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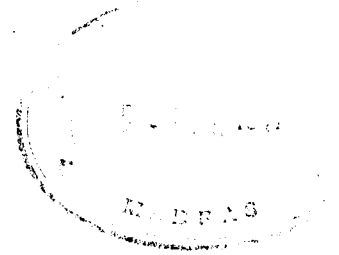
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THE SOUTH INDIAN TEACHER

Vol. XX

JANUARY & FEBRUARY 1947

Nos. 1 & 2

XXII ALL-INDIA EDUCATIONAL CONFERENCE

OPENING ADDRESS

HIS HIGHNESS THE MAHARAJAH OF TRAVANCORE

*Sri Ramaswamy Aiyer, Mr. President,
Ladies and Gentlemen,*

During the last few years, organisations and foundations of All-India and of International out-look and aim have gathered at Trivandrum and carried to the far south a reminder and a message of the unity of the great subcontinent, which, from the Himalayas to Cape Comorin, we acclaim as our motherland. These organisations owe their origin to the inspiration of enlightened personalities and are designed to reconstruct in a comprehensive way that unity of India, but none can lay a firm foundation or rear a lasting structure for it except through education.

Under the auspices of the All-India Federation and through continuous research, investigation, publication and propaganda and a Conference from year to year, the aims of this body are clarified and promoted and the programme set for action, and it gives me great pleasure to open this twenty-second Session of the All-India Educational Conference at the Capital of this State. Educationists of eminence have gathered here today from far and near. They have recognised that all through the past there has been here a constant endeavour to keep

alive the torch of learning and to give to it, progressively and harmoniously, that modern bias which we see all around us. From a state of superior individual standard, the goal has been to raise the general level and in that endeavour the association of a body like yours is at once a stimulus and a corrective. In Travancore we have endeavoured through many years to promote primary, secondary and recently, University education, and have attempted a comprehensive reorientation of effort suited to modern conditions but consistent with our ancient culture.

I hope we may be able to show our visitors how we stand in these directions and the outcome of this Session will be to the advantage of those engaged here and elsewhere in the diffusion of knowledge and the renaissance of our culture.

I also hope that your visit will prove pleasant and interesting, brief as it may be, and that your deliberations will be marked by another progressive step in your scheme of enlightenment.

With these words it is now my pleasing duty to inaugurate this Session and wish it complete success.

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EVERGREEN READERS

BY

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*Formerly Professor of English of the Imperial University, Tokyo,
The Osmania University and the Nizam's College, Hyderabad,*

AND

PROF. A. RAMA IYER, M. A.,

Principal, National College, Trichinopoly.

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SIR A. LAKSHMANASWAMY MUDALIAR

Your Highnesses, Mr. Vice-Chancellor, Fellow-Delegates, Ladies and Gentlemen.

We deem it a great honour and a rare privilege that the Royal House of this ancient State has so graciously associated itself with this Conference and that we are holding this Conference under the distinguished patronage of Their Highnesses, the Maharajah, the Maharani Setu Parvati Bayi and the Elaya Rajah of Travancore. This is yet another proof, if proof were indeed needed, of the great and abiding interest that the Royal House of Travancore has taken from time immemorial, in the cultural and educational advancement of its subjects and in their emancipation from the thralldom of illiteracy and ignorance. It is no exaggeration to state that Travancore stands unique as the most educationally advanced State, not only in India but in the wider world, and judged by the standards of literacy, of higher education or of the educational advancement more particularly of women, it can proudly claim to be as near the pinnacle of fame as any other civilized country in the world. But Travancore has not been content to rest on its oars, and the establishment of the Travancore University and the introduction of compulsory primary education mark but further milestones in the highway of educational progress that the State has pledged itself to implement.

Let me avail myself of this opportunity to offer my warmest felicitations to the University of Travancore and convey on behalf of the Madras University our sincere good wishes for success in the great task it has set itself to achieve in the near future. When first the idea was mooted of a separate University of Travancore, it was not without a silent sigh or a drop of tear

scarcely concealed, that the Madras University visualised the possibility of some of the most accomplished of its daughters bidding good bye to the mother University. Soon, however, we realised that it was a natural and inevitable phenomenon of all society—more particularly perhaps of Hindu Society—that the daughters should one day approach the mother to bid *au revoir* and state "Mother, Daughter have I been in thine house, but mistress do I prefer to be in mine own!" And like the true mother, the Madras University has taken farewell of these beautiful institutions, with a grip of the heart but with the everlasting prayer that her daughters may grow apace and outshine the parent.

We are most grateful to His Highness for the gracious message he gave in inaugurating this Conference. It will hearten us in our task and cheer us in our endeavour to deliberate wisely and well in a spirit of practical idealism and with the desire to see that the sound principles on which all educational development should take place are well and truly followed.

We realise that we are meeting at a time when both in the international and national spheres of activity great changes are inevitable. Two World Wars have shaken humanity to its very foundations and no nation has yet found it possible to get over the devastating effects of the last Great War—devastating not only in the physical plane but in the social and ethical planes as well. We have realised, as never before, that the world has shrunk in proportion, that time and distance have been annihilated, that global wars are inevitable in the future, if Wars are forced and that trouble or mischief somewhere will invariably lead to mischief spreading everywhere. No longer

is isolationism possible for any country and safety lies in promoting goodwill, concord, understanding and mutual trust among nations and in establishing unity and friendship between all nations. It is with this objective that the United Nations Organization has been established and it is to promote such cordiality and mutual respect and forbearance that its spiritual and cultural counterpart, the U.N.E.S.C.O. has been inaugurated.

Nearer home in the national sphere, we are meeting at a time when the whole atmosphere has changed and when for the first time one can visualise the tremendous possibilities that lie ahead of us, if only we have the large-heartedness and the firm determination to rise above the somewhat narrow, ephemeral conflicting emotions of the moment. India is on the threshold of a new era of inexpressible irradiant beauty; the sun is peeping through the Eastern sky with a promise of a brightness and glory all its own, and those who look heavenwards instead of concentrating too much and too long on the earth nearby, can see the grandeur of the vision thus vouchsafed. Well may we exclaim

Bliss was it to be born at such a time
But to be young was the very heaven!

With such a glorious vision before us, with such tremendous possibilities open to us and with the certainty that we can by a united endeavour, place India in an impregnable position of vantage in the comity of nations, to shine forth as a jewel of outstanding lustre determined to establish peace everlasting and to see that justice and a fair deal is meted out to all Nations, great and small, to all races black, brown or white, to the so-called civilized or uncivilized. I ask—Is it not a tragedy too deep for tears that at such a psychological juncture, India should present to a none too sympathetic world the spectacle of apparent conflict, of a people torn asunder with strife, suspicion and distrust? Yet who is there born an Indian, who does not long for the day when India will rise phoenix-like, from the ashes of her past mistakes and failures,

to occupy that pristine position that is hers by right. Yes, Hindu and Muslim, Parsee and Christian, Prince and Peasant—are we, but all are one in adoring the motherland and in our determination to strive for its greatness and glory and to see that India's name and fame will be everlasting and recognised over the wide world! And from this educational and cultural Conference let us send forth a fervent prayer, that those unto whom the shaping of the future destiny of this great land has been entrusted for the time being, will be vouchsafed the divine guidance to rise above the limitations of environment and recent historical events, that they will forget and forgive and that they will by one more supreme effort bring about a happy settlement of apparently divergent and conflicting ideologies, safe in the conviction that the ideal need never be dimmed by a realistic approach to problems, that occasionally one may stoop to conquer and that life's success may, after all, be through a series of adjustments and compromises to attain the ultimate goal.

If I have ventured to refer to the International and National situations, it is because we educationists should take note of modern trends in these spheres of activity and so shape our educational policies that the main purpose of all education is achieved. That purpose is to produce in the finished product at all stages of education, the good citizen, who, while realising his rights and privileges will more clearly appreciate and fulfil his duties and obligations. The claims of nationalism and inter-nationalism are not conflicting and men of education and culture should prove to be worthy citizens of the world as well as of their own country. And this ideal of a 'world citizenship' being in harmony with the noblest of patriotic impulses should form the central theme through all education imparted from the Nursery school to the highest stages of University education. Yes, let us

Ring out a slowly dying cause,
And ancient forms of party strife;
Ring in the nobler modes of life,
With sweeter manners, purer laws.

EDUCATION REFORM

From time to time the present system of education has been subjected to criticism and in recent years, there has been a considerable amount of dissatisfaction felt and expressed about the worth of education as imparted at present. It is but right that we, as educationists, should take note of all such criticisms. Realising as we do that we are not living in a static world, that change and progress are symbolic of vitality, that education should keep pace with modern requirements and fit in with the spirit of the age, none of us would be prepared to deny the need for change and adaptability, much less to assert that the system is perfect. But to accept the need for periodical review and change whenever necessary, does not however imply acceptance of the proposed changes, nor does it signify a readiness to deviate from those strict standards and ideals which must be the guiding principles of all educationists for all time. The eternal verities of life which education should seek to implement and foster cannot and should not be jettisoned for a temporary advantage or to suit the prevailing fashions and to seek cheap popularity.

A CRITICISM ANSWERED

And here let me enter a caveat against the oft repeated criticism that Indian Universities have failed in their purpose and that they no longer serve the needs of the country. Have our Universities failed so ignominiously as critics would have us believe? I ask, Does a country that has through its University portals ushered into public life statesmen and savants like Gopalakrishna Gokhale or Ranade, Mehta or Tilak, a Surendranath Banerji or a Bepin Chandra Pal, a Sankaran Nayar or a Panagal, a Subramanya Iyer or a Sivaswami Iyer, a Srinivasa Sastri or Vijayaraghavachari, a Pandit Madan Mohan Malaviya or Srinivasa Iyengar, a Swami Vivekananda or a Keshab Chandra Sen—to mention but a few of the immortals who are no longer with us—I ask, Is such a country to be ashamed of the part played by its

Universities or to wear sack cloth and ashes just because a critic here or there feels dissatisfied about the work and worth of those citadels of learning. It is not from any false sense of self-satisfied security that we feel unabashed, but because our approach to such problems is different and we say, our institutions have done well in the past, but let us work them better as befits the age and our future destiny.

THE NEED FOR CAUTION

There is one pitfall however against which we have to guard ourselves in our anxiety to implement new reforms and new approaches to education. Our zeal should not outrun our discretion and nowhere is there greater need than in the sphere of education to proceed on the basis of *Festina lente*. And let us realise that there will be always forces which seek to utilise education as a stepping stone to forge ideologies—political, social or economic. The best of educational reforms would be shattered on the rock of practicability and realism, if the pace of such reforms is forced; in no sphere of activity more than in the educational, is the truth of the maxim more evident that 'Haste makes Waste'.

THE FUNDAMENTALS

But whatever the changes that may be felt desirable let us realise that the true purpose of education should be creative and that it should free us from the thralldom of forced views and should tend to lead to independent thinking, frank expression, freedom from prejudice and bias, rancour and antagonism and it should promote mature judgment. Education does not consist in a mastery of many facts, in the mere acquisition of knowledge, for knowledge is but a means to an end, and not an end in itself and unfortunately most of the present day tests are essentially defective for they are designed to test knowledge only. It has been aptly stated that •

Knowledge and wisdom, far from being
Have oft times no connection. Knowledge dwells
In Heads replete with thoughts of other men

Wisdom in minds attentive to their own.
Knowledge is proud that he has learned so

Wisdom is humble that he knows no more.

We realise that education would not have fulfilled its purpose if it did not enable its votary to carve a useful career for himself. Education should be purposive but the present trend to place too much stress on the utilitarian ideal of education is inimical to true progress. Let us realise that ideas have wings, that great seers, great philosophers and thinkers, great reformers and saints should not have their worth tested by utilitarian standards as the world understands them. Kalidasa and Shakespeare, Aristotle and Spinoza, have contributed to the world's progress and enlightenment at least as much as James Watt or Faraday, Lavoisier or Lister.

THE IMPORTANCE OF THE TEACHER

Ladies and gentlemen—If I have tired your patience by dilating at such length on some fundamentals of education, it is because of the feeling that the world is at cross purposes today and we may well find ourselves immersed in the morass of unceasing and futile controversies if we be not on guard and free ourselves from such entanglements. In all plans for educational reconstruction and advance, the teacher occupies the pivotal position; yet this fact is not as well recognised as it should be at the present day. Time there was, 40 or 50 years ago when the Teacher in India was looked upon as in ancient times, with the same respect and reverence with which Goldsmith's school-master was looked upon.

The village all declared how much he knew
It was certain he could write and cypher
too :

While words of learned length and
 rhumdring sound
Amazed the gazing rustics ranged around,
And still they gazed, and still the wonder grew
That one small head could carry all he
 knew.

To-day, the position is very different. I have ventured to stress the need for an adequate appreciation of the Tea-

cher's role, for adequate pay and emoluments to enable him to lead a life of moderate comfort, free from the cares and anxieties of gnawing poverty, so as to pursue the great and honourable calling with composure and devotion. I have at the Provincial Conference held under the auspices of the South India Teachers' Union a few years ago pressed for a Charter of Rights for the teaching profession, not to free them from responsibilities but to extricate them from irksome and meddlesome interference and control. It is not often realised as clearly as it should be, that a teacher though a servant of a Local Board or a private management is not a servant of the Commissioner of the Local Board or of the Chairman or individual members of that Board. In a so-called democracy where popular franchise not infrequently throws to the surface the chaff instead of the wheat, these risks are great; and enlightened public opinion, no less than the self-interest of the community at large, should see to it that such evils are guarded against.

THE TEACHERS' RESPONSIBILITY

I shall not say more on this subject, but if I have stressed the rights and privileges of the teaching profession, it is not because I am unaware of the duties and responsibilities of that profession. Let us frankly confess that not all of us can lay the flattering unction to our soul that we have striven to live up to the great ideals of the profession. Freedom from passion and prejudice, a serenity of temperament and urbanity of manners, devotion to duty and an urge to look to the welfare and progress of all the wards entrusted to our care—these should be the daily rule of conduct to the teacher. He alone sets about his task in the proper spirit, who believes that no child is born with a defect which is irremediable and that the failure of any pupil, is an indication of the failure of the teacher rather than of the pupil. As Frederick Buck has so beautifully put it "There are misfit schools, misfit texts and studies, misfit pedants and pedantry. There are misfit homes,

misfit occupations and diversions. In fact there are all kinds and conditions of misfit clothing for children, but in the nature of things there can be no misfit children."

