

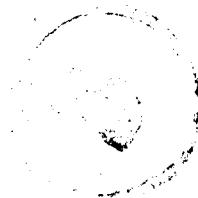
296

The
South Indian Teacher

vol-20

no-7.

July-1947.



JL.
T. 21, N30
N47.20.7
29 1.36

63F

Vol. XX

Regd. No. M. 2347

No. 7

The South Indian Teacher

293
JULY 1947

उद्धरेदात्मनात्मानम्.—The Gita.
Raise yourself by your own efforts

CONTENTS

	PAGE
Children's Reasoning—Bepin B. Banerjee	 183
New Trends in Education —Great Changes Underway—Rosetta Desbrow	... 185
Why do Children Lie—G. H. Bevans	 187
New Deal in Student Guidance—Australian Education Enterprise—George Mulgrue	... 189
Gleanings	... 192
Thoughts on Current Events—Thinker	... 194
From our Associations	... 196
Our Book Shelf	... 197
Editorial	... 200

EDITORIAL BOARD

1. SRI M. S. SABHESAN, M.A. (*Editor*.)
2. SRI C. RANGANATHA AIYENGAR, M.A., L.T., (*Secretary*).
3. SRI-G. SRINIVASACHARY (*Additional Secretary*).
4. UPADHYAYA SANGHA KARYA PRAVEENA RAO BAHADUR
SRI S. K. YEGANANARAYANA IYER, M.A.
5. SRI S. NATARAJAN, B.A., L.T.
6. SRI T. P. SRINIVASAVARADAN, B.A., L.T.
7. SRI-A. SRINIVASA RAGHAVAN, M.A.

ANNUAL SUBSCRIPTION

Inland Rs. 4

Foreign Sh. 8

Single Copy As. 6

POSTAGE EXTRA

THE
SOUTH INDIAN TEACHERS' UNION
PROTECTION FUND LTD.

520, HIGH ROAD,

TRIPPLICANE, MADRAS.

This is the final year of the 4th
quinquennial valuation. Hence bonus
for the period depends upon your
support.

See that you (a policy-holder) enrol
at least one other member this year.

THE
SOUTH INDIAN TEACHERS' UNION
PROTECTION FUND LTD.

Districtwar Admissions
during June 1947.

Cuddapah	...	11
Malabar	...	9
Tinnevely	...	8
Anantapur	...	2
Ramnad	...	2
Madura	...	1
Chittoor	...	1
Miscellaneous	...	1
Total	...	80

C. R. AIYENGAR
Hony. Publicity Officer.

25.7.47.

MACMILLAN'S SHORT STORIES
IN TAMIL

Approved for class use as non-detailed texts both in
Secondary and Elementary Schools by the Madras Text-book Committee.

Grade I	Suitable for Form I or Standard VI	5 as.
Grade II	" " II "	VII 6 as.
Grade III	" " III "	VIII 7 as.

These books written by an eminent educationist in simple and
chaste Tamil are useful as non-detailed texts. The stories selected are
modern and varied. Suggestive and useful questions are added at the
end of each story and some general questions at the end of each book.

Messrs. MACMILLAN & CO., LTD.

(Incorporated in England)

PATULLO ROAD, MADRAS-2.

THE
SOUTH INDIAN TEACHER

Vol. XX

JULY 1947

No. 7

CHILDREN'S REASONING

BEPIN B. BANERJEE

A mistress was teaching 'passive voice' to a class of small girls. She took the example 'you kill me.' "In the passive voice" she went on "it will be 'I am killed by you'". A smart little girl from the back bench stood up and asked "Miss, how can you speak when you are killed?" "That does not matter" roared the mistress, "suppose I can speak when I am killed." The poor little girl was terrified into silence and the mistress ended the lesson by speaking of the change of "I" into "me," the introduction of a "by" all that. When, however, the question was put to that little girl the next day "What is passive voice?" she became jubilant and answered, "Passive voice is the voice of a man who can speak after he is killed."

The girls knew the voice of living men and animals and the illustration of the mistress led her to think that the passive voice might be the voice of a man after he is killed. Had the mistress had any knowledge of the working of the child-mind, she would have forthwith changed the example but being filled to her finger tips with an exaggerated notion of her exalted position, she doggedly held fast to her illustration, flared up and silenced the girl in an angry outburst, with the result that the girl worked on the materials of the lesson and manufactured in the factory of her little mind the best definition of the passive voice according to her own lights.

As offspring of rational beings, children form their ideas and notions

from the sights and sounds around them. A Duke's son was once asked what he would like to be in life. "A traffic constable" came the prompt reply, for, he hankered after the honour of stopping the car of His Imperial Majesty with a little wave of his hand.

The "why" and "how" with which the children at a certain stage of their life pester every body spring from an innate desire to know more of the things they see and hear every day. A little girl once ran into the house in all haste and called out the whole household to witness the spectacle of a hen perching on the back of a bull. It was indeed a grand spectacle to her, something like a new star swimming into the ken of an astronomer, for, that was the first in her life she saw it, while we who have seen it so many times have thrown it to the region of sub-consciousness, that we do not care to cast even a passing glance at a new one. Being quite new to the earth and sky, the child wonders at things around him and tries to find the reason why in his little way.

Text books stamped with the authority of an august body of fault finders, sometimes lead the little minds astray. In answer to a question "What is a shadow?" a little boy answered in all seriousness, "Shadow is what is left behind of a man when he jumps out of window," for, he read in his Primer how a wicked boy shot out of a window leaving behind his shadow on the floor.

"What was Maharaja Nanda Kumar executed for?" An English boy's reply

"for tattoo marks and vermillion pastes" was prompted by the elaborate and almost gloating description indulged in by a missionary author to vilify Hindu religion, of the bare body of the Brahmin Nobleman when he was led to the gallows. This little fact laboriously painted by a prejudiced author caught the imagination of the boy and he believed it as he might have heard of the lynching of Negroes by the early settlers in America for an offence for which he would not get even a box on his ears in class.

Teachers may be justified in having a broad grin over these funny mistakes and may chuckle over them in the company of their friends, but they should remember that the children are all very serious in what they say and are often led to say them for their own bad teaching, obstinacy and perverted notion of their exalted position. "Gaya is an important sea coast town in the Bombay Presidency belonging to the Portuguese" should, instead of putting

the teacher in good humour, lead him to think whether his bad pronunciation of "Goa" with which the child is not at all familiar as with "Gaya" was the cause of the mischief. The great Mahatma of the present day fully deserves his uncrowned honour not only for his mighty deeds but also for the frank confession of his blunders as Himalayan, while we, poor weaklings, "argue still though vanquished."

Children have, besides, an inborn desire to play the man and take it into their heads to use big words like their elders to show off their skill without knowing that they often shoot beyond the mark. A teacher may enjoy the fun when he finds a child using "Women suffrage" as wrongs women suffer from and "chronicles" are synonymous" instead of "anonymous," but it is his business to set the innocent offenders right, for school is meant for correcting errors and not for stifling the *amour propre* so, natural to men and their offspring.

