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The South Indian Teacher

NOVEMBER 1947

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NOTICE

ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

Annual Conference

The Secretary of the Federation extends a hearty invitation to the members of all affiliated and associate associations to attend the 23rd All-India Educational Conference, to be held at Rewa on December 23th to 31st 1947, under the distinguished presidentship of Dr. S. Radhakrishnan, M.A., D.Litt., Vice-Chancellor of the Hindu University, Benares.

Members of the South India Teachers' Union are requested to contribute to the success of the Conference by attending it in large numbers. The members wishing to attend should communicate direct with M. Kr. Gajraj Singh, Organizing Officer, 23rd All-India Educational Conference, Rewa, Rewa State, with regard to lodging and boarding and for the programme.

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THE SOUTH INDIAN TEACHER

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No. II

THE SEVENTEENTH SOUTH INDIAN EDUCATION WEEK

MESSAGES

1. From His Excellency the Governor of Madras.

The Organizers of the South Indian Education Week, which is to be observed from October 6th to 12th, 1947, have to be congratulated on their happy choice of the theme for this year's Education Week, viz., "Education in Free India," and on the comprehensive programme for each day of the Week, which they have evolved and which is sure to give an impetus to the spread of Education on sound and healthy lines calculated to promote the physical, mental and social welfare of the people of Free India. It is a good augury that as many as fifteen associations of a representative character have come forward to sponsor the Education Week, and I am sure that with their active co-operation and public sympathy the Week is bound to yield good results. It has been truly remarked that "where there is no vision the people perish", and it is pleasing to note that really constructive work is being done in this direction by the Central Education Week Committee, on which I am glad to find the Hon'ble the Minister for Education is the President. The Committee rightly lays emphasis on the vital part which the schools and colleges in South India have to play in the building of a greater India, and I wish the Committee all success in the laudable work in which it has been engaged for the past sixteen years.

ARCHIBALD NYE,
Governor of Madras.

2. From Dr. Amarnath Jha, M.A., D.LITT., F.R.S.L., President, All-India Federation of Educational Associations.

More than ever the teacher has a vital part to play in the New India which is now coming to shape. No state can prosper unless there is a sound system of education and unless those who are in charge of it are inspired by a lofty ideal. At the same time it is of the utmost importance that the teachers should be placed above want. As has been truly said, 'a discontented teacher is an unsatisfactory teacher; a teacher in distress is a menace to society.'

3. From Dr. S. R. U. Savoor, M.A., D.Sc., I.C.S., Director of Public Instruction, Madras.

I am very glad to send a message on the occasion of the celebrations of the Education Week. The South Indian Teachers' Union has very rightly chosen as the theme for this year "Education in Free India." The birth of a free and new India has given greater and more responsible opportunities for teachers, to revise and to reshape their work in the future so that the happiness of the people is built upon the imperishable solid structure of a good and right education. We have struggled for centuries happy in the thought that our rich cultural heritage will some day rise victorious against odds. We have now entered a new era full of hopes and pro-

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CONTRASTS IN A LIFE-TIME : COLLEGES, THEN AND NOW

RAO RAHADUR S. K. YEGNANARAYANA IYER

I had my College education during the four years 1903-6 (both inclusive). During these forty years that have lapsed since I ceased to be an undergraduate many changes have taken place in the lives of college students and I shall deal with some of these changes.

The first thing that strikes me is the phenomenal increase in the number of Universities, Colleges and students. In the area served by our beloved old Alma Mater the University of Madras 40 years ago there are six now in existence, Osmania, Mysore and Travancore Universities in the bordering Indian States of the Province and the Andhra and the Annamalai Universities in the Province itself besides our old University which is still growing strong. The number of First Grade Colleges teaching upto the Degree standard has also gone up and consequently the number of students as well, who study in these colleges. While on this topic of numerical growth let me mention in particular the phenomenal increase of lady students. They have invaded ordinary colleges in fairly large numbers and it has necessitated the provision of separate colleges for them wherever possible.

