellore and other places he would invariably be present and take part in the discussion of important educational problems.

He was the secretary of the Secondary School Teachers' Association, Mayavaram, during the days when Rao Bahadur K. Seshu Iyer was its President and for some years afterwards also. Mr. Venkataramaniam believes that the strength of the South India Teachers' Union lies in the local and District Associations which should be functioning efficiently throughout the year; at the same time, it is up to the central organisation to pull up local Associations which are below the mark, in order to bring them into line with the rest.

He is of opinion that there is a lot of good resulting from the occasional meeting of teachers of different localities in order to help one another. It was with this view he joined the Protection Fund of the South India Teachers' Union. He used to say that the successful working of the Protection Fund would be the best proof of the solidarity of the Profession.

As a man, Mr. Venkataramaniam has a habitual reserve and dignity about him; but this drops off in camp-life. Scouters who were in camp with him remember him as a jolly creature. Just before retirement, he had the distinction of being the Leader of a successful Excursion Party of about 150 masters and pupils of his school to Mettur Dam and other places of historic and industrial interest. He was for about twenty years captain of the school volunteer corps and trained his students for social service. He thus had ample opportunities to mould their character in the best possible way and thereby win their lasting affection and gratitude.

To his Headmaster, he was an ideal assistant. The regard and friendliness with which he was treated by Rao Bahadur Seshu Iyer and later by Mr. V. Raghava Iyengar (whose first assistant he was for over a decade) bear eloquent testimony to his loyalty to the Chief. He would enthusiastically carry out the schemes for the betterment of Education, planned by the chief; at the same time he would offer helpful and constructive criticism on any plans placed before him at the stage of discussion.

The Address presented to him by his old students at the time of his retirement says:—"You have shown by your illustrious example that

a teachers' participation in public affairs is beneficent and fruitful." This is a tribute of which any school-master may be proud. The justice of it lies in the fact that Mr. Venkataramaniam is an ardent believer in co-operation. He nursed the Mayavaram co-operative Urban Bank in its troubled infancy and saw it through a crisis in its history. No wonder that in 1937, when the Bank celebrated its Silver Jubilee, it handsomely acknowledged its deep indebtedness to Mr. Venkataramaniam in the special Brochure brought out on the occasion.

He is always a man of his word. He is careful in making promises; but once he makes them, he keeps them at all costs. Likewise he keeps in letter and spirit the vows he has taken in life. He is generous to a fault. He possesses a remarkable detachment in life, which he has probably inherited from his father, the late Mr. T. S. Muthuswami Iyer who was a pleader at Kumbakonam. This is best exemplified by the marvellous way in which he faced a great bereavement (the loss of his only daughter) in 1924. "I have no regrets," said he, "since I have done my duty." An ideal Karma Yogin indeed! And I have often found in him a certain wistfulness and otherworldliness which perhaps escapes the attention of mere acquaintances. He is one of the most devoted *Bhaktas* of His Holiness Sri Sankaracharya of the Kamakoti Peetam; and he has had the unique privilege of offering Bhiksha and Pada Puja more than once to His Holiness.

Mr. Venkataramaniam is always frank in confessing his defects. He has been very much handicapped by a poor memory. He could never therefore get by heart any poem in Tamil, while reading in the High school classes; and was compelled to write "impositions" almost every day. Born in November 1885, he was a student of the Town High School Kumbakonam from the third standard onwards. Careless and easy-going, he was more fond of play than study. So, he passed the Matriculation Examination only in the second chance, in December 1901. This gave him an opportunity for sitting two years consecutively at the feet of the late Mr. S. Krishnaswami Iyer, the famous Headmaster of the Town High School who was a fine English scholar and consequently known as "the Tiger of English" in those days. From Mr. Krishnaswami Iyer he learnt two lessons which have stood him in good stead all along:—(i) that a good teacher should have a correct pronunciation and enunciation of English; and (ii) that every teacher of English should be a bit of an actor also if he is to leave an indelible impression on the minds of his pupils.

From school he went on to the Government college, Kumbakonam for his higher education. He has very fine recollections of his college

days; he is one of the earliest Life-members of the College Old Boys' Association; and to this day he does not fail to pay homage to his Alma Mater by viting it every year on the College Day. From Mr. P. V. Seshu Iyer, his Professor of Mathematics, he learnt to sympathise with the backward students of the class specially. Mr. Seshu Iyer's teaching was excellent, because he always used to stress the fundamental principles, to which he devoted a great deal of time and attention; and the pupil learnt to follow the footsteps of the Master.

Passing the B.A. Degree Examination in 1909, he was a teacher in the Hindu High School, Bezvada for some months; but the next year he shifted on to the Municipal High School, Mayavaram. He went for training in the Teachers's College, Saidapet in 1911-12; and from April 1912 till the time of his retirement (in November 1940) he served that school loyally and efficiently, but for one year of his Headmastership of the Kornad High School (1932-33).