(Continued from Page 197)

library legislation, this book is a timely publication and will be very useful to the authorities who are engaged in planning a library system for our province.

This book should be in the hands of every person in charge of a library.

C.R.

Social and Dramatic History: by CARTER AND HOLROYD. *Macmillan & Co., Ltd.* Books 3 and 4. Price sh. 3/6 each.

The progressive social changes in the life of the English people from 1600 to 1752 A.D. and from the middle of the 18th century, commencing from industrial revolution down to the present are told respectively in these two parts,

side by side with a narration of the changes in their political history. The usual features in a history book describing wars, plans of battle and datewar events are absent here and hence make the reading interesting to the young student and the lay reader.

The information given in each chapter is followed by another chapter in which the same is presented in the form of a dialogue on the main points and hence the facts get fixed up firmly in the reader's memory. There are many good illustrative plates showing the scenes which with the beautiful printing on good glazed paper and attractive get up and binding make the books really lovable and popular.

C.R.

NEW TRENDS IN EDUCATION*

GREAT CHANGES UNDER WAY

Rosetta Desbrow

As the provisions of the Education Act of 1944 are being implemented, Britain's education system is passing through great changes. The school leaving age was raised this year from 14 to 15, but this was by no means the most important change envisaged by the Act.

An alteration in the names of schools draws attention to the changes in the system of education which are being made throughout the country. Formerly, free education for children from 5 to 14 years was called elementary education. Now, children from 2 to 11 are educated in primary schools and from 11 upward in secondary schools.

Emphasis on Aptitude

The principle underlying the new nomenclature is the idea that up to the age of 11, it is only the child's age that should be taken into account in determining the type of education he should receive. After 11, his special aptitude should be considered, and the type of work he will do.

Schooling is not compulsory for children between 2 and 5, but nursery schools for these ages have to be provided. In the compulsory stage of primary education, the children are grouped into infants, from 5 to 8, and juniors, from 8 to 11. Where there are sufficient numbers, the schools themselves may be housed in separate buildings.

Local Authorities

These schools, which provide free education, can only loosely be described as State schools. It is true they are provided by statutory authority, but they are the responsibility of local education authorities, of which there are 146 scattered throughout England and Wales. These local education authorities form part of the system of local government in Britain.

The functions of local education authorities are described in these words of the Education Act:

"The statutory system of public education shall be organised in three progressive stages to be known as primary education, secondary education, and further education; and it shall be the duty of the local education authority for every area, so far as their powers extend, to contribute towards the spiritual, moral, mental, and physical development of the community by securing that efficient education throughout those stages shall be available to meet the needs of the population of their areas."

Decentralisation

This decentralisation of education is one of the characteristics of the English education system. It must not be thought, however, that the State does no more than to enact that there shall be schools. The tax-payers' money must be properly spent, and rather more than half the money spent on publicly provided free education comes from central Government funds, the rest being contributed from local rates.

The Minister of Education exercises his functions in a number of ways. Government inspectors visit every school to see that efficient instruction is being given, and to advise teachers and local authorities. Teachers have to be "recognised" by the Minister of Education as suitably trained and qualified.

Since the curriculum in schools is not laid down by the central authority, it varies from school to school. This allows the special needs of town and country districts to be taken into account.

Out-Door Activities

The tuition the child receives is not confined to class-room lessons. There

* By kind Courtesy of United Kingdom Publicity Office, Malhotra Building, Queensway, New Delhi.

are visits to museums, art galleries, public utilities and swimming baths. Great emphasis is laid on physical education.

Wherever possible, and particularly in country schools, the children may keep hens, rabbits and pigs, and do gardening. In most schools, girls are taught cooking and housewifery, and boys carpentry and metal work. Art and singing are never neglected. The emphasis is on the children learning by doing things for themselves, rather than on learning parrot fashion from what the teacher tells them.

Plans for New Schools

Suitable buildings are essential if the newest ideas of the functions of education are to be carried out. Building labour and materials are short in Britain, but plans are being made to build new schools.

Many schools still being used are no longer considered suitable for their purpose. Some are over 60 years old, with small dark and unheated classrooms, no outdoor playgrounds, and no water laid on. Additional space is needed to keep pace with developments in the theory of education.

The school plays an important part in looking after the health of the children. Not only is there regular medical inspection, but until the National Health Service is set up in 1948, local education authorities must ensure that any necessary treatment is received.

Eventually all schools are to provide children with a mid-day meal, and the vast majority already do. Free milk is now provided as a matter of course.

Shortage of Teachers

One of the biggest problems today is the shortage of teachers. It is the despair of teachers that they have to deal with classes which often include as many as 50 children. This position, however, is steadily improving.

Teachers are needed to reduce these numbers so that each child has what individual attention is necessary, and to meet the increased school population arising from the raising of the school leaving age. To catch up on the loss of potential teachers during the war,

and to increase the total numbers, there is an emergency scheme of training, which is proving popular, especially with ex-Service men and women, and is providing schools with new and fresh blood.

While these two shortages of teachers and buildings are causing anxiety and difficulties all over the country, it is recognised that the Butler Act as the Education Act 1944 is known—opens up a new vista for education. Education in Britain today is by no means in an ideal condition, but it knows where it is going.

(Extract from the Fort St. George Gazette Part I-B, dated 8th July 1947.)

Secondary School-Leaving Certificate Public Examination.

NOTICE

Admission of Members of the Teaching Profession to appear for the S.S.L.C. Public Examination.

It is hereby notified that Government in their Order Ms. No. 685, Education, dated 9th April 1947, have permitted members of the teaching profession, such as, Pandits, Munshis, Weaving Instructors, Drawing Masters, Music Teachers, Manual Training Instructors and Commercial Instructors, who have been in service as wholtime teachers in recognized schools under the control of the Director of Public Instruction, Madras, for at least three years and who possess the qualifications prescribed in rule 13 of the Madras Educational Rules to appear as 'private' candidates for the S. S. L. C. Public Examination to be held from March 1948 to 1950.

As regards particulars regarding the date of examination and other details, attention is invited to the notice inviting applications that will be published in August next.

Teachers who have already appeared for the S.S.L.C. Public Examination as pupil candidates cannot appear under this regulation

(By Order)

P. K. RANGANAYAKULU,

Secretary,

Board of Secondary Education.

Madras,

80—6—47.

WHY DO CHILDREN LIE?

GLADYS HUNTINGTON BEVANS.

A child's untruth doesn't necessarily mean she is a Liar: It may mean she is afraid.

When children are little and the world of people, things and ideas is new, the line between fact and fancy is not a clear one. The young imagination is very vivid, as you find out when you stumble over a block and are told with anguished cries, "That's my dinner table—don't walk on my dinner table!"

"Lie" and "truth" don't come into the picture when your son or daughter is very little. You need not make an issue of these things then, for the small child's "story" is not told with intent to deceive—which is, after all, what a lie is. Either he is carried away with his own imagining and the narrative gains reality, or he craves some excitement and works it up by a tall tale, for children have quite a sense of the dramatic. All this makes us careful not to label as lies those statements of little children which are not against truth, but merely happen to be contrary to fact.