POLITICS AND EDUCATIONAL INSTITUTIONS

Ladies and gentlemen -To-day the atmosphere in our schools and colleges is far from congenial for quiet study and proper training. The heat and passion of the outer world is not infrequently imported into the institutions and outside influences have not altogether been as helpful as one would expect or desire them to be for the proper development of the student's career or the fulfilment of the objectives of the educational institutions. Discipline is a poor expression to indicate the ties that should knit together the teacher and the taught. In spite of these difficulties, which I hope are evanescent, I trust that ere long our educational institutions would be free from such deleterious influences and that a happy atmosphere in the class room will be prevalent. May I in this connection venture to express my personal conviction that the success of the teaching profession will depend on the extent to which the teacher keeps himself aloof from all controversial political issues. I hold that during the active practice of two of the noblest of professions, Teaching and Medicine, no one who is a true devotee of either can afford to get entangled in acute controversial politics of the day. This does not mean and should not be interpreted as a desire to see that the teacher or the student should be secluded from the reverberations of the society or the country and should lead a cloistered life. The student should not be kept in ignorance and suddenly thrown into an inhospitable world and asked to face the acute problems of life. A free and frank discussion of current problems, of political and social ideologies, of men and matters carried in a spirit of mutual tolerance in an atmosphere of academic freedom, guided and encouraged by the teacher is not only welcome but is desirable and necessary.

But the present tendency for the formation of groups and associations based on political, communal or religious differences outside and the encouragement of party loyalties in educational institutions by leaders of political parties spell danger and disaster of such magnitude, that we shall be failing in our duty if we do not sound a note of stern warning to all and more particularly to political parties in this country. Whatever their justification in other countries more homogeneously situated and with established traditions, India to-day cannot afford to allow anyone to sow the seeds of dissension in its educational institutions and to let the youth of the nation be divided into hostile camps at an age and a stage when the greatest amount of unity, harmony and goodwill should prevail. And if this catastrophe should be avoided, the teacher who is and should be the friend, philosopher and guide of the students, should not only be above all political parties, but should like Caesar's wife, be above all suspicion of partisan leanings. If we cannot all succeed in our endeavours and free ourselves completely from such active partisanship let us at least keep the ideal before us and strive towards that objective.

ADULT EDUCATION

There are many questions of great interest that are coming up for consideration before this Conference. I do not propose to anticipate your decisions on such questions, but I would refer to just a few of such problems. We are glad that the subject of Adult Education will be considered at a special Conference as befits its importance. Adult illiteracy is so widely prevalent that it is not surprising that great stress is laid on its liquidation. There are however other aspects to be considered. The success of ensuring adult literacy within the earliest possible time depends on the rapidity with which a scheme of compulsory Primary Education is implemented. I am glad Travancore has set the example in this respect.

Secondly Adult Education is something much bigger than Adult literacy

The need further to educate the literate is as great as to eradicate Adult illiteracy. The ignorance of the so-called educated classes is abysmal and if, as we all apparently are anxious that some form of democracy should function without serious detriment to the welfare of the people at large, classes and schools of adult education are needed. In this connection may I draw your attention to Denmark's "People's High Schools", which are not High Schools but residential Colleges for adults. These men and women in their late twenties leave their jobs for three to five months to study the humanities and live a community life. As Sir Richard Livingstone, the distinguished Vice-Chancellor of the Oxford University says "Only in this way can everyone repair the omissions and fill the gaps of early education, think afresh about the problems of politics, morals, religion and keep abreast of the current. Human beings like Motor cars need reconditioning."

STRENGTH OF SCHOOLS & COLLEGES

Some of you may feel surprised at this suggestion when there is not room for regular students and when Colleges are so over-crowded that they are becoming identified with factories rather than educational institutions. The evils of overcrowded classes can hardly be exaggerated. Little or no personal touch is possible under such circumstances between Teacher and pupil. High Schools which count their strength in thousands and which have six to ten sections in each class and which necessarily let the teacher repeat his performances two or three times on the same day as if it is a question of playing gramophone records cannot possibly hope to fulfil the mission of educational institutions. Verily "over-crowding in education, as in housing, turns the school into an intellectual slum."

RELIGIOUS EDUCATION

Another subject of importance that will come up for serious consideration is religious education. I am a great believer in the value of religious educa-

tion and hold to the firm conviction that a life divorced from a religious background lacks the sheet-anchor which will enable man to steady himself against the billows and hollows of world's surging tides. The problem is not one of the value of religious education but when, where and by whom and under what conditions such education should be imparted. We cannot shut our eyes to the perils with which we are surrounded, and if religious instruction opens the flood gates of passion and prejudice, encourages fissiparous tendencies and gives fillip to mischievous propaganda under present conditions, it is the path of wisdom to pause and consider where necessary and not to force the pace of any, even the most ideal of reforms.

But whether religious education forms a part and parcel of school and collegiate education, whatever be the zeal and earnestness with which such teaching be imparted, one cannot ignore or belittle the part that the home should play and the share of the parents in such building up of character. I quote without comment the following paragraph which gives the result of an experimental investigation on moral influences on children:

"An experiment was recently carried out in America to discover the relative extent of moral influences on children. Somewhat startling results were obtained. The moral influence of the Sunday school teacher was found to be zero; that of the day school teacher, 8; of the Cub and Scout-master, 20; of the father, 40; of the mother 60; and of the child's friend, 78."

"The mother plus the father evidently constitute a powerful moral force acting upon the child. The mother plus the child's friend constitute an even more powerful and perhaps happier union. This accords with the findings of psychological research that the parental patterns imprinted upon the plastic mind of the young child determine to a very large extent the character of the adult and his notions of morality and religion." The subject

is one that evidently requires much careful thought and investigation and there is no room for dogmas and fads.

PHYSICAL AND HEALTH EDUCATION

To-day Post-War schemes for educational expansion and reconstruction are under the consideration of several Governments in this and other countries. A clear realisation of the fundamental principles governing all such plans is necessary. Too much emphasis on one or other aspect of the question may lead to a lopsided development ill-fitted to the needs of the country. A sound mind in a sound body is a fine maxim of old. One can hardly emphasise the care of the physique of the youth of the country, not with any idea of aggression but because a healthy body always implies a possibility of a healthy frame of mind, a healthy approach to all questions and a healthy disposition to unity and concord. The steps recently adopted to encourage this aspect of education in the State of Travancore deserve careful study at the hands of educationists and may well be taken note of by all.

There is another problem that deserves our earnest attention. For some years past, there has been a violent swing of the pendulum in favour of the study of what are popularly known as scientific subjects to the almost complete neglect of humanities. This is due to a mistaken impression of the comparative value of such studies and to an imperfect realisation of the fact that all subjects lend themselves to a scientific approach and that the dividing line between Science and Humanities is thin and almost arbitrary. One method of countering this unhealthy trend would be to utilise and encourage students of the Humanities in spheres of activity where a knowledge of the pure Sciences is by no means essential.

The criticism is not infrequently levelled that in this country education like administration is top-heavy and that a disproportionately large number of students take to University

studies. The criticism while to a certain extent justified, does not take note of the conditions that led to such a state of affairs. In a country where the State is looked up to for all facilities needed, it should not be a matter of surprise, if in the absence of alternate portals for educational advance, the school-leaving population had to seek entrance to the University. Nor could the system of recruitment to Government services in this country, which is unfortunately adopted by other agencies, where the age limit is fixed at 25 calculated to help in diverting the students at convenient stages to more fruitful avocations better prepared than at present for the duties expected of them. The various public Service Commissions set up in the country have not helped to bring about a scientific and rational method of recruitment in the country. The whole question needs careful study and a radical change is indicated.

I am afraid I have spoken at a greater length than I had intended. This conference is meeting at a time when great changes are contemplated in the future of our country. After years of frustration, strife and struggle, a dim hope is springing in the human breast and there is an ardent desire on the part of all Indians that the dark clouds that seem to overhang the Indian sky will disperse ere long and there will be ushered in, a constitution which will promote peace, prosperity and goodwill, forging the bonds of brotherhood between man and man and friendship with all peace-loving Nations of the world. That ideal is not unworthy of the past heritage of this ancient land and nothing will promote and preserve that noble vision so much as the spread of education with all its idealism and all its cultural, moral and spiritual influences. If undue optimism may not be justified, pessimism may be a folly. Let us then be up and doing, bearing in mind that excellent concept of duty: 'To work you have the right but not to the fruits thereof.'

DRAMA IN EDUCATION

NORAH RICHARDS, KUNGRA VALLEY, PUNJAB.

I am about to touch upon a subject of deep significance and vital importance. The world, at the moment, has a clear cut choice before it—a choice between power or culture. According to our choice we move towards destruction or towards creation.

A. E. Woodhouse, a writer probably known to some of you, wrote that two models of expansion were open to mankind—the horizontal and the vertical.

"The supreme type of the one," he writes, "is world conqueror, man or nation. The supreme type of the other is the hermit in his six-foot cell, soaring in to the upper realms of consciousness." In the light of these words and of present world conditions we are to tread the horizontal path of power to destruction, or we can follow the vertical cultural path to creation. On the horizontal path men allow themselves to be carried away by the tide of power. They are the blind instruments of natural evolution—unconscious, automatic. Those who choose the vertical path are seeing instruments of creative evolution—conscious, vital and spontaneous.

Another writer of vision, Dr. L. P. Jacks, expresses the same idea, in terms of civilization—the civilizations of Power and of Culture. The supreme type of the one is the politician, the supreme type of the other is the teacher.

Again—Bernard Shaw in his *Back to Methusaleh*, suggests that the power trend of modern civilization might be changed if only a few 'long-lived' human beings became conscious instruments of creative evolution. For this three score years and ten is not enough, nor one hundred nor even two. According to Shaw, long life of the wise and the good is a biological necessity forced upon us if our present complicated civilization is to be saved. This long life, he says, might happen to anybody. It cannot be induced. Shaw is in his 91st year and Jacks in his 87th. Both these candidates for the 'long-life' are beings

who believe in the force of Drama as a quickening element of creative evolution.

Another—Gilbert Cannan, in his little book *The Release of the Soul*, writes that Drama will be the great art of the future and that it will bring about that release—the release of the soul.

There are others who believe in Drama as a supreme creative force—one of them stands before you.

With these few words bearing upon the deeper significance of Drama, I will come to the vitally important part of my subject, which is Drama in Education.

DRAMATICS.

In most advanced schools of every country in the world, dramatics play an important part. In a few of them a dramatic performance represents a piece of school work, but in none, so far as I know, is the dramatic method systematically applied to instruction. Mechanical aids to instruction are widely advocated and, one supposes, sometimes used—harnessing the magic lantern, the moving picture and the radio. If mechanical aids to teaching are valuable, how much more valuable would be the vital dramatic aid.

In Russia, school dramatics have led to the Children's Theatre—an institution that exists in most large towns with special plays written for children, acted by professionals. Children who have participated in systematic and disciplined dramatic work in schools form intelligent and appreciative audiences at the Children's Theatre, where they are encouraged and expected to use their critical faculties. Russia, in this way, trains her theatre audiences during the school period. Up to the age of 16 no boy or girl is admitted to the 'grown-up' theatre. To be a graduate of the theatre has real meaning in Russia, though no alphabetical signs denote the degree. Russian children have a standard to go by both in the theatre and in

the cinema. In Indian schools that standard is generally lacking.

In late years, however, there has been evidence of systematic and disciplined work in some school plays—I speak for the Punjab—but that work is dependent upon the will and the capacity of certain school teachers. It is not due to any attempt on the part of educational authorities to systemize and organize school dramas. In this matter children have been at the mercy of chance. Fortunate are those who have come under the sway of lovers of the Theatres. Such persons do exist even as school teachers. I know several but they strive against the current, having no department support nor even encouragement. On the contrary, they sometimes labour under actual discouragement. This discouragement, of course, is the natural reaction of bookish regime. As providing scope for character-building, mental alertness, body control, and voice control and above all, control of the emotions, there is no training and discipline to equal the experience and effort attendant upon dramatic activity.

Dramatics in school or college, however, by no means indicate drama in education. They are recreational and not educational. The educational motif should be entirely absent from school plays, or their recreational value would vanish. The word *dramatics*, however, should not be used lightly. It connotes a taking of school dramatic performances seriously, which under our present educational system never occurs unless an individual with the root of the matter in him or her happens to be a member of the teaching staff. Dramatics, therefore, at the moment are an accidental happening and rather rare. Not so rare the school play and the college play. These abound. On the whole they are not looked upon with favour by the authorities but rather but as a distraction from studies—and very often rightly so. A play that is merely thrown on leads to friction and much waste of energy and nervous force. If dissipation is the outcome of a school or college play it is a sure sign that something is wrong. This is usually due

to the absence of a producer. A producer is a person who can see the play whole and who has the strength of personality to create a team. He must be an artist. He must know the effect he wishes to arrive at and he must have the capacity to achieve it with the least possible friction. Unless everything from the producer's point of view is worked out before the first rehearsal, there will be confusion, chaos, quarrels and splits. The production of a play is severe discipline for every person concerned, and its supreme psychological value is that every person is to pull his or her own weight in working for the whole to the exclusion of egotistical promptings. It is a superlative medium for creating the man of the future—house-holder, citizen and patriot, who all in their degree and capacity build the nation. The reward of weeks of dramatic discipline and labour is the joy that abounds on both sides of the curtain when the actual show is given. Nothing has a greater binding effect between man and man than that which is brought about by the release that is evoked by the acted play.

DRAMATIC METHOD APPLIED

Dramatics in school or college, it must be repeated, do not connote drama in education—unless they form an integral part of school training. If the dramatic method were applied to instruction there would have to be a specially trained dramatics teacher on the staff with specialized duties. School plays, being under his or her charge, would then be a demonstration of the dramatic art that had emerged from applying the dramatic method. Thus, the school play would lead to the college play, which in its turn would lead to plays in a citizen's theatre and eventually to a theatre that was national. School and college dramatic performances under the present hap-hazard manner of choice of the play and the hap-hazard manner of showing it, is not likely to have any effect on the development of Drama in India nor on the coming into being of the Indian Theatre.