"Full many a gem of purest ray serene
The dark unfathom'd caves of ocean bear."

Similarly many a person does not come into the lime-light though he leads a sweet and contented life, winning the approbation of his conscience and the sincere approval of his small circle of friends. To this category of those who do not aim at "long distance popularity." belongs Mr. Venkataramanah.

His portrait which is put up in the Hall of the Municipal High School, Mayavaram, besides inspiring many a young teacher to tread his footsteps and thus win the affection of the young ones entrusted to his care, will serve to make their days of boyhood live before their eyes to his old students when they revisit the school.

In conclusion, let us wish and pray to the Giver of All Gifts that Mr. Venkataramanah should be blessed with long life, robust health and sweet contentment in his retirement. He is planning to dedicate the rest of his life to the service of the National Secondary School, Mayavaram, with which he had been connected for several years as member of the Managing Body and as supervising Headmaster; and for which he has given a princely donation a few months back. He has always been deeply religious and now he devotes several hours every day for attending religious discourses, not to become a recluse, but to put into practice the highest precepts in his actual life, and thus render more efficient service to Society.

GLEANINGS

THE STAFF-ROOM IN SCHOOLS

[There has been considerable discussion on the role of a teacher in National reconstruction, National uplift etc., but has any one ever cared to ask what accommodation is provided for the needs of his body, mind, soul and spirit? A correspondent writing in the Times Educational Supplement on the subject of staff rooms in schools, brings this subject up with great force.]

"The staff-room—if it exists—is the only place in the school where whatever there is of adult life must be lived by all the ordinary teaching staff. Each teacher's school life, outside the class-room, centres in that room. Its amenities or their absence, must surely have a profound influence directly on the teacher, indirectly on pupils, and so on the general attitude of all towards 'education.'

In a recent book, a retired inspector of schools writes of "the most intolerable conditions in which most of our teachers work," and adds, "The teachers do not complain enough. In spite of their advancing culture they are school teachers, and accept conditions which many an office girls would indignantly reject."

To begin with there are still hundreds of elementary schools and some secondary schools where there is no staff-room whatever. There may be a small lobby, outside a not infrequently unpleasant lavatory, for coats and hats and personal belongings, though often there are not enough pegs for all to have one each. There is a roller towel changed once or at most twice a week, for general use, but no place for drying wet coats or shoes, and no other convenience of any kind. In some schools there is not even this lobby—nothing but the lavatory and a wash basin fixture; in the worst cases the lavatory is only an annexe to the children's outside offices. The teacher's hat and coat are then hung on a cupboard knob or door hook in the class-room, or put down on chair, cupboard or box.

There are many secondary schools where there is no private accommodation where the physical training teacher may change. The privacy of the lavatory is all there is, and the discarded garments must be kept in an attache case or kit-bag.

In most schools there is, often tucked away-up-stairs, a small teachers' room, with perhaps a few lockers, or cupboards, one or more tables (usually a large one centre stage and small one near the window), a number of hard upright chairs, an worn-heartbrug, the first aid equipment (usually on the mantelpiece), and one or two semi-easy chairs, often of the rather tired stocking-destructive, basket type. Sometimes there is a small gas cooker. In all the corners are various neglected and dejected oddments—hockey sticks, cricket pads, wall maps loosely furled, old attache cases, and all sorts of other things that have just happened to get left there, and which no one bothers to remove. Nor is there in truth any other place in which to store such personal property as may have some future use.

In this junk heap the staff correct work in their 'free' periods, take their mid-morning break, often eat their midday lunch; take rest, and arrange all general school activities. No one could call it a place of study, or even an effective store-place; space, function, furniture, adequacy were certainly never considered in its making—and beauty has never known it. It is a heart-breaking business even

to try to keep it tidy. A strong-minded member of the staff may attempt to keep some control over its litter—but that dusty immovable residue of forgotten debris lurks in corners and on shelves and on high ledges.

On the other hand there is the school with a fairly adequate cloak-room. This has separate hand towels, and enough pegs for all, but it seldom includes such obvious modern equipment as boot-racks or clothes-drying rails. There is a large staff-room with an adequate cupboard, locker or bureau for each member of the staff, enough to empty table space; well-filled bookshelves, comfortable and attractive floor coverings, good curtains, adequate easy chairs and well-built work chairs. In short, a really useful as well as a restful room. This surely should be our minimum requirement."

SCHOOLS AND THE PRESENT EMERGENCY

Are our schools prepared. *The Safety News* in its Editorial columns in the issue for December 1941 writes:—

WHO IS TO BLAME?