Another thing to keep in mind is that what is sometimes called a lie may be merely a misinterpretation of sight, sounds, and facts. Even older children, like two honest but differing witnesses at a trial, do not always give the same version of an occurrence, while little children who may not know colour, size or even names, may seem to be prevaricating when they are not.

We cannot set an exact age at which the line between fact and fancy is sharply defined, but you can tell this of your own individual child: when he has become aware that it is really wrong to deceive, then he is lying.

Now when you find this has happened—this first lie your cue is not to register horror and disgust. It should be rather, to find out why. Why has your young son or daughter lied? Why do children of any age, right through the

teens, lie? For various reasons, which I will enumerate:

(a) Leading all other causes for children's lying is fear. Children lie because they fear punishment, scolding, or the consequences of something they have done. Children often lie because they are afraid of ridicule, especially the teen-agers who are sometime pilloried by thoughtless grownups; though the young ones too will fib to "save face."

(b) Among adolescent boys and girls, lying to their parents is often caused by the imposing of too close restrictions. Young people who are never allowed to do anything socially normal, will often do it secretly and not tell the truth when questioned; or worse, get into the habit of offering false explanations as to where they were even fixing up their alibis with friends.

(c) Boys and girls who would never be untruthful at home will lie to each other to make an impression—boasting, then exaggerating until finally the thing reaches the proportions of a lie.

(d) Another reason for children's lying in school or among their companions is same—to cover up some family situation, like the separation of their parents, or poverty.

(e) A very usual lie is what we might call the "lie of chivalry," where a boy or girl wants to protect a friend; or accepts the blame for another's act out of a sense of loyalty.

(f) A different kind of untruthfulness—one that we may or may not label actual lying—is the evasiveness and absence of frankness that is the result of the lack of confidence a child may have in a mother's or father's understanding and faith.

But whether your son or daughter is untruthful to you or some one else, your first move must be to find out why. Once knowing that and remaining calm and loving, you can either remove the

cause or help your child to face the reason for his untruthfulness, and then set him consciously on the path toward avoiding a repetition of the fault. For underneath, children don't want to lie.

But now, having looked at the reasons why children lie, and suggested what to do about it, let us see how we can prevent it.

Example is certainly the most potent factor.

Are you and your husband always truthful to each other? Are you truthful in general *before* the children? Are you truthful *with* the children? And that doesn't mean that you should tell them everything they may want to know, neither does it mean you can't at crucial times take some liberties with facts to spare them unnecessary distress. The point is rather, are you truly honest *in intent* with them?

After all, more than we know, our children look up to us. And if we haven't a deep respect for the truth, how can we expect them to have it?

Another powerful aid in building truthfulness in your child is to have faith in him—to take his word at face value and to expect him to be truthful. So when Mrs. Simpkins next door leans over the fence and say with icy anger, "Your Johnny lied to me, Mrs. Brown. He denies he deliberately rode over my white peonies but I saw him ride down my path on his bike, and he must have done it," you won't (I hope) turn on your boy and say irately, "I'm ashamed of you for lying, John." Instead, you are loyal: "I believe Johnny, Mrs. Simpkins I'm sure if he accidentally broke the peonies he wouldn't deny it. How about it, Son? This kind of loyalty makes a deep impression on a son or daughter. Children want to live up to your belief in them."

To these suggestions for building truthfulness and for finding and dealing with the causes of lying when it does occur, I want to add a whole cluster of "don'ts."

Don't show shock and horror over the first untruth. That closes the door to the discovery of the cause.

Don't ever call your child a liar.

Don't believe that one lie is the beginning of the end. Most honest children lie at least once at some time in their lives.

Don't advertise to the rest of the family or to outsiders that your child had told a lie.

Don't taunt him with his fault, or let others do so.

Don't be harsh and cold about a lie. You still have him, don't you? Especially be gentle about the first real untruth of a younger boy or girl.

Don't discredit every statement of a boy or girl after the first, or even after several lies. Otherwise he'll think, "No one believes me anyhow," and feel helpless to rehabilitate himself.

Don't shame your child into an abject state about an untruth. Remember that a child's lie is the mistake of a young, learning being. Morality is something that has to be learned, too.

You are not a judge pronouncing sentence, and an untruth is not a crime. You are his mother (or father) teaching him how to live; this one lie of his and the way you deal with it, may serve to point up the concept of truthfulness for his whole life.

Don't be so tender of your possessions that your daughter is practically frightened into a lie if she breaks a goblet, or your son if he's nicked your pet chisel. They must learn eventually to tell the truth in the face of odds, but don't make it too hard for them when they're young. For in establishing this, as in establishing so many other habits, our reasonableness and understanding are needed. Once having taken root, you will find, as a boy or girl becomes older, that not only is the almost unconscious habit of truthfulness set, but a conscious ideal about truth takes form in a child's mind.

NEW DEAL IN STUDENT GUIDANCE

AUSTRALIAN EDUCATION ENTERPRISE

GEORGE MULGRUE

The days are gone in New South Wales, Australia, when the parent of a child at a government school could say: "I'm going to make him into a doctor whether he likes it or not". The decision is no longer entirely in the parent's hands.

It has not been decided, of course, that father never knows best. But henceforth the state Education Department will do a good deal towards making sure that the ideas in his head are the right ones.

Already, specially-trained psychologists are advising parents about the most suitable vocations for their children, and recently, Robert J. Heffron, State Minister for Education, announced that a new division within his department had for some time been going a great deal further.

This is called the Division of Research, Guidance and Adjustment. Briefly, its work consists of the maintenance of an up-to-date educational research and information service, the administration of the school counsellor system of educational and vocational guidance, and the selection and education of specially chosen sub-normal and above normal children.

Ten years ago, New South Wales authorities appointed to school counsellors to advise school children on their problems, and to help them in their choice of careers. Those two appointments were in the nature of an experiment, so successful that, today, the number has grown to twenty-four, spread all over the State. Before long there will be even more.

The team of counsellors is made up of almost equal numbers of men and women, all of whom have taken a minimum two-years course in psychology at the University of Sydney. But more than that, all of them are experienced teachers, trained in the problems

of learning and behaviour that beset the path of the average child. Eight of them are at present working in country areas, and the others in Sydney. Although they are attached to the staffs of high schools, much of their work is done in the primary schools, among the children who will go on to the high school to which they are attached.

Forty thousand children completed primary school education in New South Wales last year, and twice during the course of this schooling, each child went through a general ability test, administered by his school counsellor. Each test helped the counsellor to assess the child's capacity and needs, and to guide him along the lines of study that would be most helpful. When a child doesn't seem to be making satisfactory progress, the counsellor will often interview its parent. That's how the parents are being educated too.

In the old days, a child went on from primary to high school by means of a competitive examination. If he passed well enough, he went to high school. If he didn't, his education was finished. He went to work. All that has gone by the board.