Dearth of plays is a serious handicap to dramatic recreational activity in both

school and colleges and yet no attempt has been made by educational authorities to train school children and college students in dramatic composition. Teachers themselves would have to be trained before they could convey the technique of dramatic dialogue and the technique of play construction.

Drama in education begins in the classrooms and ends on the school stage. The dramatic method applied would have its basis in the infant class and would proceed in ordered progression through schools that were primary, middle and high. It would go forward from the rudiments of dramatic dialogue to the finished product of the school play, when it would have reached the recreational stage which is as far as schools are expected to go. The recreational aspect is very important, since it is a form of school sport—but in fields that are other than physical.

The medium for applying the dramatic method to instruction is the class dialogue. During a class period three to five minutes, or even more, could on occasion be spared, to show a dramatic dialogue displaying a point that the teacher wished to make. In a primary class for instance a detail in the subject of cleanliness might be dramatized. Not all subjects lend themselves to the dramatic method. Those that do are humanistic; such as Hygiene, Civics and History. The dramatization of a subject not only reinforces class teaching; incidentally, when acted, it trains the child in diction, in voice modulation and in controlled and expressive movement. Moreover it stimulates the imagination and overcomes self-consciousness. Dramatic training, in fact, brings into play qualities and faculties that book-learning leaves untouched. It has both cultural and character-building value. Selflessness and self-control are implicit within it. Most important of all, it develops a team spirit in which the team works as a whole for the whole.

Adoption of the dramatic method would entail separate dramatics class room wherein children would be trained and rehearsed in various class dia-

logues by a specially trained teacher. New dramatic literature would come into being. Books would be published of dramatic class dialogues on every possible subject. School plays, historical and otherwise, would appear. There would have to be special training courses for teachers in dramatic technic and in the method of applying it to instruction. Young men and young women with a dramatic bent would be found in plenty to undergo the training and become teachers and professors of school and college drama.

Drama in education concerns the school period only, at the close of which the scholar becomes a student, whether he goes to college or not. Education has served little or no purpose if it makes a boy or a girl merely literate. Basic education is that by which men and women can cultivate themselves either in the world or in the college.

The dramatic method in the school in addition to reinforcing education also develops dramatic technique and a standard that would enable the college to carry on where the school left off. That is to say, that a dramatic method applied to instruction could now become a cultural force applied to life.

DRAMA AS A CULTURAL FORCE

Once the principle of Drama in Education was accepted and the method adopted and put into practice on a broad inter-provincial basis, there is every reason to suppose that it would in time lead to a nation-wide cultural renaissance.

There is no cultural medium more dynamic than Drama. It is a composite art. From the concrete art of architecture to the abstract art of music, is a whole gamut of other arts that go to the making of Theatre. Drama in action appeals to the whole man and makes its indelible impression upon him whether he knows it or whether he does not. It is a medium that no nation can afford to leave unharnessed.

In these days of highly commercialised public entertainment, with its cheapening effect on the manners, minds and lives of the multitude, it is

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THE PLACE OF CRAFT IN PRIMARY EDUCATION*

T. Y. HARRIS.

There is nothing that children like so much as activity. Though naturally fond of food and drink they may forego even these temporarily in enthusiastic active play. More often than not, their activity is motivated, though in a very simple way. With the self assertive, hunting instinct deep in their nerves they pursue some goal of their choice with a vehemence at once fearless and irresistible. Their social instinct combines them into groups in which they strive with genuine team spirit against overwhelming odds. They are not prepared to acknowledge defeat but they try, try and try again. And when success comes their joy knows no bounds. Such is their life normally, the inner urge prompting them upward and onward in the life they are to live.

Children are great helpers and imitators. They join with zest in the song and work of the boatman on the beach, of the cultivator in the field, of the corn-reaper, the road mender, the driver who attempts a pushstart for his old automobile, of the hand spinner and weaver, as well as in the homely duties of fetching water and cooking a meal. With their lovely little hands they help to get these done, the object won, not minding the cost, the energy expended, the dirt experienced, or the danger that confronted. Both boys and girls love to follow their parents to the field and to plant and weed and reap with them, to gather the fruit in baskets for distribution among their little friends.

And when such vigorous little children are sent to the ordinary school they are made to sit still to listen and repeat, to count and to calculate,—often without sufficient physical movement and activity. Naturally they grow dull, they begin to hate school life and develop wrong habits. They grow weaker in body and mind, less alert and more timid and the nation degenerates.

There are not sufficient number of schools in India and school life in many cases is made unattractive with the result that the literacy figure stands as low as 11.12 per cent. What is needed is more schools, more money expended on pupils in order to provide more vigorous and more interesting work at school. Further, modern life is so busy and active that there is no plan in it for the dull and the lazy. Naturally and by necessity we emphasize activity programmes in the Primary school.

If we examine the progress in activity that is noticeable in a child we see how rapid and how efficient it is. Within only a few months the child that lay helpless in the cradle is able to sit up, stand, walk and run about, to understand its immediate neighbourhood and to make others understand its urgent needs. It has a sense of rhythm and orderliness. It loves to dance and to play. It develops strong feelings of happiness or sorrow at appreciation or disapprobation and it strives to attain greater and fuller efficiency in adjusting itself to its environment.

The provision of craft on the programme satisfies the child's desire for activity and its desire for efficient adjustment to environment, and prepares the child not only for present enjoyment but for a happy future. The Kindergarten and Montessori methods and the Nursery Schools employ play activity, while the project method emphasizes purposeful correlated activity suited to environment. The provision of Crafts satisfies the requirements of all modern methods which recommend purposeful play activity suited to the environment of the child.

Having glanced at the psychological suitability of crafts in Primary Education let us proceed to examine its scope, the extent to which crafts may be utilized. In considering this we have to

be aware in mind the fact that art may pass into craft and craft may in turn grow artistic and beautiful in the end.

In the early stages of primary education simple artistic expression like clay-modelling and colouring (of fruits and animals, mangoes, cashewnut etc. in clay, striped tigers, spotted leopards, grizzly bears as well as the more familiar cats and dogs) or cutting out flowers and simple geometrical designs from paper or making kite may engage a child's artistic activity.

This may lead in turn to something more useful while at the same time artistic e.g., making a toy lantern, making a pen holder, a funnel, a broomstick, a candle, a fan, a bag, a garland of beads or shells

This may in due course lead to crafts like mat-making from rushes, palm leaves or screw-pine leaves, basket-making from leaves, fibre, bamboo, cane or screw-pine, making bags from screw-pine, spinning and dyeing, making screens of bamboo or palm leaf, paper making, net making, tape making, shoe making, book-binding.

This may be followed in the top class of the Primary School by simple attempts at weaving of cotton or silk or making of ropes, brushes, door-mats etc. from coir. These crafts may be made more artistic by the simplest introduction of design. There may of course be allied activities like gardening, the rearing of pets, domestic animals, or birds, poultry keeping, beekeeping, sericulture and so on which will provide variety of interest so as to avoid the school getting merely craft ridden and experience the somewhat narrowing effect of a large major craft. It is a sound motto that Education should neither get bookridden nor craft ridden but should have a sensible balancing of all requirements.

The practice obtaining in some of the schools may be scrutinised. There are three classes in my opinion.

(i) The dull out of date type of school lingering and dragging out its existence.

(ii) Entirely craft-centered schools like those on the Wardha plan where the Basic craft is the unifying factor for all subjects.

(iii) Schools where several projects, major or minor, may be introduced from time to time to enliven education as in the Moga type of project schools.

It is high time that the first class of schools with their dull routine catering to the three R's in a monotonous and unpleasant way either reformed themselves or went out of existence.

The craft centered schools have a real contribution to make both in rural and urban areas, particularly rural. Different types of crafts may be found suitable in different localities according to the easy availability of material and the social and geographical background e.g., spinning and weaving in a cotton growing area, rope making and other coir work in coconut growing areas. Hand-spinning has however been recommended as suited to every part of India and has a plan in building up national solidarity while satisfying a prominent need for the home and the family.

The type of work for a Basic Craft-centered school on the Wardha plan may be considered in greater detail. The three R's, History, Geography and Civics, Nature knowledge and simple elementary Science are done in connection with the craft e.g., Cotton Spinning and Weaving.

Lessons in description of the materials, the gardens from where they are obtained, the processes in the production etc., may constitute material for reading and writing.

Topics regarding the regions from which the raw products arrive, the regions where the finished products find a sale, the life of the people in these regions etc., will be found interesting.

The history of the craft, its ancient glory, subsequent decline, recent revival, taxes, duties, import and export, agencies for controlling distribution, etc., will constitute pegs for history.

Price, profit and loss, percentage, average, square measure, cubic measure

* A paper read at the Primary Education Section of the XXII A. I. E. Conference, Trivandrum.

and such topics can easily and naturally arise from statistical figures gathered in connection with the project.

Selection of types—the South Indian Cotton, American Cotton and Cambodia cotton, observation of the growth, statistics of produce the seasons for planting and gathering, fertilisation, pests etc., will suggest lessons in nature knowledge, while bleaching, dyeing etc., will suggest elementary use of science.

Drawing work can easily arise from the craft.

Keeping a Diary, keeping accounts etc., may be practised. A well-managed co-operative Society will suggest useful knowledge and afford practical help.

Songs and rhythmical dances celebrating the glory of the craft and the blessing of the Creator will exercise the aesthetic and spiritual instincts of the child.

Such a craft centered school will function with advantage in the hands of enthusiastic staff, who have a vision for the future life of their charges.

The third type of school is the craft biased, not craft centered school. While in the craft centred school the craft is the unifying factor, the subjects of the curriculum control the crafts in the craft biased schools, crafts themselves occupying a subsidiary place. The making of a funnel, making buttons and other such simple projects and a few major projects like growing silkworms and obtaining silk yarn, making a rabbit hutch, or a poultry house may be used with advantage in handling the syllabus. Play projects, hand projects, garden projects, and excursion projects may be used in this way in connection with one or more crafts which will be used as a practical bias, an interesting subsidiary help in handling the curriculum.

Pupils trained in craft centred and craft biased schools develop a better physique and will have more mental, emotional and moral poise than those taught in the routine academic methods. This is in itself a higher yield than what may be the income from the craft itself. The question has been discussed as to whether craft centred schools may be

self-supporting. There has even been a view that a craft centred school does not justify itself unless it be self supporting. I am definitely of the view that while a certain amount of income will be obtained from the craft, the main if not full cost of Primary Education should be met by Government. The articles manufactured may also be purchased by or sold through Government agencies either directly or through the co-operative department.

The literacy figure in India is very low and it should be the first care of the Government to wipe out this disgrace from our mother land. It is encouraging to see the efforts put forth in this direction by various Reform Schemes and it is more encouraging still to see how education is being made more practical by the utilisation of and training in crafts which training is conducive to more efficient citizenship. In Travancore the Literacy figure stands very high and urgent and earnest efforts are being put forth to make the state cent per cent literate. The recent provision of compulsory education made interesting by various kinds of attractive crafts and the encouragement given to adult education will soon have very tangible results and will make a new milestone in this already very progressive state. Refresher courses that are being conducted give a fillip to crafts in Primary Education and give a new interest and a new orientation.

It is desirable that Training Institutions all over India take crafts more seriously than ever before, not merely for making the lessons interesting but in order to help the pupils to adjust themselves more adequately to their present environment and to prepare efficiently for their future life. Refresher courses should not end merely in demonstrating the method but should see that crafts are carried into the day to day life of the schools. Middle and High Schools should also continue such work in their classes. Vocational Technical, and Technological studies should begin on the foundation which has trained hands and eyes in crafts from an early age.

I believe that craft has a real place in Primary Education provided that it is not overdone and provided that too fine work which may affect eyesight be not attempted. A well balanced craft-centred or craft biased Education exercises creative self-activity and helps in the foundation of an effective total personality. It makes school work pupil centred and play centred and connects it clearly and definitely with the present background and the future life of a majority of the pupils. It improves character and gives courage, develops co-operation and noble citizenship. It is therefore desirable that some essentially uniform All-India policy be followed in Primary Education by enlivening it with a craft or crafts differing no doubt according to local conditions and opportunities but all the same having an essential unity in principle, in aim and in practice and making such Primary Education completely free and compulsory.

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the imperative duty of Education to stimulate and to provide not only a corrective but an alternative. Education must create a standard of enlightened amusement by which the coming generation could judge cheap penny shows. To develop taste is to provide a shield against the onslaught of cheap sentiment and meretricious displays against the vulgarization of life. By Drama in Education the foundation for national Drama would be well laid.

It is very easy to say, as so often is said, that our educational system is all wrong and that there is a bad state of affairs. This may be true but the sentiment should not be allowed to pass unquestioned. There perhaps has never been a time when educational matters were taken more seriously. The instructional and physical aspects of education are the subject of much thought and experiment. It is evident that brain and body receive due attention from educationists, but not to the mind and the heart. Drama, by stimulating the imagination and disciplining the emotions would contact both mind and heart, without which, however well body and brain were trained and deve-

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loped, man would be but an empty shell, quite useless as citizen or patriot.

The soul of humanity is captive—captive within power bounds. Governments of world are caught in this vicious circle of power. A vicious circle can only be broken if it is struck at a tangent by a force that is in diametric opposition to it. To the vicious circle of Power the opposing force is Culture. Teaching must supercede ruling. As Dr. Jacks has put it in his great book—Post war book of "Smokeover"—Education, no longer a department of government, but government, a department of education."

Modern life and the stage of civilization at which we have arrived present many problems that can only be solved by right thinking and right feeling in the populace. The people are to be cultivated and not allowed to grow wild. This cultivation begins in the primary class. It is not instruction. One cannot instruct a seed to grow—one can only give it growing conditions.

Drama in Education will give the mind and the heart of the child growing conditions.

(A paper read at the XXII All India Educational Conference.)