Our contemporary, *The Illustrated Weekly*, has found out that the school authorities in Bombay are not taking any interest in A.R.P. matters, or if they are taking an interest they are not translating this into action by providing instruction and protection for the children under their tutelage.

The reasons are many. The basic reason is that the syllabus is already full and there is no time to include instruction in a problematical question. This Association has been up against this problem ever since its inception and is therefore very well acquainted with the position.

The objective of most schools is to train their children to pass examinations. They unfortunately do not concern themselves with the greatest examination of all namely, *life*. This is not surprising, because parents judge the efficiency of a school by examination results.

The syllabus to which schools work too is unfortunately defective in many respects. Many of the requirements of life are not included. For example, first aid, hygiene, protection, commonly known as Safety, in the road, in the home; from fire; and now from bombardment. For this, we not only blame the educational authorities but we blame the employers. They know what is required in the candidates for employment and if they find, as they do, that these qualities and abilities are not present, they ought to have drawn the attention of the authorities who frame the syllabus to the fact.

But the educational authorities, the schools and those who frame the syllabus also share the responsibility for the deficiencies, for it takes little imagination to teach these extra subjects which are required by the young citizen, through the curricular subjects.

This war has shown the great need for training in the subjects referred to. Some organisations have taught them as part of a course in citizenship, or as extra curricular subjects, whilst a few have used their imagination and correlated instruction in them through the ordinary subjects included in the syllabus.

At the moment, education in Fire Safety is of the greatest importance, and it is up to every school to give instruction, theoretical and practical, to the students under their charge in the elements of the causes and prevention of fire.

There is so much to be learnt and so little time in which it can be done, that careful sorting is necessary when deciding what should be included and what left out in the school curriculum. Present-day problems must of course have first place. Activities which train the child in self-help, self-reliance and service to the community must have at least equal consideration to activities of a purely academic nature. The successful school of today is the one that links up present-day problems with the work done in the classroom.

RIGHT DISCIPLINE

"One of the great problems that must be solved by teachers in a democracy is the drawing of the line between freedom and discipline. This problem is particularly important now and when the whole country is turning toward the problem of national defence. This programme will strengthen us as a nation if we insist on the type of defence that will leave us stronger after the emergency is ended. That means that we must not only be stronger as individuals, but we must be stronger socially. Our democracy must be made to work and it will become efficient only if operated by people who have developed a discipline based on self-control and self direction"—I. BOWMAN (U.S.A.)

PRACTICAL SUGGESTIONS FOR TEACHING IN THE HANDLING OF EMOTIONAL PROBLEMS

To the inexperienced teacher nothing is so bewildering as the emotional attitudes developed by the children or adolescents in her classes. The suggestions below in the light of the entire chapter, may be found useful.

1. Remember that emotions are powerful drugs that affect a child's whole organism, preventing learning, not aiding it.
2. Preserve a calm, sympathetic, unemotional atmosphere in your own school-room, so that the children may feel secure there and will relax whatever tensions they may bring with them from elsewhere. Do your best not to add strain by your teaching methods or your own personality.
3. Remember that prolonged emotional states are due to a continued failure on the part of a child to solve some fundamental problems. The symptoms of emotional preoccupation are clear enough; try not to be blind when the distress signals are flying.
4. Do not be so foolish as to punish a child for symptoms. Recognise them for what they are and try to find out what lies behind them. Don't let yourself be so "razzled" that you lose your own sense of proportion.
5. Be alert to escape mechanisms of all kinds. The human animal is full of them—and often they are of real value. But in cases where they are leading the child into emotional danger do not be afraid to take a hand in preventing their further development. Locating the source of trouble may take several weeks; in the meantime you can try to revive an interest in real life on the part of the children who are running away from reality. You can also quietly neglect hysterical manifestations while you are investigating the sources from which they have arisen.

6. Remember that if you do not help these children it is likely that no one else will until after the period of prevention has passed.

S. L. PRESSEY, (*The Education Gazette*, N. S. Wales, 1st October, 1941).

MAHATMAJI ON BIFURCATION AND THE WARDHA SCHEME OF BASIC EDUCATION

Sri N. Kuppuswami Ayyangar, M.A., L.T., Retired Senior Lecturer, Training College, Trivandrum sends us the following Report of an interview with Gandhiji, approved by him for publication.

At the Educational Conference recently held at Srinagar, Kashmere, the question arose as to whether the diversion of pupils from the 5th class of the Basic Schools to Secondary Education, i.e., English Schools is consistent with the system of Basic Education recommended by Gandhiji and the Hindustani Talimi Sangh. To clear this doubt, Sri N. Kuppuswami Aiyangar sought an interview with Gandhiji and told him that, because the U. P. and the Kashmere Committees and the Government Advisory Board, in all of which many prominent congressmen and some members of the Hindustani Talimi Sangh served as members, had recommended this diversion, many people had begun to think that the system of Basic Education recommended by Gandhiji was a kind of inferior education intended for the village poor, and it was calculated to prevent the masses from competing with the classes for what are called white collar employments. This idea, if allowed to grow, is sure to kill the Wardha Scheme of Basic Education at its very inception. He heard just then that the National planning Committee also had approved of this diversion. It makes the position worse.

