

The South Indian Teacher

AUGUST 1948

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THE SOUTH INDIAN TEACHER

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SHAPE OF THINGS TO COME

'CRITIC'

The War is over. The War against evil, injustice, arrogance and tyranny has ended with hopes for peace, for truth, for justice and for democracy. The war against illiteracy in this country will have to be fought. This country has become, thanks to the war, closely associated with nations all over the world and if she is to be kept in ignorance to the extent of 90% of our people being illiterate, there is no hope for self respect and dignity for this country. The panacea to eradicate all these evils is not mere literacy, but real education for our generation, education not in the sense of enabling a person simply to read and write, but an education that will make a man read and appreciate the daily newspaper and draw conclusions and inferences as a result of his own thinking in the light of his knowledge and experience, that will enable him to tackle problems relating to his agricultural and economic living, that will enable him to understand the fundamental scientific knowledge—the knowledge which enables one to understand the liberation of the human spirit through the various ages, the knowledge that one's living in this world is dependent on the geographical factors and the ability to respond to higher emotions in arts and music. Such must be the education if one has to make himself and make others happy in the years to come.

2. One has to start with the foundations of education, and in the normal course of events, one is made to think of only the earliest part of education. Though education starts from the home, organised educational system comes into

vogue in modern days from the year 3 or 3½. Next, the common nomenclature 'Elementary Education' comes into our mind, but the very word 'Elementary Education' is rather incomplete. One would rather prefer to have the word as 'Primary' or better still 'Basic'.

3. It is absolutely essential that this Basic education to start with should be open, free and compulsory for all children irrespective of caste, community or sex and should extend from the years 5 to 10½. This process has to be taken up and shouldered by the State itself. As a result of the starting of such schools, the State will become solely responsible to see that all the children of this age limit are found in these primary schools and that no one is permitted to employ child labour in any form. After the age of 10½, an intelligence test conducted in a very informal manner by responsible and intelligent heads of schools should be able to select pupils for either Secondary or post primary education the latter course to last for at least two years. During the stages of compulsion up to this age, the State will provide accommodation for the Schools, the necessary staff and necessary equipment including books and every article of stationery necessary for the children in those schools. The responsibility of the parent will be to see that the child goes to the school during the hours prescribed up to the age limits notified. Those who do not come up to the required standard for Secondary education will still be allowed to carry on in the Senior Basic schools where they will learn not only the Arts and Sciences

but also will be given opportunities to do something. The school houses will have plenty of fresh air, light, and scope for garden work and play. In these schools, boys and girls up to the age of 10½ will read together and there will not be separate Girls' Schools. There shall be only women teachers ordinarily for standards I, II and III. Separate Girls' schools will be in charge of centres for children between 11 and 13. The curriculum will consist of the local language, arithmetic, general knowledge including Nature study, Health, Hygiene, Civics, History, Geography, Music, Dancing and other Fine Arts. The instruction will not be of a theoretical nature—something to the pupils as to what should be done and what ought not to be done—but it will be of a nature where habits are inculcated and where correct living is fostered. There will have to be an administrative machinery to see that all children of the age limits prescribed are coming to school, to see that necessary accommodation is secured for the school and for the teachers who have got to live in the place, to see that the children do attend the school as per rules and to take action against such as do not conform to the rules and to keep all registers pertaining to the general education of each locality. In the administrative machinery there will have to be Educational or Inspecting Officers for each taluk with an efficient administrative background. In the office of the Taluk, there will be officers to look after boys and girls of all communities and all these will work like a team with the seniormost officers as its head. The inspection will be to see whether instruction is on approved lines, to correct faulty methods, to suggest better and efficient methods and to improve the efficiency of the pupils mentally, morally and physically. There shall be frequent opportunities given to pupils and teachers by the State to go on excursions to historical and geographical places of importance at state expense once in a period of 2 to 3 years. In each big locality all the pupils will be medically examined and in smaller villages, Doctors will go there and examine the children once in three months. Those suffering from malnutrition and other serious diseases will be attended to at state expense.

4. The qualifications of teachers working in such Basic schools will be not less than that of a Secondary Grade Teacher and all teachers will get their monthly salaries at uniform rates wherever they may be working. The present tendency of teachers jumping from one place to another, as a result of the inequality in the emoluments they get, will have to be discouraged. Teachers must be made to be contented, cheerful and steady in the years to come. If any particular set of aided agency wants to run schools, it will have to do so on conditions imposed by the State wherein teachers will get the same emoluments as they would get in State schools. Thus, it will be seen that Basic schools will be spread all over the country where boys and girls will be reading together taught by men and women teachers, wherein they will be made to learn together and wherein they will be trained to be clean, healthy and decent. Their health will be looked after by the Doctors, their progress watched by Teachers and Inspecting Officers and their Physical ability nurtured by qualified Physical Training Teachers. They will get all the necessary tools for learning at the school itself at State expense and they will be made to live a harmonious and happy life. They will learn for the sake of learning and not for the sake of examination. Teachers will be contented, identifying themselves with the work of the classes and the progress of the pupils.

5. Though it will be necessary to have compulsory education up to the age of 13 or 14, it may be that all pupils beyond 10½ or 11 may have to take different courses of education. Modern methods of standardised intelligence and attainments tests should enable Headmasters to give proper advice for the pupils to take to Senior Basic or Technical or Secondary Education. Children who go to Senior Basic and technical schools may have free education, but pupils going to Secondary Schools may have to pay towards their tuition. The bright and poor boys who pass the tests will get free tuition in addition to the supplies of necessary equipment of books. Even in Secondary Schools there may be opportunities given for varied courses of instruction leading either to University studies or

Technological studies. Record sheets of individual children based on individual study and on scientific and psychological principles will enable Advisory Boards to allot the children for the different courses. It may also be possible to have common buildings for such schools with common provision for playground, laboratory and other facilities. In exceptional circumstances, there should be opportunities for pupils to change over from one course to another.

6. A uniform standard for the qualifications and emoluments of the Staff in all such schools is obviously necessary. The Staff must attract men of the right type and they should be, in no way, inferior to members of other Professions. Pay and prospects naturally have to be of a very high level consistent with the dignity and nobility of the profession. Teachers should have the necessary personality and professional qualifications. As in primary schools, the Headmasters and members of the Staff must be given accommodation nearer to the school to enable them to identify themselves with the work and progress of the School.

7. There should be Advisory Boards for every district consisting of select Headmasters of Schools, and leading educationists and public men genuinely interested in education. This Board will have to be an Advisory one with statutory powers to recommend suggestions for the improvement of Secondary Education in all its varied forms.