Today, from the time a child enters a primary school, the story of his progress is meticulously set down. Naturally, personal ability to study and absorb is still most important, but he is no longer left to struggle on by himself as best he may. People other than his parents and himself are interested in his progress, and are prepared to find out what is best for him to do.

Health, of course, is most important. The days are long gone when bad sight or hearing were allowed to pass unnoticed. Children labouring under these difficulties are soon found out, and something is done to see that the trouble is put right. Attendance records show whether a child has a tendency to absenteeism and truancy. Checking up

shows the reason for the tendency and it is usually soon eliminated.

Along with health, attendance, and psychological reports, others are filed away: on a child's hobbies, his aptitude for certain subjects, his sporting abilities. All of them go to make up what to the trained counsellor is a precise blueprint of the child's capabilities, and this intimate knowledge has to a certain degree been substituted for examination as a means of determining whether he shall go to high school.

The decision is in the hands of a board made up of a child's primary school headmaster, the headmaster of the high school he wishes to attend, the district counsellor, and the inspector of schools. The counsellor and the primary school headmaster from their own knowledge of the child, advise the board as to his capabilities, and they make recommendations. From the board's decision there is right of appeal to a reviewing committee, and hundreds of such appeals are made every year, but usually the board is proved to be right.

And even at high school, a boy's studies are chosen for him. For instance, it is perhaps, likely that a boy whose father intends him to be a doctor, would be happier in a course that combines a good cultural basis of English and social studies with practical subjects like woodwork, metal work or perhaps commerce and agriculture. Yet he would have been forced into the normal high school course of two languages, mathematics and science, had it not been for the Counsellor's knowledge.

Parents who insist upon these normal courses often argue against the board's decision, but an interview with the board usually proves to them that their determined plan for their children's future has been very wide of the mark. Actually, long experience has shown that only one child in ten is really fitted for a two-language course, and that most children should have quite differently planned training.

But whatever the choice of study, the system keeps open as long as possible the door to the university. The final decision about a career is also deferred until the very last moment. One of the

weaknesses of the old plan was that a child might be committed to a given future at an early age, only to find himself unfitted to it after much useless training. Nowadays, training is as wide as possible until the final choice.

And this is still made with an eye on past records. When he arrives at high school, a child is still under the eye of the counsellor, and he comes too, under the notice of a careers adviser. New South Wales schools have, in addition to the counsellors, something over three hundred of these careers advisers; teachers specially trained to help in the choice of occupation and more advance courses of education. They also put in touch with the Vocational guidance bureau of the Department of Labour and Industry children who are leaving school to look for work. And here, once again, come into use the cards which set out the course of their whole school career.

From now on, the whole of this system, which up to now has been more or less of an experiment, is to be administered by the new Division. The organisation is under the control of a chief officer, who is answerable only to the Director-General of Education, and who is responsible for the working out of policy. The division is broken up into three sections, each of them controlled by a senior officer with a staff of assistants.

The research office maintains an information service upon all matters concerning theory and practice of education in other parts of the world. It carries out planned educational research, maintains statistics on the New South Wales education system, and supplies information to other bodies asking for it. There is already being built up a specialised library of educational research, which is at the disposal of any educationalist working in the state.

It also carries on a great deal of administrative research and investigation aimed at improving the technique of existing psychological examinations. It studies methods adopted in other countries on such widely diverse matters for instance, as apprenticeship and difficulties in reading.

The guidance section actually administers the work of the school counsellors and careers advisers, and arranges for their selection and training. It also provides educational and vocational guidance to individual pupils. An average of fifty new cases a week is referred to the section for action. They come from school counsellors, careers advisers, teachers, by personal application from pupils, and from various other sources. The section has become, in effect, an educational elime.

The third section is the adjustment section, and it is mainly concerned with Opportunity classes, which are special classes established in the more densely populated areas to deal with children who are especially dull or especially bright. In the case of dull children, there are three different groups to which they are allotted, depending on their age. The bright children are gathered into what are called Opportunity C classes, and given much wider opportunities for reading and study.

In addition, there are certain other types of special education provided for backward children at the Glenfield special school, and retarded but not dull boys, at the Enmore Activity school. These are cared for by the section.

Something like 8,000 pupils are admitted to all kinds of Opportunity classes throughout the year, and each of the entries must be carefully scrutinised by officers of the section. This is especially so in the case of the Opportunity A children, who are thought to be backward when they are of primary school age, and in that of the Opportunity C children. In each of these cases the decision is only made after an extensive programme of testing. The section is continually forming new classes as a result of information collated, and nominations for enrollment in them are made by the section.

Officers of the section do a great deal to keep teachers and inspectors advised about up-to-date methods and developments in their field of education by means of bulletins, visits to the classes, correspondence and submission of reports

Working together in co-operation with the state's 14,000 teachers, the division's three sections are doing a great work in giving the children a new educational deal. Instead of the old haphazard methods, there is now scientific guidance along paths that are suited to children's capabilities. From now on they will do the things they are best fitted to do, and square pegs will no longer be forced into round holes.

NEWS AND VIEWS FROM FAR AND NEAR

Aligarh

It is learnt that the medium of instruction in Pakistan Universities will be Urdu, according to Dr. Ziauddin Ahmed, Rector of the Aligarh University.

Primary Education can be imparted in Provincial languages but Urdu will be compulsory for higher education.

Travancore

The Government of Travancore have appointed a special investigation officer for physical education for the whole of the state for the purpose of investigating the possibilities of employing compulsory physical education in various schools and submit report.

Madras

"When the bifurcation of the courses of studies at the Fifth Form stage in High Schools is introduced in order to give vocational training to students, the government will open at least two technical schools in every district in this province" said Mr. D.S. Reddy, Director of Public Instruction at Chittoor on the 20th July 1947.

(Continued on page 199)

GLEANINGS

Teachers' Strikes Justified

Strikes and lock-outs have always been associated with industries. Hitherto they have never been used by any other branch of public services. But times are changing. Many unexpected things are happening. The new development in the strike situation which has shocked some people is that the teachers are making use of it. This development is not peculiar to India; teachers in some places of the U.S.A. have been reported to have gone on strike. In a number of provinces India's teachers have received increase in their salaries and dearness allowance by going on strike. In the U.P. teachers have threatened to go on strike for an indefinite period. In the C.P. the Primary school teachers have struck work for an indefinite period. Some of them have resorted to hunger strike to secure quick decisions on their demands. The teachers seem to have enlisted the full sympathy of their students in their demands for better salaries and higher dearness allowances. There are some, however, who question the propriety of the use of strikes by the teachers. They argue that teaching is one of the noblest professions and should not be brought on the basis of employer and employee relationship, and that it demands some sacrifice from those who choose to enter it. On the other hand the teachers complain that while the salaries and emoluments of workers in other departments have been raised, they have been severely neglected. By resorting to strikes they have only taken the initiative in their own hands, and therefore they consider their action justified. Considering the question dispassionately, the teachers have a very strong case for increase in their salary scales, for teaching as a profession is the least paid everywhere, but it is much worse in India. We do agree that those who enter the teaching profession should be prepared to make some sacrifice. But there should be a limit to the sacrifice a teacher is expected to make.