The secretary tried to justify the position by saying that if some rich people wanted to give their sons a different kind of education, we could not prevent it. Mr. Aiyangar pointed out that whether we were able to prevent it or not was the question. Even if we are not able to prevent it, that is no reason why we should approve of it.

Gandhiji replied, "Whatever rich and foolish people may do, whatever Congressmen may say or do,—I have no authority over Congressmen except moral persuasion—I am quite clear in my mind that this diversion of pupils from the 5th class of a Basic School to English Schools before they had completed the seven years of Basic Education, is inconsistent with the system of Basic Education I have recommended."

THE THREE GREAT PILLARS FOR INDIAN EDUCATIONAL RECONSTRUCTION

By

DR. GEORGE S. ARUNDALE

There are three great pillars for India's educational reconstruction. The first is *the individual himself*—he must become Indian. The second is *the home*—the home must be exalted. The third is *the Nation*—the Nation must be revered. I

those three great pillars—the individual, the home, the Nation—with Education of Service as the key-note of the Indian Education of the future, of throughout the world.

Every subject, every teaching in every class, every examination, the whole of a truly national system of Education must be directed towards the refinement of Social Service, so that when a young man or a young woman has left school, has left college, he or she is more or less of an expert in Social Service, knows how to exercise self-control, knows how to be a useful asset in the home, knows how to be a good citizen of his Motherland.

Just as politicians, members of many political parties, have decided that there must be established an Indian Constitution setting forth Indian rights and liberties, so must there be a Charter of Liberties of the Indian child. It may take us long to achieve, to reach it, make it real, but we ought to have for our own sakes and for the sake of the world a Charter of India's Educational Liberties, so that the world shall see what a country India is and what she can give to the advancement of Education and Culture in every part of this distracted universe.

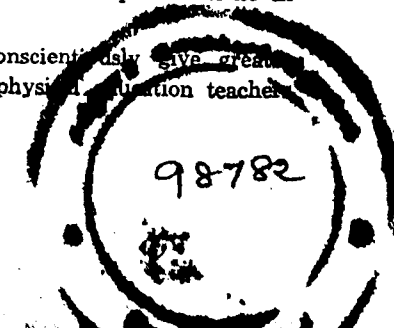
—From *New India Survey*.

LOOKING FORWARD IN PHYSICAL EDUCATION.

Mr. H. C. Buck, M.A., M.P.E., Principal, Y.M.C.A., College of Physical Education in his Presidential Address at the 8th Provincial Physical Education Conference held in Madras on the 22nd December 1941 examined some of the things which need to be done by Physical Education to fit men and women for a reformed social order. He said:

1. We need to dedicate our lives unreservedly to service for and with the boys and girls who are going to be the men and women of the new order. In spite of many obstacles, in spite of poor salary scales, in spite of the poor status given to physical education, we have greater opportunities for influencing lives than come to most other people. We should cherish this opportunity. We should also be frightened by it. The responsibility is great. We come into contact with boys in all their primitive desires expressed most fully through physical activities. We may help youth to control those primitive desires and to direct them constructively into right channels, thus building good character. Or we may make the grave mistake of actually aiding and abetting the boy in his displays of lack of control of the fundamental urges, thus using physical activities as a means of destroying character. The physical education teacher who everlastingly insists on his or her pupils observing the spirit of the rules has this idea of character building through play. The teacher who withdraws his pupils from a match because they are losing or because the referee's decisions were not according to their liking is not helping boys to control primitive urges and is destroying rather than building character. The new world order must be one that respects and obeys rules. There is no more satisfying work in this world than that of helping boys and girls to discover the high values of self-discipline. Any sacrifices that we as physical education teachers may be called upon to make in this effort are worth making.

2. Educational Institutions must willingly and conscientiously give greater opportunity for physical education to succeed, and to physical education teachers more scope for doing effective work.



3. In promoting and in conducting competitions we must put forward every effort to maintain and improve the spirit of play.

4. I am of the opinion that we must come to the point of placing much less emphasis on Inter-School and Inter-Collegiate Competitions and much greater emphasis on the physical education programme for the other 90 per cent within the school.

5. Realizing that we learn what we practise we must see to it that the experiences provided are such as call for the practice of those qualities that are most desirable.

6. We must not be satisfied with the promotion of constructive play for the student population alone. If our programme is to be sufficiently far reaching, so as to touch all who are to be a part of the new social order, the big problem of public recreation must be attacked in real earnest.