8. It is needless to point out that if educational progress has to be achieved, a good deal depends upon the teachers, and teachers have to be really capable members of the profession. They have got to go through a sound period of training for the profession. The training has to be not merely of a theoretical and examination-passing type, but has to be done in an atmosphere of practical work in a natural atmosphere. The staff in charge of training Colleges and Schools has naturally to be of the very best type. They have to be men and women with very high professional qualifications with sound experience in various types of Schools and they may also have to be men with experience of inspection. When we find that in other professional

institutions only men with the necessary professional qualifications are appointed; it is equally if not more important that in teaching and education the Training Institutions should have men of the right kind of qualifications and practical experience. Such teachers in charge of training will naturally be better Inspecting Officers than others who are directly recruited to the Inspectorate.

9. If the Inspectorate is to be of help to the teachers and to give constructive suggestions and to improve the efficiency of the schools, it is obviously necessary that they should be persons of experience in the teaching work. It may also be necessary that Inspectors who have got to inspect Secondary Schools of a higher order should be not less than 35 years of age or must have had not less than five years of teaching experience. Headmasters and others who have shown marked ability and powers of organisation may have to be taken in and appointed as Inspecting Officers. It is only then that there will be cordial and sincere co-operation between the Inspecting Staff and the members of the teaching profession. When such schools of a higher order are inspected, it is essential that the inspection should be done in a thorough manner with adequate staff to look into all aspects of instruction, organisation and activities. It may be that in some cases two or three Inspectors will be inspecting a school in the various aspects of Humanities or Sciences, as the case may be. Such Inspectors will carry information from one School to another and see that healthy competition is encouraged and general improvements are effected.

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It seems that the heaven is still working. Then there are all the young people (and some not so young) who have been trained for Librarianship at Madras; they will not pass when the founders go.

S. R. Ranganathan will soon be leaving the pool in which he has splashed to such good effect for nearly twenty years. Perhaps he does to disturb other quiet pools. The ripples will not die out, however. He has taught many to "swim" and their splashes will prevent the pool from ever becoming stagnant.

THE MADRAS LIBRARY MOVEMENT

1895—1945

By B. I. PALMER, F.L.A.

Deputy Librarian, Acton, London, at present with the R.A.F.

When a stone is thrown into a pond, the resultant ripples spread wider and wider, finally reaching into little pools fringing the pond. Here the reactions are not so violent as in the main stretch of water, nevertheless a disturbance is felt. So it was with the Library Movement of last century. In the West, it began with great éclat in America and Britain, and spread throughout the Empire with ever-diminishing effect. India was not slow in reacting to the impulse that started in Britain. Before the end of last century a number of public libraries had been established here; but their scope and character were naturally conditioned by the state of literacy and financial condition in the country.

Madras, as befits the Province which has earned for itself the name of the "mind of India", was among the first to establish libraries. May be they were not "Public Libraries" in the sense understood in the West; but they did constitute an attempt to make available, to a wider public than heretofore, the benefits of a broader culture.

The picture presented by the Library Movement in Madras in 1895 was not too encouraging, however, when we consider the size of the Presidency. In the main it was the result of private or individual effort. Sometimes libraries were formed for mutual benefit, as a way of extending the blessings of a large private library to many who could not afford to purchase all the books they could read. Such was the Madras Literary Society Library, founded in 1812, and such, too, was the Coimbatore Literary Association Library, founded in 1884. Sometimes libraries were the result of patronage, often intended, among other things, to further the views of the founders. Such were the Theosophical Society Libraries set up here and there, of which the Besant Memorial Sanmarga Theosophical Free Reading Room and Library, founded at Bellary in 1891, is typical.

In 1890, the Connemara Public Library was founded in Madras City and it was opened in 1896. In the years following, libraries sprang up here and there in the Presidency. Adoni, in the Bellary District, got its library in 1897, the same year as Kumbakonam; Tinnevely founded its library in 1898, while other places, like Amrutalur in Guntur District did not react to the Library movement till 1912.

A little research could provide quite an imposing array of libraries established before the last Great War, not the least of which was the Madras University Library. A little more research, however, would reveal that many of them existed in name only, and that their service to the community was negligible. They were founded in response to the pulsations of the forward movement of peoples all over the World. They were founded with as little idea of the implications of the Library Movement as those in Britain had been, in the second half of the 19th century.

It was assumed that sufficient had been done when a collection of books had been brought together, some sort of housing for them found, and a man appointed to take care of them. The matter of arranging books in some helpful manner was unthought of as yet, and the listing of them except for inventory purposes, unconsidered. Books were placed in any available building, the shelves ranging from floor to ceiling with little regard either for the physique or eyesight of the readers. The "Librarian" (I style him this from courtesy) was, more often than not, a retired school master or civil servant, appointed only because he was known to like reading. His appointment carried only the most meagre honorarium, and very little effort was demanded of him. So the legend grew that all successful librarians must be old, poor and immersed in their books. This is a tradition that often has to be contested even today.

In U.S.A. however, a new conception was growing. This young and vigorous nation wanted education, and wanted it fast. So the same attitude of mind which had gone to opening up the frontier, began to be seen in the fields of education and culture. Dewey's Decimal Classification, first published in 1876, was the signal for a renaissance of Librarianship. The torch lighted by Dewey in America was caught up and carried by James Duff Brown in Britain. A generation later, W. C. Berwick Sayers, the Borough Librarian of Croydon, England, began to examine the work of the pioneers of the new Library Movement, and to set down his conclusions in articles and books. The next great Librarian in the line of reformers was to come from India; but of that, more anon.

The War of 1914-18 found Madras with a fair number of libraries whether in name or fact. Most of those open to the public were moribund from lack of funds or direction. The School and College Libraries were little more than collections of text books, and they too, suffered from the blight of financial and administrative bankruptcy. Even the University of Madras, which owed its library to the beneficence of a W. W. Griffith, and the support of the Provincial Government, failed to provide a library which had more than a passive existence for many years.

The World War, however, did far more than merely kill a few millions of our youth. It caused a tremendous intellectual ferment, and the people began to shake at the shackles which had enchained their minds for centuries. In every country under the sun there were movements afoot to improve the lot of mankind. Many were abortive and led only to bloodshed. Some were seemingly unimportant, yet have since borne good fruit. Among these latter was the Library Movement, which swept through the newly-formed countries of Europe like a fire. The new Governments founded libraries and endowed them generously. The older States began to wonder if they had not been too parsimonious in the past. Once more a stone had been hurled into the intellectual pool of the West, and once more its ripples reached out to the calm waters of the Indian mind.