THE TEACHING OF TAMIL GRAMMAR

T. P. MEENAKSHI SUNDARAM PILLAI, M.A., M.O.L., B.L.

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Instead of starting to discuss the problem of teaching grammar in the lower classes thus, an attempt has been made to throw some light on the study of grammar in the arts and Oriental Colleges. It is there the future teachers are nurtured. If the nursery itself is contaminated, no growth can be expected. The right attitude should be developed and the right approach encouraged. Teaching can be symbolised by a triangle with the Teacher, the Student and the Subject as three corners where the Teacher and the subject on one side and the Teacher and the taught on the other are connected and, where it is the aim of education to evolve the growth of a connection between the two points—the Subject and the Taught through the magical influence of the Teacher. It is thus clear that the teacher makes or mars the future of the pupils. He is the guide, the friend and the philosopher. The West can boast of geniuses like Montessori dedicating their life to the cause of child's education. In spite of their missionary zeal and intensive work for more than a century, the world has not yet understood the full significance of their message, that the future of civilisation depends upon the right kind of schools. Our civilisation wastes its energy in perfecting the atomic bomb rather than in perfecting its education.

The position here in India is extremely deplorable, in spite of the growth of the conception of the basic education. The Education service here more than anywhere else, commands no respect and attracts very few real men. The Higher Grade teachers in the charge of the lower classes are but blind men leading the blind children. A band of missionaries of culture with a cosmopolitan outlook and universal love inspired by a passion for the Tamil language, literature, country and civilisation is needed. We are in a sad plight with greater

confidence in the brick and mortar in the work tables and black boards in the books and methods than in man and his work. It is the teacher who has to vivify this dead matter and, by the magic of his personality, these stones and wood preach their sermon and sing their psalms in unison with the dance and play of the infant lords of the future. Suggestion, sympathetic imagination, and confidence are necessary in a teacher. Interest and enthusiasm are catching and it is the teacher alone who can keep the interest in any subject burning. "A teacher should have a certain amount of natural eloquence, quickness of perception and appreciation of foreign character as well as an interest in all that concerns life." (Dr. Munch). Palmer summarises the qualities and duties of a teacher of language—"The first qualifications of the expert teacher are a knowledge of the foreign language and of the students' natural tongue and the ability to organise the programme to choose the appropriate material and the most appropriate means of conveying and of inculcating it. Another function of the teacher is to furnish explanations. The vehicular language for all explanatory matter should be that which is best known by the student. The teacher should foster and encourage the pupils' capacities of visualisation by adopting for explanatory purposes the principle of visual correlation. Further functions of the teacher are (a) to cause or to stimulate the pupils to work (b) to give the pupils opportunities of hearing the language spoken and to act the part of the second person in a conversation (c) to act as examiner to award marks and to correct errors. The teacher is to react against the vicious tendencies of studies." These quotations relate to the teacher of a foreign language, where alone the teaching of grammar assumes an importance unknown elsewhere, and therefore have to be modified

so as to suit the teachers of Tamil grammar. It is no wonder that, taught by men who do not know Tamil and who have become despondent because of their failure in life, the children feel no inspiration for any work but acquire wrong habits of expression which they can never get rid of all through their life.

James in his famous Talks to Teachers has once for all emphasised the necessity for developing the right kinds of habits in the children coming to the educational institutions. Of these habits, we, speaking on grammar, are concerned only with the habits of expression. The tendency of the modern age of Cinema is to make use of the eye more than the ear. Our civilisation honours the written letter more than the spoken word and strives after the literary rather than the cultural. In the three R's, there is place for reading and writing but not speaking which it was thought requires no teaching. Our education has thus been side-tracked. The very term "the three R's" is the outcome of a commercial age. The plea for literacy is purely utilitarian, and has resulted in manufacturing the quill-drivers of our bureaucracy. Speech is the reality and the writing is but a shadow and symbol. Good speech, as Patanjali has pointed out centuries back is a sign of culture and good breeding. "We are ever liable to forget that language is first and foremost a spoken thing, not a written thing" —(Ballard). Modern educational writers have realised that the correct method of teaching language and grammar is by teaching the child to speak. "If our aim is to learn to read, write and speak a living language, we shall be adopting not only the most natural but also the most direct and expeditious method of achieving these ends by concentrating in the first place on the mastery of spoken tongue" (Kittson).

In these days of democracy when unity has to be developed as against parochialism, by abolishing all degrading colloquialism which brand on the speaker, his caste or creed, the educational institutions, in the absence of healthy family conditions, ought to

teach speaking more than anything else. The child coming to the school does speak Tamil but that Tamil is really a foreign language to the child because it is so far removed. The beginning is the important crisis. "Now you know", says Socrates, "that in every enterprise the beginning is the main thing especially dealing with a young and tender nature. For at that time, it is most plastic and into it the stamp which it is desired to impress sinks deepest".

It is very unfortunate that this natural method of education of the ear by concourse of sweet sounds begun under very good auspices at the cradle by the loving mother singing the endearing and soothing lullabies is not effectively continued in our educational institutions. That the mother is the greatest of teachers was forgotten and the social degradation of the women sent the educationist to search for truths away from the home. The Mother and the woman have once again to be installed in their domestic throne. The classical tradition—a museum show—has blinded people to the virtues of a living language which came to be spoken of as a vernacular or prakrita. Sanskrit and other classical languages which are no longer anybody's mother tongue are studied for giving an access to literature: they are therefore knowledge subjects offering little scope for learning by doing. But in a living language the power of expression is a matter of skill; we learn by doing; it is a skill subject in addition to being a knowledge subject; it is therefore an art. There is no way of learning to swim except by swimming and there is no way of learning a living language except by speaking it.

That no man hears his voice as others hear it because he hears his voice through the bone of his head rather than through his ear alone, is not realised by many teachers who therefore neglect to practise from early days the art of voice production and correct pronunciation. The child is nothing if not musical. Given the necessary ear training, the intonation curves and musical pitches, the rhythm prose and the metre of poetry are differen-

the multiplication itself. Drilling has therefore a place and it must be done with a completeness worthy of the study. It must be done so thoroughly that the child understands it fully. Grammatical practices merely for the sake of grammar without any ulterior literary or linguistic purpose is positively harmful. Often one gets a satisfactory result in the drill work but the result is unfortunately not carried to the actual speaking or writing. Such drills divorced from actual linguistic practice have to be completely eschewed.

All the objections to the teaching of grammar have arisen because of its dictatorial attitude, of its hair-splitting and meaningless distinctions, of its wrong application of the classical rules to the living language, of the distaste for any study of literature which it engenders, of the hollowness of its exclusive claim as a mental discipline, of its futility as a guide to correct speech and writing, and of its pretensions as the true keeper of the linguistic conscience. Therefore the grammarians of the present day have scaled down their claim to an acceptable minimum. The magical properties of the grammatical rule which once discovered was supposed to safeguard the learner from further error are admitted to be superstitious. Modern Grammar points out only very simple and clear distinctions. Multitudinous exercises are avoided. Grammar is said to encourage mental discipline along with many other subjects of study. Instead of insisting upon its indispensability, they are satisfied with the plea that formal grammar is not after all completely useless; it at least helps one to have a connected idea about language. It is conceded that the rules of grammar should be taught only in the higher grades. Coordination in linguistic studies is now insisted on. Terms such as subject, predicate and object which are comprehensive and interesting to children to discern need alone be taught and even then as and when they are required for a correct understanding and appreciation of a speech or a writing.

Of the heuristic, inductive and deductive methods, it is now agreed that the most effective method under particular

circumstances should be used without giving up the practice method. It is no longer logic but psychology that guides the teaching of grammar. Language is a living thing dealing with real things and a right understanding of the nature of language is necessary to lay down the right principles of study. Grammar is therefore no longer our dictator but our servant helping the building up of a standard judgment. It is granted by the modern grammarians that reflective analytical knowledge of the mother tongue is being built up as a factor in writing and reading. An accumulation of grammatical facts in such studies kindles a natural interest in words, their life, their composition and their varying colour of connotation and denotation and when once that interest is kindled, the anatomy and physiology of language becomes a fascination. (Wyatt, Chubb, Carpenter, Baker and Scott.)

Therefore modern grammar is expected to be a natural grammar without tears. Goin's grammatical method is an example. In spite of this, the very name of grammar has become repulsive. "But cannot even Dame Grammatica be made attractive to the minds of the young?" asks Karl Breul and answers "I think she can and I have no doubt that everything depends on the way in which a teacher introduces her to the children." The playway method has revolutionised education in these institutions where it is followed. Mr. Cook's book has become a classic. Mr. Ryeburn in his books has worked out an interesting and practical scheme of graded linguistic games for Indian conditions. He has provided for the hide and seek. Card games, Telegram Matching and completion game, chance games, word building, sentence building games and a host of other games will all sustain the interest of children. Palmer gives various interesting exercises and games.

Living ergonomics is really an interesting dramatic art. It is now agreed that sentence must be taught as a unit and that various model sentences should be learnt as so many frame works in which other words or phrases should be fixed in, by what is now familiar to every

teacher as the substitution method. Every model sentence is then enacted by each pupil playing in the appointed order the role of a part of speech therein coming in with his smaller or larger groups of phrases and clauses, when each pupil will recite his or her special word and go on substituting after every act of a sentence is finished. In spite of Jespersen's Analytical Syntax and Palmer's book emphasising the ergonomics, no attempt has been made to prepare an ergonomic chart for Tamil.

Though the whole programme for the linguistic games had been completely chalked out in all its detail by these eminent writers, whose books are familiar to every teacher worthy of the name, very few institutions in Tamil land can boast of following this play way method. The great problem is to conquer the apathy of the teacher. Mental tests have rarely been used for purposes of diagnosis and progress. Therefore it is that in spite of all the new light, the S. S. L. C. Board prescribes the memorising of the Nannul sutrams.

"Linguists no longer dream themselves as arbiters of speech but simply recorders of usage" (Whitney). Not even satisfied with this, Ballard and others who are anxious that the language should be stopped from changing for the worse feel that this can be done successfully only when the science of composition takes the place of grammar. Tolkappiyar had already paved the way for this. His book cannot be looked upon as grammar or vyakarna, it can be described only as a treatise on the science and art of composition and literary appreciation. Therefore it ought not to be difficult to follow this path for any delightful diligent student of Tamil who has undergone any useful course in Tolkappiyam. Tiruvalluvar when he speaks of எழுத்து (eluttu) as the eye, must have had this art and science of composition in his mind. Ballard's Fundamental English, Michael West's books for Reading, Supplementary Reading, Oral Composition and Speech training and Palmer's books are so many beacons on this pathway.

Merely listening to the word of a teacher is not enough, one has to learn

by doing. The play way education, the project method, and the Dalton Plan are therefore very important. Mutual discussions among students, the practical use of things learnt for instance in teaching to others makes one's education perfect, according to the views held by ancient Tamilians as is made clear in the following verses.

ஆசான் கூறியவை அமைவரக் கொளினும்
காற் கூறல்வது பற்றலுக்கும்
அவ் வினியாள் சொடுபயில்வதை ஒருகால்
செய்விதினுரைப்ப அவ்விருகாலும்
மைவறு புலமை மான் புடைத்தாம்.

"If a student grasps what all the teacher has taught he will have command only over 25%; when he moves with other students thirsting for knowledge he gains a further 25% and when he successfully teaches he gains the remaining 50% and his erudition becomes flawless and great."

Students should be given more responsibility and greater initiative should be encouraged. The secret of composition has to take all these truths into consideration. According to Ballard the function of the oral composition lesson is to train for the public speaking and public debate. Any Camp fire will open one's eyes to the immense possibilities in a child approached in the proper way. Who can deny the importance of public speaking in this age of democracy?

The making of a writer ought to be the next great aim of education. We perfect ourselves by correctly expressing our thoughts. But today it is not so much the creative inspiration as the examination fever that is the characteristic feature of the class room. Few teachers have learnt the art of the new examiner. The child has to write a composition on the spur of the moment, without striking out any letter, the composition has to come out of the young brain as perfect as Minerva coming out of the head of Jupiter. Even Shakespeare and a Newman will be condemned as dullards by our pedagogues. Ballard therefore speaks of the "art of the blot" and emphasises the preparation, revision and self-criticism. The truth of this point of view can be verified by any one

who cares to go through a manuscript class magazine of any school, as contrasted with ordinary student exercise books, containing interesting tit bits, short stories, descriptions of camp fires, occasional poems in popular tunes, caricatures and pictures, all neatly and elegantly done and thus revealing what can be done when once the interest of the children is aroused. That is how creative art is developed. There is no spirit of competition which rules our world. It is all a co-operative effort of the New Age.

Sir Philip Hartog therefore rightly condemns the present unnatural educational formula of writing anything about something for anybody which therefore supplies no incentive to write. Writing is both a record and a message; and therefore the first principle of Hartog is

that the writer must have the audience in mind. The second principle is that a skeleton should be prepared before writing the essay. The third principle is that the child should mark its exercises after discussion with the teacher. Thus the creative and critical faculties are developed along with the grammatical conscience without any exercises in formal grammar.

"The habit of mental alertness and vigilance so engendered is of vital importance in a democracy" (Ballard). It is in this spirit that the old Tamil poem speaks of this art of composition leading on to the greatest Freedom:

எழுத்தறிதரும இழிதடைமை தீர்த்தான்
மொழித்தருதின் றட்டமுத்தான் ஆதும்—
மொழித்திறத்தின்
றட்டமுத்த பத்தொன் றதநாற் பொருளுரைத்
ட்டமுத்து விந் பெறுந். [அ]

OUR EDUCATION MINISTER'S UTOPIA

(Based on the recent Debate on the Education Budget in the Assembly)

The Minister with his thousand five hundred,
Stood up from his seat in the House and thundered,
Like Moses on Pisgah-hill, inspired
By a vision of the Promised Land—as it transpired:
"Hark ye" he cried, "All ye who care to listen,
Sacrifice is the motto of the age new arisen.
Renounce all desire for salary-increase,
Promotion, Dearness Allowance and things like these.
We want *sanyasins* to run our schools,
For teaching is not a job for well-fed fools!
No doubt the scavengers strike and postmen shout,
And non-gazetted officers threaten to put us to rout,
And Communists preach doctrines red
To discredit the Congress government as the Premier said.
But teachers should wait for a happier day
When they shall be paid a better pay;
And as a token of our earnestness
And to promote contentment and steadfastness,
We give you rupees Two per mensem.
Is it not something fine and handsome?
So let's have more basic schools humming with spinning wheels,
And sing merry songs of the new age till our head reels."
Thus he roared
And his vision soared—
And moved by deep patriotic passion
Thundered the Minister of Education.