It is unfair to expect a teacher to undergo a sacrifice which affects adversely the health of his family, and the future of his children and proves harmful to the efficiency of the teaching profession. Such an argument is highly irritating when it is used by those in authority who themselves draw fat salaries. It loses its force, and appears wholly insincere. Some Provincial Governments have announced the new scales of salaries. In most cases minimum scales have been raised, but maximums have been raised only in some cases. New scales are obviously incompatible with the present cost of living index which is three times the 1939 level. Those responsible for making these grades do not seem to have used their imagination, nor do they seem to have been influenced by any humanitarian consideration in their approach to this problem. In actual practice these new grades will benefit the new entrants and will be of very little material help to the old employees with heavy family responsibilities. One also finds in these new scales an invidious distinction between the scales of salaries of Government school teachers and the teachers of aided schools. This distinction is unjustified. There is no wonder that this has brought about a country-wide protest from teachers of aided schools. In their effort to get this distinction removed the teachers have the sympathy of a very large section of the public. The plea of the Provincial Governments against substantial increase in the salaries of teachers is lack of funds. They can ill afford to divert money, from certain schemes which they must carry out to redeem their pledges to the electorate. The teachers maintain that they are not only a part of that electorate, but they also have the important task of educating the youth of the nation, and of preparing them for the future leadership of the country. Our sympathies are with the teachers, and we hope their grievances will be

speedily redressed and without having to resort to the method of strikes.

(Extract from the Editorial Notes, Page 221, N.C.C. Review, May 1947.)

Teaching Needs Courage

The job of teaching needs courage. Apart altogether from present economic and international conditions, the shortage of austerities and uncertainties of the post-war world, there are special professional circumstances that call for all the resolution we can muster. It is not only that we are hampered by present scarcities. What we face is the task of equipping our young people, war-damaged as they are in many respects, to meet and overcome the great and difficult problems that await their emergence into real life. There is our almost superhuman task of creating character. What character? And how? There is the curriculum—with the responsibility thrown largely on ourselves. There is the call to give ourselves, more perhaps

than ever before, to classroom and other activities—to practical work, to cultural teaching such as drama, dancing, music, to outdoor activities, to camp-school life, and to the main and unending job of teaching "the essentials" with less time to do it in and with a different technique yet to be acquired.

It needs imagination to envisage the onerousness of our task. It needs intense effort to see it in its many aspects. When we do realise it, the danger is we may quail before it and be tempted to go on in the old way, somewhat hopelessly. Younger members are perhaps luckier, coming to the task fresher, with undimmed enthusiasm nearer to the spirit of the youth they are to teach. But they too have the task of weighing their responsibility and summoning their courage.

(Extract from the Editorial Notes, The Scottish Educational Journal, Page 303, 30th May 1947.)

EDUCATIONAL BROADCASTS, MADRAS

The Broadcasts for High Schools planned by the Madras centre of All India Radio for the first term of the current academic year (July—September 1947) have been described in a pamphlet just issued by the Station. Besides the usual emphasis on the practical requirements of the student community, there is a number of new features. The object of introducing them is to widen the scope of these programmes and to make listening easier.

2. The number of broadcasts in Tamil and Telugu has been increased from three to four per week. Also special attention has been paid to the planning of listening hours so that listening—in is always under the supervision of a teacher.

8. A series of programmes entitled 'Self Expression' has been introduced. The object of these broadcasts will be to train students in the art of expressing themselves clearly in speech and writing. In these broadcasts the ambiguities, omissions, repetitions, exaggerations, understatements, illogicalities and errors of a similar nature, which the students are apt to commit, will be

pointed out and correct forms taught. To do this effectively the programmes will be in the form of informal chats among students present in the studio. They are engaged in conversation, asked to tell a story or debate among themselves. The producer intervenes only to point out any error and indicate how the students can correct themselves.

Another feature of the Schedules is a list of questions at the end of a number of talks to help the teacher in ascertaining how the students have benefited by the broadcasts. These questions also give the teachers in advance an idea of the scope of each broadcast.

4. As in the last quarter, the pamphlet has been printed in the languages in which the broadcasts themselves are made that is, English, Tamil and Telugu. English language broadcasts are confined to subjects designed for the pupils of the VI Form only; all other programmes are in the two main regional languages.

5. An addition to the pamphlet is the Time Tables printed and attached for ready use by listening schools.

THOUGHTS ON CURRENT EVENTS

BY "THINKER"

THE TEACHER AND FREE INDIA

Today the country is passing through violent changes unthought of a decade ago. The S. I. T. U. has always put before it the ideal of a United India and trusts that the division of the country into two independent 'Sthans' is only a temporary measure and that ere long as the result of actual experience of administration and of the promotion of good will between the two communities, the two dominions will become reunited into the same old great country. Education being a process of adjustment to social changes, the present system is bound to undergo radical reforms consistent with national aims and objectives. Already these changes are slowly being introduced and the pace is sure to be accelerated on a planned basis. Society and Government being democratic, it is hoped that the same democratic atmosphere will permeate into every aspect of national service and activity. The teacher who has been all along denied his privilege and status should in the natural course of events be allowed to have his say on matters in which he has a right and play his part in shaping the education of the country. This means so many things, that is, his status should be raised, he should be respected by the state and society and his voice and the voice of the professional organisation should count on the Counsels of the Government. Today while he rejoices with the rest in the happy celebrations commemorating the great historic event of the birth of Free India, deep in his heart is the anguish of the suffering caused to him and his family by the unjust treatment meted out in the matter of his emoluments.

BOMBAY'S PLAN FOR EXTENSION OF LIBRARY MOVEMENT TO RURAL AREAS OF THE PROVINCE.

Bombay contemplates six well defined stages in the expansion of the Library Movement. Stage 1 contemplates the constitution of the Central Library in Bombay and three Regional Libraries in Ahmedabad, Poona and Dharwar by giving substantial grants to existing libraries at these centres on certain conditions. Stage 2 contemplates the opening of a library at every district headquarters. At stage 3 the movement will spread to the Taluk towns whose libraries will be coordinated by the district libraries. Stages 4, 5 and 6 are intended to carry the movement to the villages taking the larger ones first. The Government attaches great importance to these stages for it is at these stages that the library movement will become a powerful adjunct to a scheme of compulsory primary education. Given an enthusiastic librarian a library could become a centre of discussion, debates and lectures and thus contribute materially to the intellectual and cultural life of the locality. The Minister of Education, Madras, in his address to the Advisory Board of Education, the other day, proposed to bring in a library legislation for the province. We hope that this will be done ere long and that a plan on lines similar to those in Bombay, will be evolved for the initiation and spread of a vigorous library movement in the province.