In 1924, the University of Madras decided that it was time to disturb the still waters of Librarianship in India. They selected a young professor of Mathematics, one S. R. Ranganathan, to go to Britain, to be polished up into a stone suitable for throwing into the Madras pond. But it was not a piece of inert material they sent to the West, it was a vigorous young man, and his splashings and kickings when he returned to his home pond far exceeded the anticipation of those who appointed him. He was not content to be thrown into the pool, and have the ripples of his plunge gradually subside. He has made and continues to make a great disturbance and endless ripples.

S. R. Ranganathan went to Britain in 1924, and returned in 1925. In his 12 months' stay there, he studied both the academic and practical sides of his new profession. Everyone was eager to show this interested young Indian *HOW* they operated their libraries. He was far more interested in *WHY* they had chosen the various systems they were using. He read, he watched, he worked in British libraries. He found himself daily becoming more enthralled with his new profession, and more eager to be getting back to the task which awaited him in Madras.

Whilst working in London, Ranganathan's chief friend and mentor, was the same W. C. Berwick Sayers, who was carrying forward the work of Dewey and Brown. At that time Sayers was a man getting towards a vigorous middle age, and he was evidently delighted with the young student from the East. He gave a great deal of his time to him; answered his questions, listened to his suggestions, gave him advice. Out of these discussions grew Ranganathan's grasp of what was essential to Library work, and what had still to be done not only in Madras, but also, in the international field. The torch of Library Science was taken up and brought to the East.

On his return to Madras, S. R. Ranganathan must have missed the endless discussions on librarianship and all the associated topics. In Britain, his work in the London University School of Librarianship and in Croydon Public Library, and also his participation in the meetings of the Library Association of Great Britain, had helped to raise his

interest and enthusiasm to fever pitch. He could never sink into apathy after this. If there were nobody to provide him with the discussion and exercise his active mind needed, then he would create one! He set out to enthuse his friends for this new cause, and through them to interest others in the cultural awakening which libraries could bring about, in Madras and India.

The first two years after his return were spent in the University Library, reorganising it to bring it into line with the best that Britain had shown him. One can only guess at the long hours he worked, and the tremendous problems encountered and overcome. Nowhere is this tremendous personal struggle recorded. But by 1928, the back of his initial task, the one for which he had been appointed, was broken. On January 3rd of that year, the seed of his extra-official work was sown with the calling of a meeting of "Leading gentlemen of Madras, for the promotion of a Society for the encouragement of Libraries". In the same year the Madras Library Association was formed for the spreading of the Library Movement in Madras Presidency. A forum for the discussion of library problems was now available in Madras, and the burden was, in part, transferred from the shoulders of one man to those of a group. The credit for the formation of this forum goes in no small measure to K. V. Krishnaswamy Ayyar, an influential advocate of Madras, with an irrepressible enthusiasm and an unbounded capacity for all good causes. He became the first president and still continues to be so. Unlike other titular heads he has proved to be the solid bedrock on which the growing edifice of this forum had been firmly founded.

Let us look at the transactions of the Madras Library Association for 1928, the year of its foundation.

First came a resolution asking the Madras Corporation for the provision of Rs. 10,000 for the establishment of public libraries in local areas, and a call for the formation of local library associations. Looking ahead, a series of publications on Library Science was projected, as well as the provision of book-lists to interested parties. A central library, on the British plan was suggested to help to conserve book

stocks. School Libraries were considered, and teachers' course in Librarianship mooted. A practical scheme for the supply of literature to readers in languages other than English was drawn up, and, with all this, a programme of visits and interviews to the towns and mofussil districts was conceived and put into effect.

It was a very full year. Doubtless many of the resolutions passed were more than pious hopes for the future. But they were hopes where none had existed before. Subsequent annual reports show a large number of the resolutions of this first year being carried into effect. The annual report of the Madras Library Association, 1928, was a microcosm of the next fifteen years.

Practical library provision is the first concern of the Librarian, so we will begin with that. In 1929, the Connemara Public Library opened its door to home-readers as a result of representations made to the Government, by the Madras Library Association. Further, the same Library agreed to act as the reservoir library for the mofussil. In the same year open access was introduced into the University Library, to the accompaniment of applause from the Madras Press. In 1931, the first large response to years of propaganda was met with. A wealthy gentleman of Mannargudi equipped and endowed a travelling library system to serve Mannargudi and contiguous areas. In 1932, under the auspices of a District Educational Officer, another travelling Library started work: this time it was in South Arcot. Meantime, the Minister for Education had been persuaded to suggest that all School Libraries should be thrown open to the residents of the districts in which they were situated. Succeeding annual reports bring evidence of new services springing up, from hospital libraries to libraries on canal boats.

As soon as this intense activity began it brought in its train a host of problems. First came the language difficulty. If the new movement was to do any good at all, it had to reach out well beyond the 7% who were literate in English. Books in the mother-tongue were urgently needed, but were not forthcoming in sufficient variety or quantity. So the Madras Library Association

shouldered another task: the provision of books, dealing with aspects of modern knowledge, in Tamil. This was known as the "Everything about something" series. Then came another problem. Even the few Tamil books that were being published by commercial firms were on poor paper, and very poorly produced. This led to an attempt by the Association to get accepted some sort of standards for book production.

With the growing demand for libraries stimulated by the Association's propaganda, came a need for men to administer the new types of service called into existence. Undaunted, the Association devised a scheme for giving a short course in Library Administration to School teachers. Before long, the Summer School of Librarianship, conducted at and with the encouragement of, the Madras University was an accepted part of the Association's work, and it only ceased when the full Diploma Course was instituted by the Madras University. Not only Madras, but India as a whole benefited from this School. Lectures were also given at Saidapet Teachers' College and elsewhere, to make the work of libraries more widely known.

Institutions, books, personnel: the Association had good reason to believe it had laid the foundations of the Library Movement well and truly. Now the edifice must be provided for. A model act for the provision of public libraries was drawn up. Members of the Government were asked to support the introduction of a Libraries Bill in the Assembly. The story of the Bill's fortunes, its amendments, and its ultimate shelving because of wider considerations has been told elsewhere, and need not be repeated. It is not a dead issue; it is awaiting more peaceful days.

To attempt to deal with all the ramifications of the Library Movement in this small compass would be to reduce this essay to a catalogue. Only a few matters can be touched upon, and the most important has yet to be mentioned. The Madras Library Association Publication Series is a contribution not only to the Madras Library Movement, not only to Indian Librarianship, but to World Scholarship.

It all began in quite a small way with the publication of a Souvenir Volume

in the year the Association was formed. The book was called "The Library Movement", and comprised a collection of essays by various gentlemen, and in several languages. A year later came a work which was intended to make Madras Library-conscious: "The Five Laws of Library Science", by S. R. Ranganathan. It succeeded in making the Library World Madras-conscious, for it sold well in both Europe and America.