H. S. R.
MADANAPALLE.

ERRORS, DEFECTS AND DEFICIENCIES IN THE STUDY OF SCHOOL ARITHMETIC AND MENSURATION

S. BALAKRISHNA AIYAR,

Retired Vice-Principal, Teachers' College, Saidapet.

(Continued from Page 808, Vol. XIX)

G VI. Compound and Complex fractions.

G VI—1. Errors.

1. Errors due to nonobservance of the conventions regarding the order of operations indicated by the four signs + - × ÷ and by of and by brackets.

2. "Scoring out" or "cancelling" across the symbols of addition and subtraction:

$$\text{e.g. } \frac{1}{2} \times \frac{3}{10} + \frac{13}{24}$$

N.B.—Many of the errors noticed in the last four sections occur in aggravated forms individually or in combination.

G VI.—2. Defects and Deficiencies.

1. Lack of control over operations involving several connections in proper coordination.

2. Vague notions regarding the distinction between compound and complex fractions.

N.B.—Much need not be made about this defect.

3. Blind dependence on rules of technique.

e.g. To multiply the numerator, divide the denominator, and vice versa.

4. Waste of effort and time in copying down whole rows of figures in a chain of connected operations (and consequent incidences of confusion and error.) Simplification by convenient blocks and final synthesis will contribute to economy of time and effort.

H. DECIMAL FRACTIONS

HI. Knowledge of Decimal Fractions (Preliminary)

HI—1. Errors

1. *Fundamental Notions.*

(i) Wrong notion that a decimal number has no integral part.

(ii) Misjudging values by appearances.

e.g. Regarding a decimal fraction as large if it contains a large number of digits. (Due to interference of previous experience with integers.)

2. *Place values.*

Confusion and errors regarding the place values of digits, especially in the decimal portion of the numbers. This is aggravated by the presence of zero or zeros mixed up with non-zero digits.

3. *Notation.*

(1) Zero difficulties.

(i) Omission of Zero.

e.g. One-thousandth is 0.01

(ii) Introduction of extra zeros.

e.g. One-millionth is 0.00000001.

(iii) Misplacement of zeros.

(iv) Misplacement of the decimal point—the most frequent error.

(v) Failure to write down completely a dictated number.

4. *Numeration.*

(1) Errors in expressing in words.

e.g. point 0.11 is point eleven.

(2) Language error (spelling, etc.)

e.g. 0.03 is three hundreds.

(3) Omission of essential words.

e.g. 325.04 is three hundred and twenty-five naught four.

5. *Errors of comparison.*

e.g. 0.9. is less than 0.11 (point nine is less than point eleven).

6. *Conversion.*

Errors in the conversion of pure decimals and mixed numbers into proper fractions and mixed numbers respectively.

7. Failure to give complete expression to decimal equivalents.

e.g. $\frac{1}{3} = 0.33 \dots$ (note the use of dots.)

8. Loose language.

e.g. Saying "add zeros" instead of "insert," "prefix," "affix" zeros.

9. Miscellaneous errors.

e.g. $2' 8'' = 28''$ (a common error in graphical work).

10. Failure to follow directions or instructions.

H I.—2. Defects and Deficiencies

1. Lack of fundamental knowledge.

e.g. regarding the local (place) values of digits, especially in the part following the decimal point.

2. Inability to express decimals in words.

e.g. to read 0.0204 as two hundred and four *ten-thousandths*.

3. Notation difficulties.

Inability to write in figures decimal numbers written or dictated in words. For example, writing 36 thousandths as 0.036.

4. Forgetting or neglecting the setting down of a zero to the left of the decimal point of a pure decimal as a safety device and indicator of the absence of the integral part.

5. Ignorance of useful special notations.

e.g. $6 \cdot 27\frac{1}{2}$ for $6 \cdot 275$, $\frac{1}{3} = 0.142857 \dots$

[N. B. The latter example shows how to express a decimal equivalent in its complete form].

6. Inability to recast with ease

(i) pure fractions as decimals,

(ii) mixed numbers as decimals.

7. Inability to write (convert)

(i) pure decimals, (ii) mixed decimals in their common fractional forms.

8. *General attitude towards decimals.*

(1) Pupils are afraid of decimals, and exhibit a tendency to shirk work involving them. They invariably resort

to the use of their equivalent common fractions.

e.g. Comparison of common fractions through their decimal equivalents is a rare phenomenon.

(2) Lack of appreciation of the ease and flexibility of decimals, due largely to lack of opportunities for frequent use of decimals.

The non-decimal basis of Indian weights and measures is also largely responsible for this weakness.

9. The opposite position is also well represented.

Many pupils have recourse to decimals even when the common fractions they happen to handle are simple enough to be directly manipulated

10. Vague notions (if any) regarding

(1) the relation between decimal fractions and the metric system of weights and measures;

(2) a comprehensive view that decimal fractions are a sub-class of common fractions, wherein the units are divided into some powers of ten.

(3) Decimals as ratios.

(4) Decimals as percentages.

11. Inability to visualize decimals with the help of (1) metric measures, (2) diagrams.

H II. Addition of Decimals

H II.—1 Errors.

[In addition to errors noted in the addition of integers—]

1. *Arrangements.*

Wrong arrangement of figures in columns (numbers one below another).

e.g. Misplacing the whole number part; misplacing the decimal part.

2. Wrong placement of the decimal point.

3. Difficulties in carrying, especially from the decimal part to the whole number part.

e.g. 5.4

3.8

8.12

4. Adding fractions to decimals.

e.g. $0.5 + \frac{1}{2} = 0.5\frac{1}{2}$.

5. Omission of the decimal point.

6. Working with fractional equivalents and failure to revert to decimals in the end.

H II.—2 Defects and Deficiencies

1. Inability to manage the addition.

(1) When the numbers of digits in the addends are different,

(2) When the addends consist of integers, decimal fractions and common fractions all mixed up.

2. Converting the decimal addends to common fractions (even when they are simple) before adding.

3. Employment of crutches.

e.g. affixing zeros to equalize the numbers of decimal digits in the addends.

0.600

6.354

17.850

24.804

4. Inability to illustrate decimal addition with metric measures or graphically.

H III. Subtraction of Decimals

H III.—1 Errors.

[In addition to the errors noted in the subtraction of integers—]

1. *Arrangements.*

Wrong arrangements of figures of minuend and subtrahend.

0.925

.32

e.g. misplacing the whole number part; misplacing the decimal part

2. Wrong placement of the decimal point.

3. Errors in borrowing, especially across the decimal point.

e.g. $9 - 5.7 = 4.7$.

4. Interchange of part of the digits of the minuend and subtrahend.

e.g. $9.2 - 5.8$ is done as 8.2

5.8

8.6

5. Subtraction of common fractions from decimals.

e.g. $0.9 - 0.8\frac{1}{2}$

6. Working with fractional equivalents and failure to revert to decimals in the end.

7. Working with fractional equivalents and failure to revert to decimals in the end.

8. Omission of the decimal point.

H III.—2. Defects and Deficiencies

1. Inability to manage subtraction

(1) When the numbers of digits in the minuend and the subtrahend are different,

(2) When the minuend is a whole number and the subtrahend a pure decimal, etc.

2. Converting the decimal numbers into common fractions (even when they are simple) before subtracting.

3. Employment of crutches.

e.g. Affixing zeros to equalize the numbers of decimal digits in the minuend and the subtrahend.

4. Inability to illustrate decimal subtraction with metric measures or diagrammatically.

(To be continued).

(Continued from page 26)

nued and untiring labours of the Fund's well-wishers. The truly magnificent sum thus secured enabled essential steps being undertaken in providing up-to-date and modern standards within the Homes and in obtaining necessary equipment, and furnishings.

Finally, it may be appreciated what a tremendous pleasure and privilege it was for the Chairman of the Fund to announce last Easter at the Fund's Annual Meeting that "Wayside," the First of B. and O. Homes for the Aged

and Infirm Teachers, had received its first residents.

Behind this outstanding and important event in the Fund's history lies a record of inspiration, organisation, perseverance and efficiency. That a Home of this kind could be opened at all in this difficult era was doubted by many. Government restrictions on buildings, permits and licences for alterations and furnishings, labour shortages and priorities, all contributed to the problems encountered—but happily surmounted.

From the Schoolmaster, dated 28.11.46

page 186) A. S. / 10-1-47.

HOMES FOR AGED AND INFIRM TEACHERS NEW B. & O. FUND VENTURE

W. T. GILES
Managing Secretary, B. & O. Fund.

Inaugurated by Conference resolution in 1877, the above branch of Union Activity was even then regarded as necessary for the alleviation of distress in professional ranks, and in extending assistance to the widows and orphans of deceased members. Through the passing years the B. and O. Fund, recognised as the "Red Cross of Union service," has rendered faithful and efficient service, not only in the foregoing directions, but in addition help has been granted in special circumstances to dependents of teachers.

The Fund's great humanitarian machine has, since its inception, moved ever forward, always unostentatiously, but nevertheless exceedingly effectively, as may be gauged in noting that just prior to the outbreak of world hostilities no less than 3,500 cases were assisted in a single year at a cost of £ 55,798.

The New Departure

A new departure from the ordinary benefits of the Fund led the subscribers at Annual Meeting assembled to authorise the Central Council to explore the possibility of providing Homes for aged and infirm teachers and their aged dependants.

Accordingly, the Central Council appointed a special committee to investigate this important problem. As a result, a questionnaire was issued to every Local Board throughout the Country, and an exhaustive examination made of the mass of data which was readily forthcoming.

Following the closest survey of all salient factors, visits of inspection were made to varying Homes, which action proved of untold value in the deliberations of the Special Committee.

"Wayside"

It was, therefore, with a feeling of much happiness that the Central Coun-

cil were, towards the end of 1944, able to report that it had been able to acquire a large and desirable residence situated in West Boldon, near Sunderland, known as "Wayside."

Standing prominently in pleasant rural surroundings, in grounds over an acre in extent, this spacious building was ideally suited for conversion into a Home for Aged and Infirm Teachers.

"Victoria House"

The Special Committee continuing its important task were able to procure an additional property known as "Victoria House," London Road, Newcastle-under-Lyme, Staffs, also an outstanding and attractive residence surrounded by spacious grounds and within access of the town.

This commodious building taken over by the admiralty has only recently been derequisitioned, thus enabling the Council to pursue its policy of reconditioning the Home for its intended purpose. Such has been the progress made that the Matron and Assistant Matron have been appointed, much of the necessary equipment ordered and delivered, whilst everything possible is being undertaken to speed up preparatory work without sacrifice to quality, in order that the opening of the Home may be possible of achievement within reasonable time.

The Special Appeal

In the realisation of this most desirable cause, the Council early in 1946, launched a Special Appeal throughout the Country, to secure the wherewithal to implement this addition to the Objects of the Fund, and for the express purpose of providing adequate equipment furniture for the Homes. A most praiseworthy achievement resulted from the financial standpoint, due to the conti-

(Continued on page 25)

Educationists of South India :—

RAO BAHADUR S. APPU SASTRIAR

SRI K. R. KRISHNAMURTHI.

Rao Bahadur S. Appu Sastriar was one of the illustrious sons of Kumbakonam who have brought honour and fame to the town by their high thinking, noble living and selfless services. He hailed from the family of the great Sanskrit Scholar the late Appayya Dikshitar, who is well-remembered on account of his works on Hindu Philosophy. Born in 1855 of humble parentage, he had a distinguished scholastic and collegiate career in the Local College, where he came under the influence of late Messrs. Porter and Gopal Rao who impressed on him the nobility and independence of the teaching profession. He took his B.A. Degree in 1876.

The B.A. of those days was considered as a potential Collector or some such high official. The unique boldness and characteristic decisiveness of Appu Sastriar were well illustrated, when he was a young graduate of twenty one, with specific offers of decent employments in Government Service with high prospects, preferred a life of absolute independence and service to the community. It was a bold venture for a young Graduate of 21, with little worldly experience and no financial backing, to found a High School in this great town, where there were already three high schools of well-established reputation. Though, in the beginning, he was ably collaborated by two others in the management of the School, he was soon left alone to steer this School through stress and strain and rivalry. He was the sole proprietor and Headmaster of the School for just over half a century, rearing and nurturing it, sacrificing every tempting offer of employment, for the benefit of the School.

All through his management, his one aim was to produce alumni of excellent culture, blended with robust health, high proficiency and outstanding ability. Tall and well-built, he had an imposing

personality, that could attract and influence everyone he came in contact with. The dignified bearing and majestic gait about him, with a stern expression of authority on his face, won for him the high esteem and deep respect of all. He was a pious Sanatanist, keenly interested in Advaita Philosophy, and served as the Secretary of the Kumbakonam Advaita Sabha for over two decades. He was a good cricketer and excellent swimmer. He was a great patriot, and an office bearer of the Congress Organization in the District. He was a staunch liberal in his outlook. His teaching acquired a special significance quite distinct from other teachers; and his teaching of Indian History especially, was particularly marked by inspiring patriotism. He was a stalwart pillar of the Educational Profession.

It is but natural such a great educationist should have won the recognition to which his great talents, enthusiasm and industry were entitled. As early as 1891, the Government conferred on him the title of Rao Bahadur in recognition of his services to the cause of education. The educationists of the presidency awarded him the title of Kulapathi and H. H. the Sankaracharyar of Sri Kanchi Kamakoti Peetam was pleased to bestow on him the distinction of Vidya Prachara Pravina.