7. In full realization of the fact that Physical Education will never make its fullest and richest contribution to the life of India until we have closely co-ordinated with it a thorough-going Health Education programme, every possible effort must be put forward to introduce and effectively carry on Health Education in every educational institution.

By Health Education we do not mean the mere traditional study, recitation and examinations on hygiene text-book knowledge. We know now that knowledge is of value only as it is applied in every day life. This certainly is true of the knowledge of hygiene. Therefore health education of to-day must consist of a comprehensive set of experiences in health practices leading to healthful living. Such a Health Education programme must be composed of Medical and Physical Examinations, Health Service, Health Supervision, and Health Instruction. The Medical and Physical Examinations discover for us the facts which should guide us in some aspects of our Physical Education programme, and in all aspects of our Health Education work. Without the findings which can be had only by thorough and regular Medical Examinations we are working blindly and not scientifically. The Health Service programme is largely the follow-up on the Medical Examination and consist of corrective and remedial measures, preventive and immunizing measures, first aid treatment, dispensary and sick room care, etc. Health Supervision is necessary to help students to apply healthful living to every corner of their environment. Its purpose is to discover any violation of the rules of Hygiene and Sanitation in Living Quarters, Mess Halls, Class Rooms, Playgrounds and Compound generally, to rectify the defects, and to help students to put the rules of health into actual practice. Health Instruction and Health Guidance aim at much more than teaching and learning facts about health. They form a process of providing not only knowledge, but also such a variety of experiences in healthful living that the outcome may be attitudes, habits and skills ensuring personal and community health.

For the benefit of any who may have the notion that physical exercise alone will build strong bodies we particularly stress the claim for the inclusion of health education. Bodies cannot be developed without proper feeding as well as exercising, and so it becomes essential to pay careful attention to the whole problem of diet and nutrition. Health cannot be maintained and promoted in environments detrimental to health, nor by people of faulty health habits, even though they may have exercise habits. Exercise without proper attention to the fundamentals of hygiene and sanitation will be harmful rather than beneficial.

Thus our plea for Health Education as a necessary co-partner with Physical Education. The new world order will require particularly healthy people. Physical Education alone cannot produce them.

8. In conclusion our plea is for larger and larger numbers of intelligent, resourceful, highly qualified physical educators inspired with the motive of service for humanity. There is a very real need for pioneers in this field. In India to-day it is as great if not greater than it was in the early pioneering days of the 17th and 18th centuries in other parts of the world. But we require pioneers whose primary interest is human beings rather than activities, who visualise the boys and girls of to-day as the personalities to be shaped for an acceptable world order of tomorrow, and who can use physical education as a means towards that end.

In his Presidential Address at the All-Coorg Teachers' Conference, Prof. Upadhyaya Sangha Karya Praveena S. K. Yegnanarayana Iyer, M.A., said:—

Place of English and the Pupils' Mother Tongue.—The medium of instruction should be vernacular. In no other country is the medium of instruction other than the vernacular of that country. If the medium of instruction is other than vernacular, pupils should first study the medium for learning the subjects. This involves wastage of human effort.

We do not want a thorough knowledge of English in the High School. English could as well as be begun in the colleges. It is enough if we have a working knowledge of English in the colleges. In the Universities, the students who want to pursue higher studies in Mathematics and Science are advised to learn French or German as the advanced books on those subjects are found only in those languages. In Madras there is much controversy as to which is the vernacular of the people.

Teachers must not be Teachers alone.—A word to the teachers of Coorg. They should be in touch with the teachers outside Coorg. This can be done by getting magazines and attending conference of teachers outside Coorg. Secondly the teachers should always be learning and improving, i.e., they must be students all their lives. In this connection he (the Chairman) quoted the words of Chaucer describing an Oxford priest, in the *Canterbury Tales* that "gladly would he learn and gladly teach." He also quoted an instance of Dr. Arnold. When Dr. Arnold was preparing the lessons for teaching his pupils some one asked him whether it was necessary for a great scholar like him to prepare his lessons, Dr. Arnold replied that he wanted his pupils "to drink from the running stream and not from the stagnant pool." The teachers should form a central library containing books on up-to-date theories of Education. In the beginning half a dozen teachers may be benefitted by it, but they may be able to spread the learning to a still wider circle. Thirdly, the teachers should form recognised institutions and pursue constitutional methods for redressing their grievances. Lastly, the teachers should not be teachers only. They should take part in extra-curricular activities such as the scout movement, removal of illiteracy among the people, co-operation, etc.