These works were only the preliminary flourish, however. In 1932, a new scientific system of book-arrangement, a rare enough phenomenon in the Library World, was published under the title, "Colon classification". At regular yearly intervals, followed "The classified catalogue code" (the first ever published), "Library administration", "Prolegomena to library classification", "Theory of library catalogue", and half a dozen other works. The Series is still being added to. This is not the place to attempt an evaluation of the series: but it can be stated that their influence has been worldwide.

This is the record of the Library Movement in Madras. It has centred round the activities of the Madras Library Association. It has told of this body's long struggle to make Madras Library-conscious. How vigorous is the Association now? How long will it continue to flourish? Will its work fade with the passing of its original founders? We cannot pretend to answer these questions. We can only look around for signs that may help us to see the future.

The most encouraging sign is the space devoted to libraries in newspapers today. These are commercial undertakings, and would not trouble to report what their readers were not interested in. I have before me now a cutting from yesterday's Madras Mail which says:—

PANCHAYAT BOARD PUBLIC LIBRARY

KOILPATTI.

At a meeting held recently, Mr. Jacques, Deputy Collector presiding, Mr. M. D. Paul, District Educational Officer, opened the Panchayat Board Public Library, Mr. P. Alagaraswami, of the National War Front, spoke on the importance of libraries. Mr. Syed Hussain Sahib, Executive Officer, also spoke.

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SCHOOL TEACHERS FOR THE FUTURE

[Most teachers will read with interest and sympathetic understanding these excerpts from an article which appeared in the December 1944 issue of "The Mentor", the publication of the Natal Teachers' Society, Natal, South Africa.]

Some who have tried teaching have been honest enough to record that they found it hateful. Stephen, Leacock the great Canadian humorist, was being serious when he wrote that his eight years' teaching experience "left me with a profound sympathy for the many gifted and brilliant men who are compelled to spend their lives in the most dreary, the most thankless, and the worst paid profession in the world."

In contrast is the verdict of another famous humorist, Ian Hay. Teaching, he says, is "the most honourable but least respected, the worst paid but most richly rewarded, profession in the world."

Who is right—Leacock or Hay? The answer is, of course, "Neither—and both." As a veteran schoolmistress once said to me: "Teaching is a grand job if you can do it, but it is purgatory if you can't."

There is only one way for the prospective teacher to find out whether or not he can teach, and that is to try it for a period of some months. Preferably this early training should be done in an elementary school, for in such schools the problems and difficulties which face the teacher are experienced "in the rough."

Here, perhaps, I may be allowed to speak personally for a while. The fortunes of war caused me to be plucked from my studies at the university and set down one Monday morning in a classroom of a small country school with a mixed class of forty fourteen-year-olds before me and instructions to teach them everything—Arithmetic, History, Geography, English, Scripture, Art and Heaven knows what else besides. Of what I taught those children—or tried to teach them—I have only the vaguest recollection. But I do remember most vividly the lessons I learnt about the art of teaching in my four or five weeks at that school.

Teaching is No Job for a Weakling.

First I found that school teaching is no job for a weakling. The headmaster of the village school told me that when he began teaching after some years as a Petty Officer in the Navy, each evening when he got home he had to lie down and sleep for an hour or more because he was so completely exhausted. And he was a tough, burly man, brimful of energy when I knew him.

It is easy for those outside the profession to point to the apparently short hours and long holidays of teachers; but the fact is that teaching involves a surprising drain on one's store of nervous energy. It is nothing like lecturing. The lecturer has merely to say his piece, and if the audience sleeps through his discourse—well, why should that bother him? But the teacher who does his job properly has altogether a different function. He has to stir, into mental and physical activity the thirty or more children before him—to get them to ask questions and to answer them, to find things in their text-books and write in their own words what they have heard or read.

And if Johnny Brown or Joan Smith happen not to be interested in the lesson, they do not go to sleep like the lecturer's audience—far from it!

Small Classes are an Absolute Necessity.

The second lesson which my teaching apprenticeship taught me was the absolute necessity of small classes.

It is possible, by the imposition of a hatefully rigid discipline, to drill a large class in "the three R's"; it is impossible, except through the individual attention which small classes allow, to bring out the latent qualities and abilities of each child—that is to educate children in a democratic instead of a totalitarian sort of way.

I learnt, too, that the teacher cannot get his subject across to the children merely by explaining clearly: he must do all he can to grip their imagination and to link up what he says with their interests and activities.

Finally, I learnt that parents have at least as much effect on the education of a child as teachers have—that if a child is spoilt or neglected, his education will inevitably suffer. A boy who is allowed to roam the streets, filthy and ragged, cannot suddenly change his habits and do neat and painstaking work in school, however intelligent he may be. *And children who "rule the roost" at home mean grey hairs for teachers as well as parents.*

So much for the job: it calls for energy, hard work, skill of a peculiar kind; and judged according to the income of the professional classes, the pay is poor. What of the teachers themselves—what kind of people are needed? Much that I have said already answers that question; but there are some things to add.

Patience is essential. A bad-tempered teacher transmits his irritability to the class.

Outside Interests Needed

The teacher should be a cultured person with broad views, interested in many things outside the range of the lessons. For this reason, training colleges for teachers, excellent as they are in many ways, should be abandoned in favour of universities, and eventually all teachers should have a university training. By meeting the intelligent people of all kinds of origin and destiny

who gather together in a university, the teacher can become familiar with the world of ideas.

But to gain the respect both of children and parents the teacher needs to be familiar also with the everyday, bustling world of the men and women who entrust their offspring to his care. Too often the teacher spends practically his whole life in school or training college. His mental outlook is bounded by the four walls of the class-room and he comes, in the words of a working-class mother whose child had been unjustly treated at school, "a silly old fossil."

It is a good point made by the McNair Committee that teachers in training should be encouraged to take part in social and educational work outside the college.

There remains the most vital characteristic of all—a strong dose of idealism, a belief that the job is well worth doing for its own sake. Teachers have a big part to play in building the new world after the war. Young teachers are apt to wonder if all their efforts really amount to anything. *But older teachers, who can remember how very different were the elementary school children of thirty or forty years ago from those of today, know that the civilising effect of education is very, very slow but very, very sure.*

(Continued from page 121)

scramble necessarily involves." "All the world over, democracy, whatever its virtues, is not a potent engine of progress in matters educational".