Notwithstanding the popularity of the School, the Institution was working at a loss, and its debts were increasing every year. Still undaunted, Appu Sastriar would not be persuaded to part with his School even for a high price—a price which would have insured his material prosperity for the rest of his life—offered by Dr. Besant. There were also similar offers from Christian Missionaries. He was convinced that education on national lines should be promoted at any sacrifice and that this cause might not receive adequate con-

sideration if the Institution were left to another Management. Matters continued in the same strain till 1930, when age had withered him, the stress and worries of life battered his strength and spirit, and he parted with the School to the members of the Staff, who resolved to give him the necessary relief by paying off his debts. It was a great consolation to him that he handed over the management of the School to persons who had been trained by him and who, he felt convinced, would

understand and carry out his great ideals. It was not, however, given to him to enjoy his well-earned rest for long. His health began to decline rapidly and he passed away in 1932 full of years and honours. *The Native High School, Kumbakonam*, which he founded and built up, stands to this day, strengthened and invigorated, as a monument to his labours in the field of Education in South India.

May his great soul rest in Peace!

The South Indian Teachers' Union Protection Fund Ltd.

520, HIGH ROAD, TRIPPLICANE, MADRAS.

(Estd. 1928)

Total Assets	...	Rs. 4,35,000
Life Insurance Fund	...	" 4,20,000
No. of Policies	...	" 2,350
" Units	...	" 5,000

To all Teachers

Are you a member of the Teaching Profession? If so, you should realise that it is your duty to become a Member of the Fund for the following reasons:—

(i) The Protection Fund is an **Insurance Scheme** registered both under the Indian Companies Act, and the Indian Insurance Act, 1938.

(ii) Its membership is confined to members of the Teaching Profession. It is **managed by Teachers for the benefit of the Teachers**.

(iii) It is the **cheapest** Scheme and is available even to the **poorest Teacher**.

(iv) There are no irritating conditions and both Admissions and Claims are effected **very speedily**.

(v) It is administered very **economically** and has been able to declare bonuses every quinquennium. The next quinquennial Valuation is as on 31—12—1947, when another bonus, it is hoped, will be declared.

(vi) By joining the Fund you **benefit yourself**, members of your **family** and other members and help to build up the **Profession Fund** and thus help the consolidation and strengthening of the South India Teachers' Union.

(vii) The Fund is **secure** and investments are made according to the Insurance Act of 1938.

Even though you may have taken an Insurance Policy in any other Company, see that you take at least one unit and demonstrate your sympathy for the other members. If you have not insured your life with other Companies, you are advised to take the maximum number of Units you can. **DON'T POSTPONE CONSIDERATION, ACT AT ONCE**, and also persuade other Teachers to enrol themselves as members of the Fund.

ARISE, AWAKE and PROVIDE FOR YOUR OLD AGE AND FAMILY

TRIPPLICANE,
1-2-1947.

C. R. AIYENGAR,
Publicity Officer.

AUSTRALIAN SCHOOL TEACHERS GAIN NEW DEGREE OF RECOGNITION

J. JOHNSON,
Canberra, Australia

Australians believe that an essential of democracy is that children shall learn to accept the challenge of this riddling universe, and to keep a lively appreciation of social responsibility.

There can be no greater safeguard against the claptrap of the demagogue or the thunderings of dictators than a vigorous, educated society, thoughtfully shaping its own destiny. Australia has this safeguard today. She aims, therefore, at a high standard in the post-war education of her youth, and of those newcomers from other lands migrating to Australia.

Education in Australia developed its outlines during the last 20 or 30 years of the 19th Century. Although England and the United States had facilities for educating their children long before Australia was settled in 1788, Australia began organised preparation of her teachers only about ten years later than those two countries—in the 1850's.

In modern Australia, public education is being provided on an increasingly generous scale, and the status of teachers is higher than it has ever been. A big problem—faced also in England and the United States—is a severe shortage of teachers, worsened by the outbreak of war in 1939. At that time there were about 30,000 teachers in all the States of the Commonwealth, and of these 6,000 joined the armed forces. The effects are still felt acutely.

The Australian Teachers' Federation, which is, in fact, a union of school-teachers throughout the Commonwealth, and the governing body of the various State organisations, has fought hard for many years for better conditions for the schoolteacher in Australia. Its struggle is bearing fruit today.

Recently the Commonwealth Govern-

ment stepped in with an annual grant of Rs. 5,35,41,665. State appropriations, in addition, steadily increasing over the years, have now reached the firm total of Rs. 14,99,16,645,—well over Rs. 161 a head for the number being taught. New schools are being planned, and Australia is beginning a new era of modern educational facilities.

The scope of education in Australia has increased tremendously in two decades. The primary school curriculum has expanded steadily; important new teaching aids have been developed; a wealth of new writings on education and psychology demand the attention of student teachers.

SOCIALLY USEFUL

Professor McRae, Principal of the Sydney Teachers' College, looks at the teachers' life this way: "There are satisfactions in our work to be found in few other vocations. Our work is socially useful. There need be nothing monotonous about it—it presents a series of challenging new problems. It encourages creativeness. To see pupils successfully overcoming their difficulties is fun of a very high order.

"We have the joy of constant association with the buoyancy and enthusiasm of the young. It is our rather rare privilege to work in a place where honesty, fair play, kindness, clear and disinterested thinking, and the patient search for truth are still held in high regard. That, no doubt, is why, though many teachers quite rightly grumble about their lot, so few of them leave the job for another."

The main qualifications for entrance to Australian teacher-training institutions are: (1) Physical fitness; (2) A creditable pass at school (Australian Leaving Certificate standard), taken at

By kind courtesy of L. G. Wignine, Public Relation Officer of Australian High Commission's Office, New Delhi.

the end of a four or five year secondary school course, (3) suitable personality, judged by interview.

In addition to the universities, each State maintains at least one Teachers' College. Apart from these there are several colleges maintained by private bodies and public support. The Associated Teachers' Training Institute (in Victoria) provides teachers for non-State schools. The Free Kindergarten Union trains students in each State, (except Tasmania), and the New South Wales Day Nursery Association has established a nursery school training college.

Religious orders of the Roman Catholic Church provide central training colleges for teachers for schools of each order throughout Australia.

FREE TRAINING

The length of the training period for primary school jobs is two years. Completion of a degree course, and a year of professional training either in a university or in a Teachers' College, is necessary for secondary courses. The big private schools known in Australia as Public Schools—a confusing title in view of the fact that some State schools have that name—choose their teachers according to no strict system, but on their own estimation of each applicant's value.

Students being trained for the State teaching service are given free training and, in many cases, living and book allowances. Teachers trained in this way are required to enter into a bond to serve for a specified number of years.

Graduates of State Teachers' Colleges are certain of employment. The highly specialised training available includes courses for teachers of physical education, the deaf, speech therapy, and the mentally handicapped.

The system of promotion in schools varies in detail from State to State, but, in general, is determined partly by seniority, partly by teaching efficiency (as assessed by the system of inspection), and partly by additional academic qualifications.

Male teachers in New South Wales, on first appointment, begin at Rs. 3,074/8/- (primary) and Rs. 3,354/- (secondary).

A male head-teacher of a first-class State school in N. S. W. receives Rs. 8,159/4/- to Rs. 8,438/12/- (primary) or Rs. 9,101 to Rs. 9,377 (secondary).

Assistant teachers work under the direction of the head of the school, and have the benefit of his guidance. Young teachers at one-teacher schools are necessarily thrown more on their own resources, but the periodical visits of the District Inspector give opportunities for advice.

Actual teaching hours amount to about 28 a week. As with other professions, it is impossible to lay down a rigid working day or working week. Holidays are generous—nearly seven weeks on full pay in summer, a break of eleven days on full pay in May, and another in September.

SUPERANNUATION

Teachers are also entitled to sick leave with pay. For instance, in South Australia, teachers are allowed ten days sick leave a year. If this leave is not taken, it accumulates to a maximum of 175 school days (35 weeks) on full pay.

There are superannuation funds in every State, and in this way a teacher who retires from the service through ill-health or upon the retiring age (65 for men, 60 for women) is assured of an income. Provision is made for widows and for dependent children under 16.

Some States also have a voluntary savings system in connection with the superannuation fund. Teachers arrange to have regular deductions made from their fortnightly pay cheques. These are credited to their account, with interest making an automatic savings bank from which withdrawals can be made as required.

During their student days, prospective teachers are eligible for the travelling scholarships awarded by the universities. In N. S. W., the Teachers' Federation awards a travelling scholarship every five years to a teacher in the State teaching service. The South Australian Department of Education awards travelling scholarships to teachers at intervals. The Victorian Department offers one such scholarship.

EXCHANGE SYSTEM

Where travelling scholarships are awarded the Department of Education concerned grants leave of absence to the scholarship holders.

Up to the outbreak of war, a considerable number of Australian teachers and administrators had gone abroad for short periods on grants from the Carnegie Corporation of New York on the recommendation of the Australian Council for Educational Research or other approved bodies.

A small number of teachers from each of the Australian States goes abroad each year. Some of them are sent by the State Department of Education under an exchange agreement whereby

teachers spend a year teaching in the schools of another country (usually New Zealand or the United Kingdom, but in some cases the United States).

While abroad these teachers study the educational system in which they are teaching, make other educational visits, and travel about as much as possible.

The exchange agreement also operates to bring teachers from other countries into the Australian teaching service for a year. This enables many teachers, who cannot go abroad, to learn about aspects of educational work in other countries, and thus to stimulate their own interest and influence. This exchange agreement was discontinued during the war, but is about to be revived.

THE SOUTH INDIA TEACHERS' UNION

Report of the Convener, Public Relations Committee for the period 28-8-46 to 31-12-46

In response to my circular to the S. I. T. U. Executive Board members of the District Teachers' Guilds, Messrs. S. Srinivasan of Cheyyar and E. H. Parameswaran of Ambasamudram have replied that they are moving in their respective districts in this matter, and getting into contact with the public with a view to educating them on the Teachers' problems.

Reports of the celebrations of the 16th South Indian Education Week in the various places of the province indicate how useful this event is in bringing together the Teachers and the Public on the vital questions of the Education of the Young and the status of the Teacher.

The Convener has issued to the papers an open letter to the Parents and Citizens of this presidency appealing to them to take active interest in the matter of the status and emoluments of the Teacher in order to ensure sound education for their children.

Messrs. S. K. Yagnanarayana Iyer, S. Natarajan, V. Arunajatai, and L. R.

Madhusudana Prasad addressed a public meeting under the auspices of the Crescent Society, Triplicane on the need for the government giving full dearness allowance to Teachers at the same rates and for the same period as for government servants.

Mr. M. S. Sabhesan, the President of the S. I. T. U., has been educating the Public on the several aspects of educational administration in this province by his articles in the 'Swatantra.' The following have so far appeared:—

1. Whither Education?
2. Should Teachers strike?
3. Why State Agency?
4. Why Education questionnaire?
5. The Financing of Public Education.
6. Educational Re-organisation — Hopes and Fears.

C. RANGANATHA IYENGAR,
Convener.

6-1-1946.

OUR BOOK-SHELF

The Prophets of the East: by DIWAN CHAND SHARMA. *Longmans, Green & Co., Ltd.* Price Re. 1-/-.

Written in simple, straight and lucid style, this book contains an account of the lives of the three great religious founders, viz., Buddha, Jesus Christ and Mohammad. Young readers will derive immense benefit by reading this. The author has presented the lives and preachings of these prophets without any colour of his own and makes a direct appeal to the young minds to see that in essence, the principles of the three great religions are the same and each religion tries to place before its adherents, in its own way, the truth about God, who is the centre of the whole creation. That there is similarity of experiences in the lives of the prophets is well brought out. In these days when the adherents of these religions engage themselves in bitter communal quarrels, it will pay the readers to realise that the original founders themselves did not adopt any of the forcible methods in claiming followers to their faiths and that they all preached tolerance and love and service to the poor and suffering. I recommend this book for study by high school students in the V or VI form. A study of this book is sure to promote intercommunal understanding which is very necessary for the peace of the country and the world.

C. R.

Our Indian Heritage: by DIWAN CHAND SHARMA. *Blackie & Son (India) Ltd.*

The story of Indian culture from the days of the Sumerian civilisation down to the present is told in this well written and beautifully got up book in simple lucid English. The author has accomplished a difficult task in showing how India has synthesised the several civilisations and cultures of the various races that inhabited or migrated into this great sub-continent and presents to the world that in the midst of the apparent diversity there is real unity,—the spiritual unity—which alone has enabled India to live to the present day, whereas other civilisations and empires of the past have died leaving only traces

of archaeological interest. Some of the distinguished inheritors of this civilisation are described with their portrait and the cultural standards attained in the field of arts are also briefly indicated in a rapid and brief survey of the Indian civilisation. The author makes an appeal to the inheritors of this great culture to enrich it and hand it over to posterity even as they have got it from their predecessors. The Indian reader will experience a sense of pride as he reads these pages describing the great past of his country. The book is suitable for V or VI form students of high schools. I wish the publishers had included a picture of a South Indian Temple in the scenes shown on the cover pages.

C.R.

Tales of Friendship: by DIWAN CHAND SHARMA. *Oxford University Press.* Price 10 annas.

The three tales of friendship narrated in this small book appeal very strongly to us an account of the deep and abiding sincerity of strong affection between two real friends. Literature and history of the world contain here and there accounts of the deeds of one friend to help another in trouble even at the risk of his life. True friendship derives its inspiration from such examples. In schools where children have opportunities of cultivating friendship, such books as these will be of great help. The author of this volume is a clever writer of books for young readers. He has achieved remarkably this art of story telling in very simple every day English. The book is very suitable for study in the IV form.

C. R.

English for Practical People: by J. BARCLAY and D. H. KNOX. (*G. G. Harrap & Co., Ltd.*)

The learning of speaking and writing good English is sought to be helped in this volume. The lessons are centred round an interesting craft 'house building' and things associated with it. Grammar and composition are developed in connection with the lessons.

The poems, which also have a bearing on the craft selected, offer exercises in comprehension, as is seen by the inclusion of select questions at the end of each poem. Owing to the limited nature of the subject matter of the lessons the book is not likely to appeal as a general text book in English in the high school, but may be read as an auxiliary to composition study. The English course in the vocational high school will have very good use of this book. The book will be a very valuable guide to those who plan language lessons in connection with study projects.

C.R.

Living and Earning a Living, Books I to III. (Tamil Edition) by H. T. SCUDDER. (*Oxford University Press.* Price Re. 1-2 0, 1-2-0 and 1-4-0.)