STUDENTS' CONFERENCES

During the last month, there were two conferences of International Students' Service, and of the Students of South East Asia. These were representative gatherings at which were present by invitation four delegates on behalf

of the South India Teachers' Union. In recent years, students take a more intelligent interest in the affairs of the world than the previous generations of students to whom class room work and study were the all engrossing phase of a students' life. While this should be appreciated, there is a tendency for students' organisations to go beyond the legitimate bounds and tread into realms which perhaps belong to people of mature age, wisdom and experience. But so long as young men and women are guided in their deliberations and activities by elders of knowledge and experience, one need not fear any danger. The deliberations of the recent conferences have been marked by these considerations. Asia is in the throes of a new birth. Countries till now under the imperialistic domination of foreign powers are now at the dawn of freedom

in the name of which the recent world war was fought. The people so liberated will have to settle down to constructive work. In this great and huge task students naturally on account of their youth and enthusiasm have to play a great part. Their's is not to waste their time on any more talk, but to get down to the brass tacks of social and ameliorative services among the communities forgetting all distinctions of caste, colour and creed and solely guided by considerations of society and humanity. A concerted plan of social service must be adopted and carried out under proper guidance. Mahatma Gandhi's fourteen point programme of social service for students may very well be followed both for the benefit of the society and for a good, useful and practical training to students during their formative years.

OUR EXCHANGE LIST

FOREIGN

1. Journal of the American Federation of Teachers.
2. The Brooklyn Teacher
3. Canadian School Journal.
4. Bulletins of the U. S. Office of Education
5. The Education Digest.
6. Education Gazette.
7. Educational Review.
8. The Highway
9. Journal of Assistant Masters Association.
10. Journal of National Education Association
11. The London Teacher
12. The New Era.
13. The Schoolmaster and Women Teachers' Chronicle.
14. Scottish Educational Journal.
15. The Canadian Teacher.
16. Public Education Bulletin.
17. Education Abstracts.
18. Phi Delta Kappan.
19. The Parent and Citizen.
20. Education by Radio.
21. Teachers' Magazine.

INDIAN

22. The Indian Journal of Education.
23. The Education
24. The Educational India.

25. Kishori Ram Intercollege Magazine.
26. The Hindi Prachar Samachar.
27. The Indian Geographical Journal.
28. The Teachers' Journal.
29. The Progress of Education.
30. The Punjab Educational Journal.
31. The Bihar & Orissa Teachers' Journal.
32. The School World.
33. South Indian Boy Scout.
34. The Mysore Scout.
35. The Madras Journal of Cooperation.
36. The Ceylon Teacher.
37. The Indian Journal of Adult Education
38. The Punjab Teachers' Journal.
39. The N. C. C. Review
40. Teaching
41. Balahit.
42. Educational Review.
43. Annamalai University Magazine
44. Journal of Education & Psychology.
45. Talim O-Tarbiat.
46. Pushpa.
47. Vyayam
48. Hindustan Scout Bulletin.
49. The Teacher.
50. The Madras Information.
51. Indian Information.
52. The Student.

FROM OUR ASSOCIATIONS

The Tinnevely District Teachers' Guild.

Proceedings of the Executive Committee of the Guild held on 21-6-47 in the St. John's College, Palamcottah, at 5. p. m.

Twenty-two members were present.

Mr. Samuel Muthiah, B.A., L.T. presided over the meeting.

1. This Guild, while re-affirming its resolve to resort to direct action if compelled to do so by the Government's turning down the just and reasonable demands of teachers' requests all its constituent associations to abide by the resolutions of the Council of Action set up by the S. I. T. U. and wait till August 1, 1947, the time limit fixed by that body for carrying on negotiations with the Government, making, in the meantime, all the necessary preparations to launch a programme of direct action, if and when called upon to do so by the S. I. T. U. after the expiry of the time limit.

2. Mr. A. Sundaresa Iyer and Mr. S. A. Narayana Rao, Secretary, Ambasamudram Taluk Teachers' Union, were elected as Guild Representatives to the Council of Action of the S. I. T. U.

3. The Secretary of each affiliated association is requested to collect as. 8 from every Elementary School teacher and Re. 1 from every Secondary School teacher, and forward the money to the Guild Treasurer, Mr. A. Sundaresa Iyer, Caldwell High School, Tuticorin, before the 10th July 1947 in order to provide the S. I. T. U. with the funds required now to carry out the programme chalked out by the Council of Action, and to launch a programme of direct action later in case of failure of the negotiations carried on at present with the Government.

4. The D. P. I. is requested to send immediately an official circular to the Managements of all schools asking them to implement the proposals of the revised scale of pay as set forth by the Government in its press communiques of 3-2-47 and 5-6-47.

5. In view of the fact that the Managements have raised the rates of tuition fees and the number of instalments, and the Government has come forward to meet two-thirds of the net cost, this Guild requests the Managements of all schools to pay their teachers from 1-7-1947 according to the scale prescribed for government school teachers, with due weightage for service and with retrospective effect from January 1, 1947.

6. The President of the Guild is requested to take immediate steps to convene a meeting of the District Aided Schools Correspondents' Conference, and appeal to that body to do all that it can to persuade the Government to grant the teachers their reasonable demands without forcing them to resort to a programme of direct action.

SAMUEL MUTHIAH V. ANTONISWAMY,
President. Hon. Secretary.
Tuticorin,
23-6-1947.

N.B. Secretaries of Teachers' Associations are requested to be our honorary correspondents and communicate, without any comments, news and facts relating to teachers, teachers' organisations and other educational activities in the locality for publication in the journal. This will be a regular feature in our journal.

C. RANGANATHA AIYENGAR,
1-8-47. Journal Secretary.

OUR BOOK SHELF

The Dawn of Freedom: by F. G. PEARCE. *Oxford University Press.*
Price Rs. 2.

In other words this is a book of World History from A.D. 1200 to A.D. 1900 narrated in very simple language—vocabulary limited to 200 words—and written in a style that can be easily understood by the Fourth Form students of a high school. The illustrations form a very attractive feature. The chart at the front page gives the reader at a glance in each century from 1200 to 1900 A.D. important events, distinguished rulers and statesmen, famous travellers, great inventors, scientists, doctors, musicians and teachers and reformers—all those notable persons and things that have contributed to the progress of man to the present day civilization in which the spirit of freedom is the stimulating urge to all human action.

C.R.

The Teaching of Music: by P. SAMBAMURTHY, B.A., B.L. *The Indian Music Publishing House, 4, Bunder St., G.T., Madras.* Price Rs. 5.

We welcome with great pleasure this unique publication, by an author of established reputation in the musical world of South India. Conversant with both the systems of music, Indian and European, the author's mastery of the art and science of music, particularly, South Indian, is manifested in the way in which the teaching of music in schools, colleges, is sought to be effected, how the music teachers should be trained and what their qualifications should be. In the 12 chapters of the book covering about 250 pages, a complete treatment of the subject is given. The author very rightly insists on compulsory training in music in training schools and colleges, besides specialised training in music as special subject; his reason being that in elementary schools that cannot afford to have special music teachers, the class teacher so trained should be able to conduct prayer songs and musical choir. If ever educational institution could make arrangements for

maintaining a musical atmosphere and develop the musical tastes of the students, humanity would progress a great deal on the path of peace and mutual understanding. There is no greater influence than music in softening the rougher side of human nature. Music is the expression of emotions in sounds and rhythms and correct lead and guidance are necessary in the proper understanding of the methods of expression. The publication of this book is a notable addition to the pedagogies of music.