Re. Organisation of teachers:—He says, "we must learn to organise powerful Teachers' Guilds and learn to shout till we get the direction of education into our own hands." "In England, it is the enthusiastic school master that experiments for himself, devises progressive methods of teaching and brings the approval of the educational Mandarins; in India, it is left to the solitary Inspector of Schools who has missed his way and landed in India to initiate reform and for the faddist Inspector of Schools to twist the tails of the humble, self-disrespecting schoolmasters. No! This

won't do, as Giffard said of Wordsworth's Excursion. "A faint echo of the saintliness and poverty of the Upadhyaya of old India sticks to us: and along with it the spirit of Sanyasa and self abnegation. But the golden age exists no more and this is the age of brass. Let us take the lesson to heart and learn the value of organisation, agitation and advertisement till we attain our legitimate position of the councils of the land."

P. T. Srinivasa Iyengar has passed away but P. T. lives in the hearts of those who came into live contact with him and his views as an educationist are, if anything, a source of perennial inspiration to workers in the field of teachers' organisation now and in the years to come.

SWISS EDUCATION

BY DR. MAX RAEER

This first aim of Swiss education is to prepare citizens capable of insuring the wellbeing of the community. The conviction is therefore instilled into the children that they have a place in the scheme of things. They are taught that they must use their right to freedom with a full sense of moral obligations toward others, and that they must develop self-assertion and self-discipline in their noblest forms.

Swiss education emphasizes that the teaching of the child begins at home. Here, with his parents as instructors, he is to learn the lessons that are to guide him throughout life—lessons of respect, obedience, reverence and self-control. Then day by day, the work of building and perfecting may go forward under the influence of the school.

The Swiss system of education holds before each young person the ideal of individual development of personality, while working with others for the common good of all. With such differences in languages, creeds and culture, as they exist in Switzerland, how can this common ideal be attained?

Primarily, a strong Celtic ancestry is common to the entire Swiss population. The same invasions and the same colonizations, first by the Romans and later by Germanic tribes, left lasting impressions of all parts of the country. Although imposing their different languages they did not change the inherent, common characteristics of the Swiss people. Geographical conditions, dividing the land into countless districts of various sizes, while keeping these districts within one well-defined frame, formed by the Alps, the Jura and the two greatest lakes, have also played a vital part in the development of the Swiss nation.

But something more fundamental and basic lies beneath these other influences. It is the determination of each of the 22 cantons to cleave to their common fatherland, united by the oath of free men and a profound attachment to inherited rights, ideals, religions and languages. This diversity of heritage is, moreover, a strong factor

in Swiss education, a valuable impetus in its development.

Long before the French Revolution, all Swiss cities of any importance already had founded high schools for their youth. At Zurich, for instance, two famous writers, Bodmer and Breitinger, who were at the same time educators, taught in Karolinum, the school founded by Charlemagne more than a thousand years ago, where they endeavoured to train their pupils in science and citizenship. Other schools could be mentioned which were important centres of European culture long before the discovery of America. Among them is the University of Basle. There were also the monastic schools of St. Gall, Einsiedeln, Engelberg and Disentis, founded in the earliest days of European history. These schools never falter in teaching the science of life and self-control, and in so doing they helped mankind to carry on through the darkness until the dawn of better times.

Three names loom prominently toward the end of the 18th century at which time another Swiss, Jean-Jacques Rousseau of Geneva, had discovered nature and its role in education. The three names were: Father Girard, a Fribourg monk; Philip Emanuel de Fellenberg, a Bernese patrician, and Heinrich Pestalozzi, a Zurich nobleman whose family came from Southern Switzerland. Their respective contributions to education enabled Switzerland to become the centre of culture and education which it is today. Father Girard was the protagonist of the modern idea of a free, compulsory primary schooling. De Fellenberg was the promoter of the Swiss auxiliary school system and Pestalozzi, admittedly the most important contributor to the cause, inspired the realization of Switzerland's foremost educational ideals. He was the educator of all his successors.

Swiss primary school instruction usually lasts six years and includes children from 6 to 13 years of age. From the beginning a wise system in

which the child's activity is not limited to absorbing knowledge, is employed. This system endeavours to acquaint the child step by step with the language, religious and cultural traditions, first of his home, his canton, and lastly of the whole diversified cultural unity of Switzerland. Thus, youth is being formed into citizens who are united in those aims and principles for which Switzerland stand, yet remain for ever individual thinkers, independent, free and broadminded men and women.

After a minimum of four years of primary schooling, Swiss children have an opportunity to continue their studies in secondary schools. Here an eight-year period in so-called *Gymnasiums* leads to a maturity examination and diploma. While some of these secondary schools emphasize classical instruction, others stress the study of modern languages and science. All give, however, adequate preparation for the final examinations.

Switzerland has eight higher institutions of learning, i.e., the universities of Basle, Berne, Zurich, Geneva, Lausanne, Newchatel and Eribourg, and the Federal Institute of Technology at Zurich. Thus, the German speaking part of the country shares equal honours with the French. What about Italian-speaking Switzerland? Since this section is small and relatively poor it could not afford to maintain a higher seat of learning. However, this seeming lack has been overcome by the co-operation of some of the existing Swiss universities which have agreed to use the Italian language as well as their own for certain courses.

The young people of Ticino can therefore finish their College education in one of these institutions, thus blending their own Latin culture with the culture of the French and German-speaking parts of Switzerland. The late Swiss Foreign Minister, Dr. Gyiseppe Motta, was a typical example of this blending of the three European cultures found within the Swiss frontiers. His ability to express the most sublime thoughts with equal ease in German, French or Italian won for him the admiration of world statesmen who, in pre-war days, met regularly on the shores of Lake Geneva.

Another important feature of Switzerland's educational system is the large

number of private schools, most of them affording boarding. They include primary and secondary grade, also commercial and finishing establishments. These schools while applying individual conceptions of education, have the same object as the public secondary schools, i.e., they prepare for the maturity state examinations. This indicates that the objectives to be attained at this important period of life are determined by the state. However, while the objectives are fixed by the state, the way to their attainment is left to individual private initiative. In normal times Swiss private schools are attended by students from many lands.

The cultural and pedagogic efforts of Switzerland have developed two principal types of secondary boarding schools, i.e., the *Landerziehungsheim* and the Monastic School. The former, as the composition of the word indicates, enlists nature, sports and all type of physical exertion to achieve a harmonious development of the soul and body of youth. These were the ideals of both Rousseau and Pestalozzi. The *Landerziehungsheim* establishments are located in some of Switzerland's most scenic and healthful regions. Here, nature and the natural element in education are brought to full fruition.