This is the third edition (1946) of the books first published in 1938. It is needless to mention that Geography is presented to the pupils of the forms I to III in Tamil in a manner which is quite in keeping with modern ideas and trends in Education. Children's interest in the subject is gripped, sustained and developed along lines of curiosity and enquiry. Man's struggle with nature in his art of living and earning a living provides the basis of geographical study.

WHY SHOULD I BELONG TO THE S. I. T. U.?

I should belong to the S.I.T.U. because,

(1) The S.I.T.U. is the Provincial Professional Organization for Teachers. Alert Teachers, like lawyers and doctors, should be proud to be members of their united professional organizations—local, district and provincial.

(2) Every teacher enjoys and is to enjoy advantages which the S.I.T.U. has helped and is helping to achieve—*higher salaries, greater prestige and better professional preparation.*

(3) The S.I.T.U. has helped and is helping to secure tenure and retirement systems for teachers.

(4) The publicity work of the S.I.T.U., particularly during the annual Education Week, helps to improve the schools for our boys and girls.

(5) The S.I.T.U. journals—the South Indian Teacher and the Balar Kalvi—are educational magazines containing educational articles and matters of professional interest. No professionally minded teacher can afford to be without them.

(6) The S.I.T.U. has a department of insurance covering the lives of teacher members. (about this an advertisement appears in the monthly issues of these journals).

(7) The S.I.T.U. advocates and practises democracy in Education. It en-

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courages teacher participation in the development of educational policies and programmes.

(8) The S.I.T.U. helps teachers' associations. It serves as a *clearing house* of information regarding all phases of education and furnishes *expert Counsel* and *advice* for study, public relations and legislative programme.

(9) The S.I.T.U. helps local teachers' associations. It recognises the imperative need for strong local organizations which build and maintain the confidence of the people in the schools. It encourages their establishment and assists them with the development of their programmes and the solution of their problems.

(10) The S.I.T.U. helps to protect the schools against attack. It champions the cause of education and exposes the selfish motives of vested interests whose leaders seek to undermine the confidence of the public in its schools.

(11) The S.I.T.U. is participating vigorously in our Nation's programme. It encourages effective teaching of democracy and urges adequate education for a strong India to be able to take its proper place in the activity of the United Nations to maintain the peace of the world.

(Adapted from the N. E. A. Journal of October 1946)

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD.

FROM OUR ASSOCIATIONS

Resolutions expressing deep disappointment and resentment at the proposals of the government regarding salaries of teachers in Local Board and Aided schools and suggesting lines of action have been received from the District Teachers' Guilds and Teachers' Associations in the following places:

Anantapur Dt.: Anantapur.

North Arcot Dt.: Vellore, Polur, Melvisharam, Tiruvannamalai, Cheyyar, Vaniyambadi, Tiruppattur, Ambur, Gudiyattam, Chengam, Katpadi, Wandiwash, Arkonam.

South Arcot Dt.: Cuddalore, Villupuram.

Bellary Dt.: Bellary, Adoni.

Chittoor Dt.: Madanapalle, Punganur, Tirupathi, Vadamalpet, Chittoor, Rishi Valley, Vayalpad, Tiruttani, Pannur.

Coimbatore Dt.: Coimbatore, Tirupur, Peelamedu, Kollegal, Ootacamund.

E. Godavari Dt.: Amalapuram.

W. Godavari Dt.: Narasapur.

Guntur Dt.: Repalle, Guntur.

South Kanara Dt.: Mangalore, Coondapur, Suratkal.

Kistna Dt.: Gudivada, Tadepalligudem, Masulipatam, Bezwada, Punadipadu, Nandigama.

Kurnool Dt.: Kurnool, Koilkuntla.

Madras.: Perambur, Triplicane, Saidapet.

Madura Dt.: Dindigal, Melur, Madura, Ilayangudi, Nillakottai, Tirumangalam, Pasumalai.

Malabar Dt.: Alathur, Tellicherry, Palghat.

Nellure Dt.: Nellore, Sullurpet, Kandukur, Vasili, Kanigiri.

Ramnad Dt.: Paramakudi, Sivaganga, Tiruppattur, Srivilliputtur, Virudunagar, Kamuthi.

Salem Dt.: Dharmapuri, Hosur, Namakkal, Krishnagiri, Papireddipatti, Shevapet, Sankari, Meecheri, Salem.

Tanjore Dt.: Tanjore, Kuttalam, Ayyampet, Tiruvadi, Nannilam, Tranquebar, Tiruvarur, Papanasam, Mannargudi, Mayavaram, Shiyali.

Tinnevely Dt.: Tinnevely, Nazareth, Tuticorin, Ambasamudram, Mudithanendal.

Trichinopoly Dt.: Trichinopoly, Golden Rock, Kulittalai, Puttur.

Vizagapatam Dt.: Vizianagaram.

A joint meeting of the Executive Board of the South India Teachers' Union and of the Presidents and Secretaries of the District Teachers' Guild was held at 11 A.M. on the 1st February in the Hindu High School, Triplicane.

The following were present.

C. Ranganatha Iyengar (Madras), S. Venkataraman (Coimbatore), C. A. Samuel (Vellore), C. B. Jagannatha Rao (Cocanada), P. L. Ramanatha Rao (Chittore), S. Sundaresan (Tanjore), V. Aravamudu Iyengar (Madura), S. E. Selvam (Malabar), T. S. Narayanamurti (Tenali), C. Sadasivan (Salem), G. Krishnamoorthy (Trichy), S. Srinivasan (N. Arcot), P. Doraiannu Mudaliar (Madras), V. S. Venkatanarayanan (Nellore), Prof. Venkatanarangiah (Madras), V. Guruswami Sastri (Tanjore), B. Seshachari (Kistna), M. R. Perumal (Coimbatore), V. B. Rao (Madras), S. Natarajan, V. Arunajatai, T. P. S. Varadhan and M. S. Subhesan (Madras.)

The meeting began with Mr. C. Ranganatha Iyengar in the chair. On the motion of Sri. S. Natarajan the minutes of the last meeting were taken as read. The Secretary Sri. T. P. S. Varadhan made a statement regarding the salaries memorandum, the All India Educational Conference and the arrangements for the Provincial Educational Conference. Sri V. Aravamudu Iyengar, Secretary Reception Committee of the forthcoming Provincial Educational Conference, Madura, said (1) that the Reception Committee had commenced work, (2) Sri. N. M. R. Subbaraman had agreed to be the Chairman of the Reception Committee and (3) Sri T. T. Krishnamachariar had agreed to preside over the conference. He reported that the conference would be held on 12th, 13th and 14th May in the American College, Madura. Mr. Venkatanarayana (Nellore) suggested that the time for registration of delegates might be extended to the 23th

February. It was resolved that the working committee be given authority to extend the date, if found necessary. At this stage, Sri. M. S. Sabhesan, President of the South Indian Teachers' Union, took the chair.

The Board then considered the amendment to the rules of the Union given notice of by the Tinnevely District Teachers' Guild. The amendment sought to introduce a new office—Vice President. The executive accepted the spirit of the amendment and resolved to recommend to the General Body the inclusion of two Vice Presidents among the office bearers and that if it be accepted it might be given effect to from 1918. Sri C. Ranganatha Iyengar's amendments to the rules relating to affiliation fee suggesting the deletion of the words 'subject to a maximum of Rs. 50' and to the creation of a new class of Individual Members viz. Life members were referred to District Guilds for opinion. Sri Srinivasa Iyer moved that the rates of affiliation and membership fee be doubled. It was resolved to refer this amendment to the District Guilds.

Then the president invited the members to express their views on the Salary Scales adopted by the Government.

Sri Sadasivan, Headmaster, Secondary School, Sendamangalam (Salem District) said that the recommendations were very disappointing. He was against the differentiation in salary scales as between Government and Local Body or Aided institution. He said that the scales proposed had many invidious distinctions—persons with the same academic qualifications were given higher salaries in other departments. He further pointed out that no career was open to the teachers. Sri. Jagannatha Rao of P. R. College, Cocanada, said that the attitude of Government towards private managements was fundamentally wrong. Managements were bearing a share of Government's

(Continued from Page 42)

him to take up the case of the teachers during the Budget session of the legislative assembly. If even they should fail us, then teachers have to prepare themselves for a great fight. It is good to note that some associations have already appointed councils of action. A high degree of co-ordination in activities

of these councils is very necessary for effective organisation. We would strongly urge teachers to be united and to be disciplined. The lines of action suggested by the executive might be adopted by all the teachers and that they may await further directions from the working committee.

burden and it was, he said, the duty of Government to help them to bear that share cheerfully and that Government's cumbersome formula was no help to the teacher. He said that certain managements were so indifferent as not to get the promised half the difference dearness allowance grant and pay it to the teachers.

Sri Perumal, Erode and President, Coimbatore District Teachers' Guild, said that keen disappointment was felt by the Elementary School teachers. They were agitated by a deep sense of frustration and wished to do something to effectively demonstrate their resentment. He said that the teachers must be assured of a decent status and an income which would give them at least a living wage sufficient to maintain them and their families. He wanted that something significant and striking should be done. The feeling was growing among the teachers that the South India Teachers' Union had not organised any such demonstration. He observed that the Elementary School Teachers were getting out of the influence of the Union. He urged the Executive to take a strong line of action and if need be, to take a strike-ballot or a gallop poll to ascertain the views of the individual teacher.

Sri Narayanamurti of Tenali, said that the Union should bring about a real union among all grades of teachers and press for uniform scales of salaries under all agencies. The Union must impress upon Government that a discontented teaching profession was a social menace. He opined that teachers should not be driven to the necessity of going on strike as it would affect the students.

Sri V. Guruswami Sastrigal of Tanjore said that there was no need to be specially emphasising on the dignity of the teaching profession. All Committees of any standing had agreed on the need for uniformity of scales of salaries. He took objection to a reported statement of a minister that teachers in local bodies should not expect the same salaries as those in Government service. In consistencies and invidious distinctions,

observed the speaker, abounded in the salary scales. He then read the resolution passed by the Tanjore District Teachers' Guild which urged their withholding of co-operation from the Government in regard to the conduct of the S. S. L. C., E. S. L. C. & T. S. L. C. examinations. He described the Elementary Teachers as sitting on the edge of a volcano who could no longer tolerate the nonsense of the nobility of the profession. He said that he was not in favour of a stay-in strike. He wanted a day's Hartal to be observed to express their resentment. Sri V. S. Venkatanarayana of Nellore, referred to the strike in the Rajah's High School, Venkatagiri and said that Government had threatened withdrawal of recognition. Mr. Seshacharyulu (Kistna) said that so far teachers had approached Government like beggars and that they were treated as such with crumbs only. Teachers had waited too long, and he wanted the whole province to be organised for a strike which was the only powerful and effective method. Sri Krishnamoorthy (Trichy) said that before launching on direct action, the members and the associations had to be educated and prepared as otherwise, the move would end in failure. He said that Government must take over the management of all schools, that there should be no grant-in-aid code and that the entire expenditure must be borne by Government. He said that all programmes for expansion must be kept in abeyance till the existing schools were set right and the teachers paid adequate salaries.

Sri Venkataraman, Coimbatore, said there was no use in blaming the South India Teachers' Union. It had been agitating and demanding fair treatment to teachers. He said that Government had failed to carry conviction with the teaching profession. The Union must demand that their case be referred to an Arbitration Board and that if Government failed either to accede to their request for arbitration or for carrying out the award of the arbitration Board, teachers might consider declaring a general strike.

Prof. M. Venkatarangaiah asked if the stage had come when we should make use of the weapon of direct action. He opined that there was nothing wrong in adopting that course. It was not morally wrong if teachers considered that as the only course open to them. It was a highly moral and ethical course and the only course consistent with the self-respect of an individual. The question to be considered was 'has the time come? Have we exhausted all other courses?' He said that the Ministry has apparently not bestowed any serious consideration and that our Legislators were not interested. He wanted the Union to come into contact with the leaders of the legislature and convince them of the justice of the teachers' case and with their help secured, influence Government. If then too our just claims were not conceded, he said, we might think of direct action. He said that in the meanwhile our organisation needed considerable strengthening. Speaking for the Andhra Districts, he opined that the organisation was not strong enough to undertake a strike. Lack of a spirit of co-operation and any strong sense of cohesion and adequate finance were serious defects in our organisation which must be set right before we launched on a programme of direct action. He also referred to the difference in outlook between the teachers under Local Bodies and Private agencies. Only when the executive could rely upon 90% following, observed the speaker, could the Union venture upon a course of direct action.

Sri M. S. Sabhesan, the president then called upon the members to express their views regarding the problems of the Elementary School Teachers and the action they wanted the Union to take. Mr. Selvam (Malabar) said that Elementary School Teachers were so full of resentment and impatience that they would not wait. He referred to the strike by the Malabar Teachers in 1939 and how many went to jail and many had their certificates cancelled. He said that a large section of the Elementary School Teachers had decided to cut themselves off the Guild and the

Union as they had no confidence in their leadership. The Elementary School Teachers of Malabar had seen through the policy of government of dividing the teachers according to agency. But they were determined to be united and had succeeded in bringing about union. In their joint conferences they were deciding upon strike. He said that Malabar was presenting a new aspect. He wanted that direct action might be resorted to in one area or district to ensure success. He referred to the growing feeling in the Mofussil that the officers at the head quarters of the South India Teachers' Union were not prepared to make sacrifices and said that teachers of elementary schools in Malabar were well organised and ready to take direct action.