FROM OUR ASSOCIATIONS

MALABAR DISTRICT TEACHERS' GUILD

A General Body Meeting of the Malabar District Teachers' Guild was held on 14th December 1941 at the Municipal High School, Palghat with Sri R. Ravi Varma in the chair. The meeting recorded its deep grief at the death of Sri P. G. Narayana Iyer of Elappulli High School. A resolution was then passed agreeing to affiliate to the Guild recognised Taluq Unions of Aided Elementary School Teachers and Board Elementary School Teachers on the conditions laid down by a special committee appointed by the Executive. Rev. K. Jesuman, B.A., L.T., then moved that in view of the fact that the introduction of the vernacular as the medium of instruction in non-language subjects in Secondary Schools is being felt as a great hardship in actual practice the Government be requested to relax the order regarding vernacularisation and to give freedom to managements and headmasters of High Schools to use either English or the Vernacular as the medium of instruction according to their discretion and the demands of each locality. After a prolonged discussion, the resolution was adjourned to the next meeting of the Guild at the request of the mover. Another resolution moved by Sri C. S. Sesha Iyer, B.A., L.T., approved of the Government's revised scheme for the reorganisation of secondary education and requested the Government to go ahead with the scheme provided they are prepared to subsidise the managements suitably for the introduction of vocational courses and provided a special committee for each district decided the ways and means of giving practical effect to the bifurcation scheme with regard to each school. This resolution was passed unaimously. Another resolution moved by Sri K. S. Sivarama Iyer, M.A., L.T., requested the Government to cancel the rule requiring exemption for teachers over 55 in aided secondary schools in the case of those who have put in a service of 10 years under the same management prior to super-annuation at 55. This was passed by a majority. Another resolution requested the Collector to control the abnormal rise in the price of paper and other stationary articles and see that these were sold to *bona fide* Headmasters at a reasonable price. The Municipal High School Teachers' Association was at home to the Guild. After the vote of thanks proposed by the Secretary the meeting came to a close.

NORTH ARCOT TEACHERS' GUILD

33RD PROVINCIAL EDUCATIONAL CONFERENCE, VELLORE
RECEPTION COMMITTEE FORMED

Resolutions passed at the General Body Meeting held on Saturday 6th December, 1941, at 2-30 P.M. in the Voorghees' College Cobb Memorial Hall under the presidency of Sri. R. Kuppuswami Aiyer, B.A., L.T., President of the Guild:—

RESOLUTIONS

1. This Conference expresses its deep sense of loss caused by the demise of Sri. V. R. Krishnaswami Aiyangar, B.A., L.T., who was for over thirty years an assistant of the Voorghees' College High School,

Vellore, and places on record its high appreciation of the services rendered by him to the cause of Secondary Education in the District.

2. Resolved to hold the Annual Provincial Educational Conference in May 1942 at Vellore and request the members of the teaching profession and the public of North Arcot, and particularly of Vellore to co-operate in making it a success.
3. This house resolves to form itself into the Reception Committee for the next Provincial Educational Conference to be held in May, 1942, with powers to co-opt.
4. Resolved that Sri C. Perumalswami Reddiar, M.L.C., President, District Board, North Arcot, be requested to be the Chairman of the Reception Committee.
5. Resolved to request the Principals of all Second Grade Colleges in the District, the Principal of the Arabic College, the Principals and Headmasters of High Schools and Middle Schools, the Headmistresses of High Schools, the Principal of the Virudambut Training School, to be Vice-Chairmen of the Reception Committee.
6. Resolved to elect the following office bearers who will from the working committee to co-ordinate the work of the various sub-committees to be formed.

(a) WORKING PRESIDENT

Rao Saheb Sri. V. P. Adiseshiah, M.A., L.T., Principal, Voorghees' College, Vellore.

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RESOLUTIONS

7. Resolved to form the following Sub-Committees.
8. Resolved to levy the following rates of subscriptions for membership of the Reception Committee:—
For Teachers:—Teachers drawing a salary of Rs. 100 and above: Rs. 2-0-0;
Teachers drawing a salary of Rs. 50 and above but below Rs. 100: Re. 1-0-0; Teachers drawing a salary of Rs. 30 and above but below Rs. 50 Re. 0-8-0. Below Rs. 30: Re. 0-4-0.
For Non-Teachers:—A minimum of Rs. 2; Donor Members Rs. 5; Patron Members Rs. 25.

Kaveripak.
9th December, 1941.

M. S. SUBRAMANIA SASTRI,
Secretary.

THE TEACHERS' BOOK-SHELF

A Concise History of the Indian People, Parts I and II. By H. G. Rawlinson; translated into Tamil by A. V. Sundarasan, published by the Oxford University Press, Madras.

Rawlinson's book has carved out a place of honour for itself, by its impartial approach to the subject. The results of recent discourses and researches have been responsible for the elimination of many erroneous representations of facts and have thrown a flood of light on many dark chapters in the History of our country. Rawlinson has in this book availed himself of these benefits.