C.R.

Practical Commercial Arithmetic: by SUTARIA. *Oxford University Press.*
Price Rs. 5-8.

Written by one who has been associated as lecturer on the subject with the well-known Davar's College of Commerce in Bombay, the book is bound to be of very great use to students of commerce. Starting from simple calculations which include short and quick methods so necessary in business calculations, the author takes the student to advanced problems in business arithmetic including logarithms and their applications. The text book is thus a complete one. The printing, binding and the general get up are satisfactory.

C.R.

Suggestions for the Organization of Libraries in India: by S. R. RANGANATHAN. *Oxford University Press.*
Price Rs. 2 8.

In this neatly printed and well got up book of 174 pages, the author, who is an authority on Library Science, describes the part that libraries play in the education of individuals and nation, the classification and maintenance of books in libraries and the various types of libraries and suggests the lines on which library legislation should be undertaken in order to make the nation really literate by providing facilities for library even in rural areas. At a time when the Education Minister of our province is seriously thinking of a

(Continued on Page 184)

THE SOUTH INDIA TEACHERS' UNION

520, High Road, Triplicane, Madras 5, 6th Aug. 1947.

To The Hon'ble the Minister for Local Administration,
Government of Madras, Madras

Sir,

You may not be unaware of the deep dissatisfaction prevailing among different grades of teachers employed under the Local Bodies of this province. The salary scales proposed by the Cabinet Sub-Committee and approved by Government and later revised in G. O. No. 1154, Education, dated 5th June 1947 have not to any appreciable extent relieved the difficulties of the teacher due to the high cost of living. The Cabinet Sub-Committee and later the Central Pay Commission have expressed the view that there should be no difference in salary scales and in the principles adopted in fixing salaries between government service and local body service when the nature of the work is similar. The fixing of a lower scale for teachers under Local Boards has caused heart-burning. It is therefore requested that Local Boards be allowed to adopt the scales applicable to teachers of several grades in government service.

The revised scales of pay are of some advantage to new entrants but teachers who have put in years of service have not been benefited to any extent, as the principle of giving advance increments in accordance with the number of years of service, though recommended by the Cabinet Committee, has not been accepted in the case of employees under Local Boards. Teachers employed under Local Boards both in elementary and secondary schools have been getting till recently scales of pay much lower than those for similar grades in government service. Teachers in schools under Local Bodies have been rightly complaining that all on a sudden under G.O. No. 4619 Government took upon itself the power to fix uniform scales of salaries for local bodies in 1934 and reduced the original scales to effect economy. The South India Teachers' Union brought the seriousness of the position to the notice of the government and the hardship caused to teachers has not yet been forgotten. It is very necessary that adequate weightage should be given to service when fixing

the salaries of the incumbents in the revised scales.

Government are certainly aware of high cost of living in urban areas as is seen by their providing for a house rent allowance to their employees in urban areas. It is our request that house rent allowance on the same scale as sanctioned to government employees be sanctioned to teachers employed under Local Bodies in urban areas.

Many secondary grade teachers are employed under Local Bodies in elementary schools. In the interests of efficiency more and more secondary grade teachers will have to be employed in our elementary schools. The present difference in salaries for this grade of teachers as between elementary and secondary schools is not calculated to secure the services of this grade of teachers to our elementary schools especially when work in elementary schools is found to be more exacting. In government service no such distinction exists. We therefore request that the salary scale of the secondary grade teacher working in elementary schools be raised to the same level as that obtaining in secondary schools.

It has been pointed out that Local Boards keep two different cadres, an elementary school cadre and a secondary school cadre, and that when suitable vacancies arise a teacher of the elementary school cadre is not promoted to the secondary school even though he may be qualified for it. It would be good if opportunities for promotion are provided.

We therefore request,

1. That scales of salaries for different grades of teachers employed under Local Boards be raised to the level obtaining in government service,
2. That in fixing the salaries of teachers in the revised scale generous advance increments be given taking due consideration of the number of years of service of the teacher concerned.

(See the Next Page)

THE SOUTH INDIA TEACHERS' UNION

A meeting of the Council of Action of the South India Teachers' Union was held on Saturday the 9th August 1947 at the office of the Union. Eighteen members were present. The recommendations of the Rules Committee were adopted with a slight modification. The Convener made a statement of the work done so far and said that the Negotiating Committee had secured the following:

(a) Lower grade trained teachers in aided schools were assured a minimum of Rs. 20.

(b) Lower grade trained teachers under Local Bodies have a scale of Rs. 23-1-33.

(c) Higher grade trained teachers in aided schools were assured a minimum salary of Rs. 30 a month and have a time scale.

(d) Higher grade trained teachers in Board Schools have the same initial start as similar teachers in government service and have a time scale up to Rs. 40.

(e) Secondary grade teachers in aided elementary schools are assured a minimum salary of Rs. 40 a month with a small time scale.

(f) Secondary grade teachers in Local Board Elementary Schools are allowed a scale of Rs. 40 to 75.

(g) Secondary grade teachers in secondary schools under Local Bodies are now given a scale of Rs. 45-2-85.

(h) Grants to aided secondary schools have been increased from half to two-thirds of the net cost and the managements of aided secondary schools are required to adopt the Local Body scales and if they adopt government scales it would be admitted for purposes of aid.

(i) Physical Training Instructors under Local Bodies—Scales have been revised as follows:

S. S. L. C. plus Higher grade certificate in physical education—Rs. 50-2-70-2-95.

S. S. L. C. plus Lower grade certificate in physical education—Rs. 45-2-75.

The Negotiating Committee has represented to the government the following further points for early decision:

(i) The grant of adequate advance increments to teachers in accordance with their service.

(ii) In the case of secondary grade teachers in elementary schools the adoption of the same scale as for secondary schools.

(iii) The grant of house rent allowance to teachers on the same scale as for government servants.

(iv) Removal of the distinction in scales of salaries as between government and local bodies.

(v) Opportunities for promotion of qualified teachers from elementary schools to secondary schools under local bodies.

(vi) Free education for teachers' children.

(vii) Improvement in the conditions of service.

(viii) Adequate provision for old age.

The Leader then gave an account of the deputation which met the Hon'ble the Minister for Local Administration earlier in the day and conveyed to them the assurance that the points contained in the memorandum were receiving the active consideration of the government and that a decision on some of the more important points would be announced by the 15th August.

After a lengthy discussion on the further programme, the council resolved to await the decision of the government on the memorandum presented by the Negotiating Committee to decide further course of action.

S. NATARAJAN,
Secretary.

10-8-1947.