Swiss monastic schools stress the soul development of their pupils. In this instance teachers and pupils live in close association. The community life of these institutions molds the characters of the young students and teaches them mutual respect and forbearance, which are so typical of Swiss citizenship.

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EMINENT EDUCATIONISTS OF SOUTH INDIA

P. T. SRINIVASA IYENGAR

By S. T. RAMANUJA IYENGAR

(This note was written by our dear S. T. R. a few weeks before his lamented death)

I am happy to respond to the call of the Convener, Madras Teachers' Guild Souvenir Committee to write a note in homage to the Late Sri P. T. Srinivasa Iyengar, the inspirer of all my professional activities.

Life-Sketch:—Mr. P. T. Srinivasa Iyengar was born in 1863 in Tiruvadi, Tanjore District. He lost his father early in life and he was later in the care of his mother and his elder brother. He had his school course in the Seventies of the last century and he completed his education at St. Joseph's College, Negapatnam in 1882. In 1884, along with Messrs. L. D. Swamikannu Pillai and Arogyaswami Pillai, he took his M. A. Degree and became one of the famous trio of the Madras University. Migrating to Trichy where his elder brother took service, he was employed by Rev. Father Sewell S. J., in St. Joseph's at Trichinopoly for a short time. In 1889, he became Principal of the Hindu College, Vizagapatnam, which later became, through the endeavours of P. T., into the Mrs. A. V. N. College. Principal P. T. made his mark for 30 years in Andhra Desa. From Vizag he came back to Trichinopoly in retirement, but St. Joseph's again wanted him as Professor in the L. T. Section and he served there and in Bangalore till 1926. Now, he was made Reader in History in the Madras University. In 1930 the Annamalai University took him as Professor of Indian History and he died in harness on June 16th 1931 at Kilpauk, Madras.

Versatile Prodigy

The career of P. T. during the half of a century from 1882 to 1931 has been a varied and versatile one which shows him as an eminent teacher of English, an S.S.L.C. Board member, a Fellow of the Madras University, a Free Mason, a Theosophist, a Professor of Psychology, the leader of a new School of Research

in History, an author of books on almost every subject of School and College study, a linguist, a journalist, a humorous speaker and writer, and an educational reformer and leader—all which mark him out as a prodigy. During this period he had both the smiles and frowns of fortune and this period also shows how he who was more English than an Englishman was transformed into a Nationalist Indian of the Gandhian type.

A Leader of the Teacher's Profession

Throughout his career, he was one who straightened his legs and stood on them, stiffened his back and asserted the dignity of his profession. In 1895 he attended the first meeting to organise a Union of Teachers at Madras. He was one of the members of the Sub-Committee formed on 21st March 1908 to form the South India Teachers' Union. He was one of those who in 1910-11 were responsible for the first S.S.L.C. Scheme. Feeling that the establishment of a fighting educational democracy of Teachers was vital, he took up in 1921 the leadership of the Trichinopoly Teachers' Association at a time when it had gone into hibernation after its birth in 1890 and helped in the growth of the Trichy Association into a vigorous District Teachers' Guild. He was President of three Provincial Conferences at Madura in 1916, at Madras in 1923, and at Chidambaram in 1928. It will thus be seen that he was one who always felt for and worked with "the infra backward and Sub-depressed class" by which terms he characterised the Teaching Profession.

A Veteran Educationist

P. T.'s faith as a first rank educationist is revealed in the following observations of his, culled out from his address as President of the Provincial Educational Conference in 1923 at Madras:

Re. Text Books: he considered it "better public policy to allow the play of an unrestricted struggle for existence among books and trust to the survival of the fittest."

Re. Syllabuses:—he says, "A pre-determined cast-iron Syllabus is undesirable in any stage of studies and is especially mischievous in the School course and each Headmaster ought to draw his own syllabus for his own School in accordance with local needs and to suit local conditions." 99418

Re. Indian Education:—he says, "The veil of convention ought not to make us blind the ugly fact that education as at present conducted in India has, as its aim, not the development of human faculty, the development of character, the stocking of the mind with useful knowledge or any other beautiful thing but it is merely the attempt to enable as many young men as possible to pass examinations with the minimum amount of knowledge that will help them to pass muster."

Re. Examinations:—he says, "Every one knows that this examination-pest is more firmly rooted than the plague or influenza."

Re. S.S.L.C. Scheme:—he says "About twelve years ago (1911) a half-hearted attempt was made to dethrone examinations for the High School course or rather to minimise the evils of the worst of these Public Examinations, the University Matriculation Examination. But the steady pull of the forces of reaction has dashed the hopes of the reformers of a dozen years ago and this S.S.L.C. Examination has become but the old Matriculation with a longer name, a more elaborate ceremonial, and a many-leaved certificate of failure attached to it."

Re. the Medium of Instruction:—he says, "Nowadays, almost everybody admits, as a matter of principle, that teachers ought to teach and pupils ought to learn knowledge through the only language they know—the mother tongue."

Re. the School period:—he says, "I am of opinion that the maximum length of the School course—Elementary and Secondary—should not be more than 8 years, say, from the age of seven to the age of fifteen."

Re. School Subjects:—he says, "Interest in work requires an appeal to the actual experience of the pupils and to their future needs." "Some School subjects which are there only as anticipations of later College work ought unhesitatingly to be abandoned." "Pupils ought to be taught the age-long literature of their mother tongue, the entrancing history of their motherland, the geography of their motherland, and the conditions of human activity in the geographical regions as classified by Tamil Geographers, and a working of English and other 'vocational' and bread-winning subjects."

Re. Stagnation:—he says, "Stagnation is due to the fact that the price of education has risen faster than that of rice, and dhall, ghee and salt". "Much of the cost of modern education is due to brick and mortar, ugly school buildings, stiff-heavy school furniture, so-called Scientific apparatus, and the substitution of bad English for good Tamil as the medium of instruction."

Re. Teaching University:—he says, "So long as the provision of facilities to scholars to work for themselves in their own rooms at subjects which interest them and which they are qualified to study and investigate under the guidance of competent tutors—masters in their own special field of work—is considered to be outside the horizon of practical politics, it is but waste of breath to speak of teaching universities."

Re. Working Educationists:—he says, "We are a depressed class.....we suppress ourselves by affecting unnecessary humility.....we abdicate our rights of private judgment". "We, who have years of actual work in schools, of patient observation, and study of the developing mind, of frequent experiments some utterly futile, others partially successful, all these combined with the study of the development of our traditional culture through that of the ages, we alone are competent to reform and direct it in right channels."