But as his book was primarily intended for the use of the English people, the translator in adapting it to the needs of our pupils studying for S.S.L.C. has had to cut down certain portions and cut out some details. As it stands, the Tamil editions of both the parts will be found very useful in our High Schools. The illustrations are good and the exercises well-planned. Time charts are given only in Part I; similar charts may have been added in Part II as well. We hope these books will receive considerable support they richly deserve at the hands of the educators and the educated.

M. DURAISWAMI.

Map Book of Australasia for Juniors and the Middle forms—Map Book of Africa and South America for Juniors and the Middle forms. By A. Ferriday, M.Sc.,—Published by Messrs. Macmillan & Co., London, Price—Paper cover, 1sh. 9d. Limp Cloth cover—2sh.

These two map books form part of the series, brought out by Messrs. Macmillan & Co., Limited, of map books of different continents. They are intended for the junior and middle forms in English schools. They may be used with advantage in our High Schools. They present the main geographical features in map form with accompanying text in the opposite page. Questions are given at the end of each lesson and at the end of the map-book a number of revision questions are also given. These make the map-books very useful.

New Study Seat and Desk Work—Primer and Book 1 to Book 5. By H. Martin, M.A., (Oxon), O.B.E. Published by Messrs. K & J. Cooper, Educational Publishers, Bombay. The prices are As. 4; As. 5; As. 7; As. 7; As. 7; As. 7; respectively.

These form an excellent series of seat work exercises. It will be of great advantage if these exercises are worked in classes by the students themselves. The vocabulary used in these exercises closely follows the vocabulary chosen in the series of Readers published by Messrs. K. & J. Cooper, Bombay.

The Oral mastery tests given at the end of each book, the good illustrations which are found in most of the lessons, are added features of this series of desk-work.

Old Testament Story Readers—1. In All His Glory, 2. Outlaw and King 3. The Lion of Judah. By Cecil R. Baldock—96 pp. each. Paper 8d. Cloth lined 9d. Published by Messrs. Macmillan & Co., Limited, London.

The first is a story of the time of King Solomon. The second is a story of the early part of David as the Shepherd boy who became King and the third is the story of David's life after he became King and turned the Israelites from a weak nation into a great and powerful people. In writing these the author has tried as far as possible to make re-live those days of so long ago.

Written in simple language with descriptions which are vivid and realistic, these books are bound to arouse the interests of young readers in our secondary schools. Boys of forms three and four, may find these books interesting supplementary readers.

English Poems for Indian Children. By B. M. Tewari, M.A., Published by The Teachers' Co-operative Educational Journals and Publications Ltd., Sunderbagh, Lucknow. Price As. 6.

All are agreed that in the early stages of learning English, little children should be taught interesting rhymes which they would love to recite with pleasure. But most such rhymes now available have such an amount of English realien that Indian boys often find them meaningless. Mr. Tewari in composing these poems, has supplied the long-felt need. The book is nicely illustrated and we are sure that it will be widely used in our primary schools.

The Journal of Physical Education, Health and Recreation.—We are glad to welcome this new addition, to educational periodicals, published by The Madras Provincial Physical Education Association. It is to be published as a quarterly. Its annual subscription is only Rs. 2. We are told that it will be devoted to the cause of the better health and well-being of the Indian children and to their greater physical efficiency. Indeed much attention needs to be paid to these aspects and a journal conducted by the Madras Provincial Physical Education Association with such aims is bound to be of great use and we hope it will contribute its best towards the awakening of social consciousness to the many problems of healthful living. The first number is full of promise and if conducted on these lines we are sure that the journal will serve its purpose. Sri L. K. Govindarajulu, B.A., B.L., Director of Physical Education, Annamalai University, Annamalainagar, P.O. South India, is its Editor.

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EDITORIAL

To all our readers :

'Ring out the old and Ring in the New' is an oft quoted new year rhyme. Certainly the old year will be rung out quite lustily by all. It has been a year of great loss and suffering. The war clouds which hovered over Europe in the beginning of the year has enveloped the whole world towards its close. Practically all the countries are now either in the war or in a state of active belligerency. There will thus be universal agreement in ringing out the old and in ringing in the new with hearts full of hope for the New Year. There is great need for hope and courage for without them it may be difficult to restore peace. We take this opportunity to wish all our readers a really happy and prosperous New Year.

Ourselves :

In the last issue, we announced how the South India Teachers' Union was compelled reluctantly to increase the rate of subscription as a temporary measure from Rs. 3 to Rs. 4 per annum with effect from 1st January 1942. Since then we wrote to all subscribers individually. We are glad to be able to say that our subscribers are responding very generously to our appeal agreeing to bear the extra financial burden. We take this opportunity to request all our subscribers to kindly remit their subscriptions in advance. It will be of great help as it will enable us to stock the required quantity of paper. The price of paper is rising day by day while the quantity available is becoming less and less. It is important that we should stock our requirements in this regard so that it may be possible for the journal to go on under any emergency. We take this opportunity to thank our esteemed patrons for their generous and continued patronage and to assure them that it will be our endeavour to do our best in the service of the cause of Teachers and of Education in this Province.