Continued from Page 198

3. That in urban areas where government servants are allowed house rent allowance, teachers employed under Local Boards be also allowed house rent allowance at similar rates, and
4. That the scales of salaries of secondary grade teachers employed in

elementary schools be raised to the same level as obtains in secondary schools and that facilities be provided for teachers employed in elementary schools to be promoted to secondary schools under the same Local Body.

Deputationists.

EDITORIAL

Free India

The emergence of Free India on August 15th is a matter of great joy and rejoicings. On this happy occasion we are thankful to God for the realisation of the goal. We cannot be too grateful to Mahatma Gandhi and his co-workers for the valuable services rendered to the country.

High School Broadcasts

Elsewhere in this issue is published a note by the All-India Radio, Madras, relating to the broadcast programme for July to September 1947 for high schools in this province. As the preface to the pamphlet says, "School Broadcasts are intended to furnish something which the teacher cannot normally provide and in particular to supplement the work of the school on the imaginative side." Schools having receiving sets will be rendering a great help in the education of the pupils by so arranging the school time table as to fit in with the two or three periods per week of broadcast talk. There are still many high schools that have not made any provision for radio sets. These are really losing the best opportunity for using this medium of education and are advised to equip themselves at an early date with receiving sets so that the pupils of these schools may not lag behind others that have such advantages.

The Right Step

Before the first world war, the authorities in our province had to meet the charge of indifference to technical and industrial education levelled against them by the public. They advanced the stock argument that the Indian student had no aptitude for mechanical and technical studies. For the last twenty-five years we have been witnessing an increasing tendency on the part of our students to join technological and professional colleges. It is astonishing that the authorities have not chosen to understand the signs of the times and

adopt suitable measures. They have been content with adopting makeshifts like rationing on communal or linguistic or territorial basis. Such a procedure might be excusable only in the beginning. Our leaders are not tired of saying that there is a real need to divert a large number of pupils from the literary course to technical courses. The public have been expecting the government to come forward with a planned programme of education, literary and technical in view of the increasing rush for admission to colleges.

It is unfortunate that there is no indication of education being approached with vision and understanding. Even the admission of students to colleges still continues to be a serious problem and there is a widespread feeling of dissatisfaction. However, the government seem to think that the present policy is the best. They may even feel that it is in the best interest of the country.

We deem it our duty to examine certain aspects of the policy governing admission of students to colleges. We are prepared to admit that the government have formulated the policy with the best of intention. It is no doubt a desirable thing to provide facilities for education to individuals of a section that has not hitherto availed itself of the opportunity. No one will, or can, object to the special provision of facilities if, in practice, it does not cause undue hardship or injustice to individuals of another section. Many of the arguments and sentiments that are freely expressed now and then create the impression that there has been a deliberate denial of educational facilities to a community. It is also freely mentioned that one community has some-how managed to enjoy a favourable position. Under such circumstances any step adopted by the government degenerates into a bitter controversy. An unbiased study of educational development in Madras will show that at no time the development of colleges and

schools has been deliberately planned to affect adversely any community. Even in compulsion areas the backward classes are found to be unwilling to join the school. There are numerous schools and colleges in our province many of them being denominational. They have been in existence side by side and carrying on their work without any hitch. No one can say that any community has enjoyed a privileged position in regard to admission or selection. Educational rules lay down that, no individual should be refused admission on the ground of religion or community. If the number of the scheduled class pupils in many schools be still limited no community can be blamed. While an attempt to remove the great difference among the several communities in regard to the percentage of school-going children will be certainly praiseworthy, it is unfair to use the present difference or inequality as an argument for restricting the facilities for education for the so called better placed community.

We appeal to the government to reconsider their policy from the broad aspect of national growth. There is constant reference to communal goodwill and harmony ever since the Congress party accepted office. The present policy regarding admission is likely to spoil the atmosphere in and around schools and colleges. The Minister for Education had himself referred to lack of discipline in schools on several occasions. Can it be denied that in and around schools there is constant reference to communal and sectarian feeling in some form or other? How can young students be expected to be friendly to one another and show a spirit of comradeship when each can see clearly in actual administration the effect of the communal proportion, ratio or preference?

Now that our Indian Union is to have a government of its own to manage its affairs and bear the entire responsibility, it is imperative that distrust and communal bitterness should disappear from our midst. Leaders and teachers

in our province should make people think in terms of the country and it is necessary that leaders including ministers should set a good example. It is essential that our pupils should be trained to regard themselves as belonging to the Indian Community, and to grow in a wholesome atmosphere of freedom, equality and comradeship. This ideal is a direct challenge to schools of today and teachers can hope to play their part if our leaders also realise their responsibility and co-operate with schools.

The present narrow policy does not fit in with the ideal of Free India. The right step needed to remove distrust and promote harmony is for the government to formulate the ideal that irrespective of caste, race or creed, every child has a right for education according to its aptitude. Let us not waste our time in unprofitable discussions as to who is responsible for the present position. It is for the government to give the right lead. What facilities have to be provided and how the aptitudes of pupils are to be judged are matters in regard to which the advice of the Board of Education may be sought with advantage.

(Continued from page 191)

Study of Sanskrit in S.S.L.C. Curricula

The Government of Madras have decided to revise their earlier order which omitted the study of Sanskrit in the curricula of secondary education, and have issued orders to revise the rules so as to include Sanskrit, Persian and Arabic in the curricula of the S.S. L.C. scheme.

Craft Training

The Government have approved the proposal of the Director of Public Instruction that short term training course in paper making may be conducted in eight selected centres in the province, the training being confined to teachers employed in schools in Local Bodies.

The South Indian Teachers' Union Protection Fund Ltd.

520, HIGH ROAD, TRIPLICANE, MADRAS.

	(Est. 1928)	
Total Assets		Rs. 1,00,000
Life Insurance Fund		60,000
Assured Amount		1,00,000
No. of Policies		2,600
Units		8,400

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 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

TRIPLICANE,
1-2-1947.

C. R. AIYENGAR,
Publicity Officer.

Change to
GIBBS
DENTIFRICE
because ...

***CORRECT CARE
ENSURES
HEALTHY TEETH***

If you clean your teeth with charcoal or other harsh substances, you are in danger of scratching them . . . and a scratched tooth quickly decays. Your doctor will tell you how decayed teeth — bad teeth — will undermine your health. Gibbs Dentifrice is specially prepared to clean safely without scratching. Change to *correct care* with Gibbs Dentifrice and be sure your teeth are healthy teeth: it is antiseptic, pleasing in taste and will leave your teeth white and *safely* cleaned.

GIBBS

-LASTS LONGER!
-COSTS LESS!

- IS IDEAL FOR CHILDREN

Gibbs Dentifrice

GD. 14-33

D. & W. GIBBS LIMITED, LONDON, ENGLAND

**தமிழ்நாடு ஆவணக்காப்பக நூலகம்,
எழும்பூர், சென்னை-600 008.**

தவணைத்தாள்.

சே. எண் :

ப. எண் :

[illegible]

S.F. 259A-6-1,00,000-30-1-84.