Re. Democracy:—He says "the age of partial experimental democracy in which we live has but served to accentuate these scrambles for the loot—conveniently called the emoluments of office—and the hatred which that

(Continued on page 122)

Due to restriction imposed by the paper economy order, The Madras Teachers' Guild is regretfully unable to include in its Golden Jubilee Souvenir the life-sketches of many South Indian Educationists. We hope to publish these sketches in these columns. [Ed. S.I.T.]

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FROM OUR ASSOCIATIONS

The Kurnool District Teachers' Guild

The 21st Annual Conference of the Guild was held on the 28th July 1945, with Rev. A.M. Boggs, Manager of the Coles Institutions, Kurnool, in the chair. About 200 teachers were present. Muffusil schools were well represented.

Mr. G. Siva Rao, Guild President, welcoming the delegates appealed to them to make their professional associations by their unstinted support, a potent force to win for them prestige and freedom.

M.D. Paul Esq., District Educational Officer, Kurnool opening the Conference said that teachers should, by their live interest in their profession, infuse joy and noble ideals in the young they teach, creating in them interest in studies by paying individual attention, drilling fundamentals and correlating book knowledge with what they saw around them.

Dr. A. M. Boggs in his Presidential Address observed that education was a sure panacea for all social and political ills and pleaded for social justice and equality of opportunities for the education of all the children of the country irrespective of caste, colour, creed, class or wealth.

There were two discussions, one on "The New English Syllabus for High Schools" initiated by Mr. K. N. Pasupathi Iyer, and the other on "Admission into Schools and Colleges" on which Mr. N. Sundaresa Iyer spoke.

In the afternoon there was an interesting demonstration of physical activities by the pupils of the local schools organised by Mr. C. Satyanandam, Regional Director of Physical Education under the presidency of Rao Bahadur B.P. Sessa Reddy, District Board President. M.D. Paul, Esq., the District Educational Officer, opened the function.

At the business meeting the following office-bearers were elected:—

President:—Mr. G. Siva Rao, Headmaster, Municipal High School, Kurnool.

Vice-Presidents:—Mr. A. Varadan, Headmaster, Board High School,

Atmakur, and Mr. G. S. Abraham, S. P. G. High School, Nandyal.

Secretary:—Mr. K. Neelakanta Rao, Coles High School, Kurnool.

Joint Secretary:—Mr. K. N. Pasupathi, Municipal High School, Kurnool.

Resolutions were passed relating to the death of S. T. Ramanuja Iyengar of Trichnopoly and H. Dattatreya of M. H. S., Kurnool, Dearness allowance and Teaching grants, Strength and Teaching Staff, Syllabus and Text books, S. S. L. C. examination and Admissions.

The Tanjore District Teachers' Guild

The General Body meeting of the Guild was held on 11-8-45, at the Sir S. High School, Tirukattupalli. Resolutions were passed regarding the grant of dearness allowance, enrolment of members to the Reception Committee of the All-India Educational Conference, Madras, to request the S.I.T.U. to wait in deputation on the Adviser and the D.P.I. to redress the grievances of re-entered teachers, exemption of teachers' children from payment of school fees, and the demise of Sir R. M. Statham and S. T. Ramanuja Iyengar.

The Ramnad District Teachers' Guild

The Annual Conference of the Guild was held on 18-8-45 at Kondanoor under the presidency of Mr. K. S. Subramanian, President of the Guild. About 120 delegates attended.

In the morning Mr. K. S. Venkatasubramanian of N. M. Board High School, Tirupattur, gave an effective demonstration lesson on *Oral Composition* to Form IV, followed by a useful discussion.

At 1 p.m. the delegates were treated to a sumptuous dinner by Mr. V. T. Veerappa Chettiar, Manager and Correspondent, C.A.M. High School, Kondanoor.

The Executive Committee met at 2 p.m. The public meeting commenced at 3-30 p.m. with the President in the chair. Mr. S. Raghavachary, Headmaster, C.A.M. High School, Kondanoor, welcoming the delegates laid stress on the fundamental responsibility

of the teacher to reconstruct his own mental make-up and that of his pupils if the world is to have lasting peace. The Conference was opened by Janab S. A. Kayoom Sahib Bahadur, the District Educational Officer, Ramnad. He exhorted the teachers to have forbearance, to bring about harmony in the school and in the world and paid a glowing tribute to the charity of Mr. V. T. Veerappa Chettiar in erecting such a magnificent temple of learning. The Annamalai Medal for 1945 was awarded to R. Natarajan of Schwartz High School, Ramnad.

In the afternoon, Mr. K. Narayanan, Headmaster, Muslim High School, Abhiramam, delivered an instructive lecture on 'The Improvement of the Teaching of English' which was followed by a short talk on 'Class Library Work' by Mr. M. J. Rangaswamy, Rajah's High School, Ramnad.

The following office-bearers were elected for 1945-46:—

President: Mr. S. Raghavachary, Headmaster, C.A.M. High School, Kondanoor.

Vice-President: Mr. V. Rangaswamy Iyengar, Headmaster, A.C. High School, Pallathur.

Secretaries: Messrs. M. G. Ramachandran and A. K. Varadan of C.A.M. High School, Kondanoor.

S.I.T.U. Representative: Mr. K. S. Subramanian, Headmaster, Board High School, Rajapalayam.

The newly elected President took the Chair. The outgoing Secretary presented the accounts and budget.

Resolutions were passed relating to the demise of S. T. Ramanuja Iyengar, translation of question papers in non-language subjects, revision of leave rules, gymnastic instructors, maximum scale of pay for Pandits and Munshis, untrained and trained teachers, casual leave, fee concession to teachers' children, dearness allowance, and liberalisation of the scales of pay.

The Malabar District Teachers' Guild.

The Annual General Body meeting of the Malabar District Teachers' Guild was held at 1-30 p. m. on the 25th of

August 1945, at the Zamorin's College, Calicut, with Sri. R. Ravivarma in the chair. After a few remarks from the chair, Mr. P. R. Subramania Iyer, Secretary, read the Annual Report and Accounts of the Guild.

The election of Office bearers was then conducted. Mr. R. Ravivarma was elected as President. Mr. M. Narayana Kini as Secretary, Mr. C. C. Nair, Joint Secretary, Mr. P. V. Mohamed, Treasurer, and Mr. S. E. Selvam to represent the Guild on the Executive of the South India Teachers' Union. The Elementary Education Committee was then formed with Messrs. V. Kumara Menon, M. Kuttikrishna Menon and M. S. Ahmed. After the elections, Mr. S. E. Selvam, the Chairman of the Reception Committee of the 11th District Educational Conference which comes off at Tellicherry on the 13th of October 1945, appealed to the various members to extend their hearty co-operation to make the conference a grand success.