Education and Evacuation :

~~India is not a mere convention.~~ The threat of war spreading to India is everyday increasing. Bengal has been declared an emergency area. Assam is expected to be declared one. Burma is engaged in defending her territories against wanton aggression by the Japs. It is not surprising that Madras should feel threatened. Though the Government of Madras have assured the public in a recent communique that there will be no grave danger in the near future, that should such an emergency arise the people will be informed in time and

that the Government themselves have drawn up careful plans for evacuation, still the threat to Madras is there. The Communique does not mention any thing about the arrangements for the defence of Madras.

What these plans are will obviously be a secret till such time as they may be made known. But a few points may here be raised. We do not know if the Government have considered any scheme for the continuance of the education of children in coastal areas which are the most likely to be exposed in the event of an emergency. It is in times of crisis like the present that people are apt to forget the interests of children. Nothing can be more harmful to the nation than such a neglect. When wholesale evacuation commences, the students of schools and colleges in coastal areas may rush into the interior and unless arrangements are made for continuing their studies great harm will be done with disastrous consequences both for the present and for the future. In England long before a state of emergency arose, special reception areas were formed and school children were evacuated to those areas, suitable arrangements having been made for their boarding, lodging and education. That must be an example to Madras. Already several people have sent their women and children to their villages in the interior. In spite of the assurance contained in the Government communique, more are likely to do so. It is the duty of the Government to provide for the continuance of the school or college courses of such children in mofussal places. Nay, the Government must also prepare plans for assisted evacuation of the children of the poorer section of the population, making proper and satisfactory arrangements for their maintenance and education.

On behalf of the teaching profession we may assure the authorities that in any such scheme, they can rely upon the full and whole-hearted co-operation of the teachers of the province.

The Girls Test:

In the issue for December we wrote that it was pointed out at the Conference of Presidents of District Boards that the rules regarding the Girls Test were enforced all too suddenly without giving them sufficient time to take steps for satisfying the requirements.

We are now informed by the Director of Public Instruction that the Girls Test was first included in a G.O. issued in December 1937, that it was repeated in a modified form in another G.O. issued in December 1939 and reiterated in March 1941. We are further told that as a result of the Government enforcing the Girls Test 100,000 more girls have been enrolled during the period April to October 1941. We must certainly say it is a great achievement. We do not for a moment question the need of bringing more girls into schools but we desire to point out that the public must be taken into confidence and anything likely to produce a panic must be avoided.

S.I.T.U. PROTECTION FUND LTD.,

Number of Members, District-war.

(The figures in brackets show the increase over the figures for 1939).

Madras	.. 249 (28)	Bellary	.. 18 (16)
Coimbatore	.. 165 (2)	Malabar	.. 14 (6)
Trichinopoly	.. 137 (27)	Chingleput	.. 11 (1)
North Arcot	.. 106 (10)	Godavary	.. 11
Salem	.. 89 (9)	Nellore	.. 7
Kurnool	.. 81 (3)	Cudappah	.. 6 (4)
Tinnevely	.. 68 (1)	Vizagapatam	.. 5
Tanjore	.. 57 (7)	Ganjam	.. 5
South Arcot	.. 49 (8)	Guntur	.. 2
Ramnad	.. 40 (13)	Kistna	.. 2
Madura	.. 38 (-1)	S. Kanara	.. 1
Chittoor	.. 35 (6)	Miscellaneous	.. 3
Anantapur	.. 32 (5)		

Number of Members on Rolls on 31st December 1940

High Schools and Middle Schools	.. 988 (108)
Elementary Schools	.. 196 (34)
Colleges	.. 25 (3)
Miscellaneous	.. 22

TOTAL .. 1,231

No. of Women Members .. 19 (6)

Progress of the Fund

Details.	1934	1935	1936	1937	1938	1939	1940
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Total assets	61,000	79,000	1,04,000	1,22,600	1,44,000	1,64,000	1,92,000
Benefit Fund	57,879	76,843	1,00,477	1,17,979	1,22,760	1,51,856	1,76,391
Reserve Fund	8,332	3,943	4,404	4,865	13,945	13,755	13,720
Loans to Members	7,563	9,262	12,933	17,543	22,596	28,547	34,968
No. of Members	764	838	873	891	999	1,086	1,231
No. of Units	1,171	1,348	1,438	1,496	1,735	1,919	2,266

Claims paid so far exceed Rs. 30,000.

Life Insurance Fund as at 31-12-1940=Rs. 1,90,736.

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