Sri S. Srinivasan (North Arcot) said that Elementary school teachers could not be counselled patience nor could their associations be disaffiliated if they disregarded the advice of the Executive. He suggested the following: 1. Let the executive tell them that they approve of direct action as a means of securing redress. (2) the time was not ripe for direct action (3) and the executive required time to gauge the strength of the organisation. He wanted the executive to arrange for a gallop poll. In reply to a question from the president he said that about six months time would be needed to complete the preparations necessary for effectively launching out a programme of direct action. Asked what should be done if teachers of elementary schools demanded earlier action, he replied that the Union should not be hustled. Mr. Perumal suggested that a time limit might be fixed. He observed that there was nothing to be said against direct action, that it must be the last step and a thorough preparation was necessary. To a question if the South India Teachers' Union constitution would allow the organisation of a course of direct action, it was said that direct action was the inherent right of any organisation to protect the right of its members. Sri P. Doraikannu Mudaliar referred to the teachers' financial handicaps. He said that strike by teachers at the present

moment would be considered as extending the Summer vacation. He wanted them to consider the effect it would have on the students, on their sense of discipline and respect for authority. The Elementary School children might not be affected to the same extent as the adolescents of the secondary schools. He wanted them to pause and take note of their defective and weak organisation and lack of financial resources. He was not sure if they could secure the sympathy of the public as their strike would not affect either the purse or the comfort of any class of people. He said that a decision to strike should not be taken in a frenzied mood of frustration. Sri S. Natarajan referred to the case of the Dublin teachers and said how in spite of effective organisation and adequate financial support, the teachers failed to achieve their object. He said that a province wide strike could not be organised. But the Union should prepare its associations and its members to a grim fight. The teachers could refuse their co-operation in connection with the coming examinations by declining to act as superintendents. They ought to insist on extra allowances for any extra work they might be asked to do such as Census Work, Mid-day Supervision, Games activities and decline to perform all extraneous duties etc. The Union in the meanwhile should demand the appointment of an expert committee to examine the problem of teachers' salaries and educational finance. Sri M. S. Sabhesan then placed before the executive the following suggestions for their approval. It was approved.

The Executive Board has carefully read the text of the Press Note published in the papers announcing the government's decision to revise the salaries. The Cabinet Committee appointed to go into the question of the revision of salaries of government servants were also asked to consider the question of the salaries of Municipal and Local Board employees and of aided educational institutions. The Committee in their report have admitted that the present scales of pay are thoroughly inadequate and they require immediate

enhancement so far as lower grade services are concerned. In revising the scales, the Committee say that they have taken into consideration not only the present high cost of living, but also the duties and responsibilities attached to a post, the qualifications prescribed, the age and method of recruitment to it, the prospects of promotion, the family budgets and the question of living wage and market value.

1. The Executive Board is of opinion that the Committee have failed to translate into action the principles which they have enunciated for the revision of scales, in their recommendations regarding salaries for teachers. The recommendations are thoroughly inadequate and unsatisfactory for the following reasons:—

2. There is no evidence that the Cabinet Committee have paid due consideration to the general qualifications, professional training, quality of work, the career aspect, in the revision of the scales as may be clearly seen (1) from the scale recommended for a secondary grade teacher which is less than the one recommended for a lower division clerk and (2) from the scale recommended for an L. T. in the Local Fund service which is much lower than that for tutors or demonstrators in colleges and that for an L. T. second grade in government schools. The full grant recommended for a higher grade trained teacher is not greater than the salary recommended for a peon.

The Cabinet Committee do not also seem to have considered the salary problems of teachers in the proper perspective and in the light of the principles laid down by an expert body like the Central Advisory Board of Education, but have allowed the existing practice to continue perhaps in pursuance of the within explicable theory of non-interference in aided institutions, propounded by the government.

(b) The existing scales have been condemned by responsible expert bodies as deplorably and miserably low and the slight improvement now proposed bears no relation either to the cost of living or to the responsibilities attached to the

office. The scales recommended and the full grant proposed to be given for higher and lower elementary grade teachers do not constitute even a minimum living wage. Instead of attracting men and women to teaching service, these scales and grants will scare them away.

(c) The absence of any mention of (i) the revised scales of salaries for pandits, physical instructors and drawing masters in the typical classes published, (ii) chances of promotion to higher grades or to the inspectorate, (iii) the scales of salaries for headmaster and (iv) the method of recruitment to the headmastership, make us apprehend that these cases have not been favourably considered.

(d) There is no provision for house rent allowance, for increased contribution to provident fund and compulsory life insurance for teachers in non-government institutions.

(e) There is no guidance for fixing the pay of the existing teachers in aided institutions in the new scales in view of their long service.

(f) The Cabinet Committee have not given any reason for not recommending the government scales to teachers with similar qualifications and responsibilities and engaged in similar work in aided schools and it is inexplicable that the adoption of even the low scales prescribed for teachers in Local Fund service is left to the sweet will and pleasure of the Private management.

(g) The financial help promised to aided secondary schools with regard to salary revision is based on a cumbersome formula and so a conflict between the management and teachers in aided institutions is very likely if the latter should press the question of salary revision.

2. The Executive Board regrets to bring to the notice of the government and the public that the continued neglect of the salary problem and the perpetuation of the invidious distinction in respect of salaries and conditions of service of teachers have been adversely affecting the progress of education in our province as is seen from (i) the meagre strength of pupil teachers in the

training institutions during the past five years, (ii) the leaving of a good number of trained teachers to other lucrative professions and (iii) the shortage of teachers even to replace normal vacancies. It therefore urges the public to impress upon the Ministry that the problem should be solved in consultation with the Provincial Advisory Board of Education as early as possible. It further urges the public to make it clear to the Ministry that services in any recognised educational institution in national service, that the interests of teachers should be safeguarded, no matter where they happen to work and that all schools whether Government or Local Bodies or Private are to be equal in the eye of the Government and entitled to their liberal support.

3. The Board while expressing its gratitude to the Minister for Education and to the Department of Public Instruction for the kind consideration generally shown to the representations from the Union, deems it its duty to acquaint the department with the feeling of injustice and disappointment among teachers for having perpetuated the givious distinction between the government and non-government institutions and requests the department to prevail upon the Government to remove it.

4. The Executive Board views with great concern the feeling of bitterness and resentment caused by the recommendations of the Cabinet Committee and appeals to teachers not to precipitate a crisis on the spur of the moment, but to let the Board watch the situation and suggest a line of action. The Board feels that in the existing circumstances participation by teachers in any activity other than class room instruction will be an act of compulsion done with reluctance. Therefore it has regretfully to bring to the notice of the Director of Public Instruction that teachers in their present mood of frustration and disappointment should not be called upon to perform such extra duties as supervision in connection with public examinations, preparation of census of school-going children, supervision of midday feeding and other activities outside the prescribed school hours.

5. The Executive Board holds the view that direct action is a legitimate remedy open to teachers in getting their grievances redressed and it authorises the Working Committee to watch the situation and give direction from time to time to its affiliated Guilds and Associations and members as to what they should do with a view to securing organisational efficiency, cohesion in action, public support and financial backing.

6. The Executive Board calls upon its Affiliated Guilds and Associations to observe the 15th of this month and also of the next month as All-Madras Teachers' Day by holding meetings and passing the resolutions 1 to 4.

What to do ?

The Executive Board then suggested the following lines of action for consideration for the association and members.

1. Make a fresh appeal to the Government for the removal of invidious distinction and for the adoption of uniform scales of pay and parity of conditions of service.

2. Contact the members of the legislature in the respective areas, place the case of teachers before them, enlist their support and urge them to do their best in the party meetings and legislatures.

3. Interview the managing bodies in the respective districts to impress upon them the necessity for the adoption of the salary scales of Government schools and to point out to them that they should in an organized manner press the Government for liberal financial help in view of the fact that education is a nation-building activity and that all schools should be equal in the eye of the Government.

4. Arrange for public meetings periodically in respective districts for explaining the educational needs and make parents realise that their children have the right to be educated on modern lines and to reach a high standard.

5. Acquaint the management and the parents with the deplorable conditions of service, and remind them that teachers also have their obligations to

the family and to the society, and to make them realise that in a society where money counts for much, teachers cannot be expected to solve their problems somehow and appeal to them for making strenuous efforts to keep teachers above want.

6. With due restraint and responsibility inform all concerned that so long as the existing distinctions are allowed to continue, teachers in non-Government schools, will act on the principle of "equal pay, equal work; less pay, less work."

7. Make it clear to the management and the public that teachers will do their best in the prescribed normal hours of the school time table but consider school work outside these specified hours as overtime work for which remuneration should be paid separately, if teachers be desired to undertake such work.

8. Inform the management that participation in extra-curricular activities will not be possible in as much as teachers may have to undertake a subsidiary occupation to discharge their responsibility as the bread winners of the family.

9. Convey to the Director of Public Instruction and the management their inability in their present state of mind and under the existing conditions to undertake the work of Superintendents, assistant Superintendents, skilled assistant examiners, etc. to take any part in any ceremonial functions in and outside the school.

10. Study in detail the local conditions in regard to salary, conditions of service, relation between the teacher and the authorities, and furnish to the Union accurate and correct information.

11. Uphold under any circumstances the high ideals of the teaching profession, conduct in a dignified manner without a trace of bitterness or prejudice, sink all differences, allow the school atmosphere not to be contaminated by untimely discussions, and stand for a fair deal to everyone and convince the public that the interests of the children are safe in their hands.

EDITORIAL

The Government Communique

The Government have been pleased to issue a communique with the object of making clear to teachers their intention in respect of the salary scales for teachers. They think that there is misapprehension among teachers and that there has been no appreciation of all the facts of the case. A direct refusal to meet the demands of teachers on the ground that they are unreasonable at the present moment will be understandable. But the elaborate explanation of the several proposals and the unbecoming peroration at the end reveal a guilty conscience. It is the Government that have failed to appreciate all the facts relating to the problem of the salary revision of teachers. The existing anomalies and hardships are to continue and the exploitation of teachers will be perpetuated. What is the reaction of the public to the indifferent and the dog-in-the-manger attitude of the Cabinet?

The following are the chief points in the explanation given in the communique (1) The proposed scales are somewhat better than the existing ones. (2) There is the possibility of promotion to higher grades through the improvement of qualifications (3) The dearness allowance is to be continued. (4) The higher scales of salaries for teachers in Government Schools are necessary. (5) Aided schools are only entitled to grants according to the rules of the code and the Government cannot take any initiative in regard to the welfare of teachers therein. (6) The Government has gone to the utmost limit.

It is very unfortunate that the Government has not chosen to consider the salary problem on its merits and in the proper perspective. Quite a different yard stick seems to have been employed while fixing the salaries of teachers. The problem has been dealt with in a perfunctory manner and the Government has not gone to the root of the problem. It has made up its mind to hasten slowly and therefore stooped to

find arguments and sentiments which are more likely to perplex the public.

The existing scales of salaries of teachers have been time and again admitted to be deplorably low even in official documents. A slight improvement, say from Rs. 16 to a time scale of Rs. 20—25 for teachers in elementary schools, cannot afford any satisfaction. It is a widely accepted principle that the scale of pay for every grade should be reasonable and adequate. Is it not improper to justify the low scale on the ground that there is the possibility of a few fortunate persons being promoted to higher grades? Everyone knows that promotion is neither automatic nor frequent and that a number of obstacles will block the way. While we do not grudge the higher scales for teachers in government schools, we shall be justified in holding that the arguments are unconvincing and amusing. Here is the relevant observation. "This difference (Salary Scales) between the government and local board schools has been necessary because of the administrative and executive work which those in government service have to perform and the large financial responsibility they have to bear from the very beginning." What is the significance of this laboured attempt? Is it not a device to justify the proposal for a lower scale for non-government schools? It is a legitimate inference from this passage that the chances of promotion to the inspectorate from teachers in non-government schools may amount to nothing in practice. The constant reference to dearness allowance which is yet to be given at government rates in several aided schools is not in good taste and is also likely to create an impression in the public that the government is gracious enough to continue the allowance only in the case of teachers. Ever since the present minister for education assumed office, the non-intervention theory occasionally referred to by the adviser regime, is adhered to as an article of faith which the minister finds it inconvenient

to abandon. We can sympathise with him but should make it clear to all concerned that this narrow view of state aided policy is untenable. It is opposed to the fundamental educational principle that public education is the responsibility of the state and that aided schools, far from being a mere show, form an integral part of the national education system. The South India Teachers' Union has been placing before the country the idea of state control and state agency in the interests of national education and the case for state control is now very strong. The Premier of Bombay has given expression to the soundness of this policy and the province of Sindh proposes to take over all elementary schools under the control of the government. If the ministry should have real solicitude for the education of children in aided schools, the minister will not hesitate to take the initiative and give the grants needed to raise the salary scale to that in a government school.

The government communique has not served any useful purpose. The government may feel satisfied that it has done its best and that its proposals are a great advance on the present. Teachers are not convinced that their case has been duly considered. We are left in no doubt about the spirit behind the proposals and the demand everywhere is that the invidious distinctions should go. The observation of the Rt. Hon. Fisher is significant. "An anxious and depressed teacher is a bad teacher. An embittered teacher is a social danger." An atmosphere of this type is noticeable in all schools; and teachers, we hope, will face the situation with calmness and determination. Their own self-interest and the educational interests of thousands of children all over the province alike demand that the deadlock should be ended. A well-organised province-wide constitutional agitation should be planned and the public should know the truth about the work of the Ministry especially in the field of education. The government may labour under a delusion that it has cleverly succeeded in making teachers know their place. Knowing as we do the

generous spirit of teachers and their regard for decorum in the discussion of public questions, we resist the temptation to deal in detail with the objectionable and misleading insinuations at the end of communique. Let the public pause for a moment and note the following passage,

"The emoluments of any service must depend upon the efficiency with which that service serves the country and if we are to raise further the teachers and make demands upon the people of this country, that must and will depend to a large extent upon the quality of service which these services render to the nation."

This is really a challenge to teachers. We hear the echo of the voice of our minister. It is a call to teachers to take their case to the sovereign people. It is upto them to awaken the public and help them to see whether the chosen representatives entrusted with power have been doing their duty by the children and by the teachers of their children.

What Next.

The All India Teachers' Day was observed at practically all centres in the province and teachers have expressed themselves in clear and unmistakable language. They have, by endorsing resolutions Nos. 1 to 4 of the Executive Board of the South India Teachers' Union, given their support to the executive. Many associations have further assured the executive of their readiness to adopt any line of action that might be considered necessary. It is very unfortunate that Government should fail to take note of the resentment of teachers. In their communique, they seem to justify their action and have even indicated that nothing more could be done. The teachers have therefore to go to the people. We would suggest that Secretaries of associations should immediately contact the local member of the legislature, invite his attention to the statement of the South India Teachers' Union executive and urge

(Continued on Page 34)

The South Indian Teacher

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