A resolution for constituting a Sub-Committee with Mr. V. Ramunni as the convener, to study and recommend to the General Body of the Guild suitable amendments to the existing Rules was unanimously passed. The General Body also adopted another resolution constituting a separate Sub-Committee with Mr. Ramunni as the convener, to recommend to the Guild the feasibility of starting an official organ for the Guild in consonance with the resolution passed at the Tenth Annual Conference. It also empowered the President to communicate with the authorities regarding the restoration of the Certificate of Mr. T. C. Narayanan Nambiar. Thereafter Mr. K. P. Varid moved another resolution deploring the delay in the issue of S.S.L.C. and F.S.L.C. Text Books. The need for reducing the price of the Text Books, the non-availability of suitable books for Non-detailed study in Malayalam, and the need for deleting some of the lessons from the English portion for S.S.L.C. Public Examination of 1946, was incorporated in another resolution which was also moved unanimously.

EDITORIAL

And Still they Consider!

We are vexed to have to write again about this Dearness Allowance. Teachers' Associations all over the province held public meetings on August 11th and passed resolutions deploring the delay in Government coming forward to help teachers in aided institutions to meet the growing cost of living. For six long years teachers have kept on patiently hoping against hope that Government will come to their help. We are informed that in reply to his letter communicating to them the resolutions passed at the meetings and urging for early relief that Government have written to the Secretary of the Union that they are still engaged in considering the question of grant of Dearness Allowance to teachers in aided educational institutions. We do not know how long they will take to come to a decision. The war too has ended. The cost of living index is still in the upward trend and teachers are on the breaking point. If relief is to be appreciated and is to be of help to teachers it must be given forthwith and with retrospective effect. His Excellency Sir Arthur Hope is well-known for his sympathy to the poor and the suffering and we appeal to His Excellency to give this matter his personal attention and pass early orders sanctioning the much needed help to teachers in aided educational institutions in the province.

The Madras Teachers' Guild

Our readers will be glad to know of the Golden Jubilee of the Madras Teachers Guild. It is a great achievement and the Madras Teachers' Guild deserves to be congratulated on its splendid record of fifty years of work in organising the teachers of the City, nay, of the province, and in influencing the development of educational progress in this province. It has successfully secured the co-operation of the government, the managements and the public in the work of education. Achievements of Teachers' Organisations cannot be glamorous and spectacular. They can only be felt but not seen. Hence to those who take a gloomy

view of things, we would endorse what Prof. M. Ruthnaswamy said in inaugurating the Golden Jubilee celebrations, viz., that the Teachers' Guild has lived for fifty years and has been able to keep together teachers from different schools is in itself a great thing." We wish the Teachers' Guild of Madras a long and prosperous life of great usefulness. The years to come will offer the Teachers' Guild further and greater opportunities to serve the cause of education and we are sure that the Madras Teachers' Guild will shoulder the great responsibility that awaits it. In our next number we shall publish an account of the Golden Jubilee.

A great loss.

In the passing away of Dr. G. S. Arundale which took place on the 11th August 1945, India has lost a great friend, a noble leader and an eminent educationist. He was one of those leaders that believed in education as the means of India's progress. He strove hard to establish a national system of education which will be in accordance with India's heritage and her national culture. His labours to establish a national university are well-known. His passing away at a time when India needed him most must be considered a national calamity. We are sure that his spirit would inspire many of India's sons and daughters and help in the realisation of what he passionately longed for. We offer Srimathi Rukmani Devi our sincere sympathies in her great bereavement.

State Control of Education.

We welcome the news that the Ceylon State Council has resolved to assume complete control of education in that island and that it has decided that education from the earliest stages to the highest university standard must be free and that poverty shall not be a barrier to education. We are equally glad to learn that nearer home the Travancore State has decided to assume complete responsibility for the introduction of free compulsory primary education for all the children of school-

going age of the State. This decision has evoked a keen controversy and some apprehension about the position of private schools. Private agencies have been doing what is primarily a state duty and the schools managed by private agencies, have been doing useful work. What is to be their future? Are they to be closed down once for all?

The sub-committee of the Madras Government on post-war education has suggested that in introducing free compulsory primary education between the ages 6 to 11, Government should exploit all the existing agencies. It will be good if a clear understanding is arrived at as to the extent of control that government would exercise over the private agencies and the amount of financial assistance which would be made available to them.

All the world over it is being admitted that the State must be responsible for the education of its children. Enforcement of compulsion involves a great responsibility. It means provision of suitable buildings, adequate and ample equipment, employment of well equipped, well qualified and adequately remunerated teachers, care of the health of the children, provision of food clothing and books to the children and in necessitous cases maintenance allowance to parents whose economic conditions will need the labour of the child. No private agency can satisfactorily attend to all these needs, without liberal financial assistance from government. It is true that State monopoly of education may produce a dull uniformity and may make education purely secular without that religious background, whose importance has come to be realised even in countries like England and America. It will therefore be good if before embarking on this welcome step of assuming complete responsibility for primary education Government should give careful consideration to these implications and draw up a workable scheme calculated to allay such fears. It will also be in the interests of the common good and

the welfare of the people if those who entertain such fears do nothing that is likely to hamper the progress of education but in a real spirit of service, view the problem and help in its satisfactory solution. We hope the experience of Travancore will be watched with interest in our province which may profit by it in its efforts to successfully introduce compulsion.

The 15th South Indian Education Week.

At the instance of the South India Teachers' Union, a Central Education Week Committee has been constituted with representatives of several leading educational organisations. Rao Sahib P. S. Lokanatha Mudaliar, I.S.O., President of the Madras Parents' Association, has kindly agreed to be the Chairman of the Committee. The Committee has resolved to observe Education Week from October 22 to 29. This year the special topic chosen is an examination of the Madras Proposals for Re-organisation of Education. The Committee has planned to publish a Hand-book which will contain suggestions for organising the Week and available particulars regarding the Madras proposals. It will also contain useful extracts from the Report of the Central Advisory Board of Education on Post War Educational development. The price per copy will be annas Eight and can be had of the Secretary of the Union.

The XXI All India Educational Conference

Reception Committee:—A Meeting of the Reception Committee will be held on Saturday, the 6th October at 5-30 p. m. at the Sri Ramakrishna Mission High School, Thyagarayanagar, Madras, for the purpose of electing office-bearers and planning the work. All members of the Rec. Committee and all those who intend enrolling themselves as members are invited to attend.

—T. P. SRINIVASAVARADAN,
Secretary.

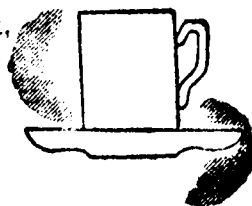
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