In our days the academic year coincided with the calendar year and did not begin in July as it does now. Our academic year consisted of two terms very unevenly divided, a short term, from January to March and the other a pretty long term from June to December. Our long vacation was for two months only and we had a short spell of holidays of about 15 days during X'mas.

Turning to a few things external and obviously one of the changes that I notice is the complete disappearance of "Kudumi" or tuft of hair of which we were very proud and fond. As we paid special attention to its growth as girls continue to do even now (fortunately bobbing has

not yet become fashionable among our girls) we took care to get it dried after morning baths. It was a common sight in those days to see the large number of college students walking along the roads leading to the temple of learning with books on one hand and a cap on the other, allowing their tuft to dangle behind them to get dried. Some might be seen giving it a deft stroke to expedite the process. Alas! for the "Kudumi". It has gone once for all.

So also, I am afraid, the caste mark that we used to wear. None of the Hindus failed to put on the mark, only some did it more blatantly than others and one could mark off boys into their sectional categories by the marks shining on their foreheads. All that picturesque variety is gone!

Our dress was slightly different. The ubiquitous jubba of to-day had not made its appearance. We would never dream of going to the college only with a shirt on. A coat, (often without a shirt) and a cap were considered the minimum items of dress required. Closed coats were more common than open coats and neckties. The cap has gone the way of the Kudumi and the caste mark! A well-known English firm had the monopoly of this item and the economic position of the student could easily be inferred from the cap he wore. Zamindars and Aristocrats wore caps with rich lace borders and ornaments and the poor students could easily be identified by his cap of two borders, the top one of narrow silk or velvet mostly torn and the lower one of uneven width left by the oozing oil of his toilet.

I see that smoking has become to-day the unmistakable mark of the forward boy: not so in our days. Perhaps chewing took its place with tobacco added in the case of smart fellows. That great luxury of the eighteenth century English gentlemen, tobacco snuff was

used by many of my contemporaries in the college.

I do not think that many radical changes have taken place in the matter of food; but some have occurred. The best amongst us would not look down upon a breakfast of cold rice with curds and pickles, if not on the week days, at least on the holidays. Moreover coffee was not so popular forty years ago as it is now. Coming as I did from a middle class family I tasted my first cup of coffee only after I began to earn my salary as a teacher after completing my college course. Even my richer contemporaries tasted coffee only once in the morning. At one o'clock at lunch time most of us had a course of food "Sambar and rice or curds and rice" in the language of the S. I. R. refreshment room. The number of coffee hotels was not a tenth of what they are now nor did they pamper to our tastes by manufacturing such a bewildering variety of sweets and savouries.

We had no talkies, nor even silent movies four decades ago. The only diversion we could enjoy was the Tamil drama and shows put up by some companies like that of the late Kalyanaramaier were very popular. Men usually took the part of the women except in the case of the famous Balamoni who was the rage of the time. Those among us who attended the theatre could easily be identified by their sleeping in the class the next day as the performance started at 9 p.m. and continued some time till 4 next morning and never ended before 2 a.m.

Nor were music performances so common or frequent as they are to-day. They were held in temples in connection with festivals or in the houses of rich men on occasions of their daughters' marriages.

Nor had we the modern advantage of cheap conveyance. Those who lived a mile or so from the college had to foot the whole distance. A few sons of rich men would come to the college in bullock bandies, single or double and the richer folk may have their own horse carriages; but 90% of us had to foot it out both morning and evening.

Turning now to education proper, we had not much of physical education worth mentioning. Certainly there was no qualified physical instructor graduating from the Y.M.C.A. college of physical education as at present. There was no medical examination at all at any stage in our school or college education. Games were played by a few. Football was more popular than at present and cricket not so popular, at least in the mofussal towns. A few sons of the upper middle classes played tennis, but we had one institution which seems to have gone out of existence to day. I mean a covered gymnasium with a gymnastics instructor who would in the evenings, help such of the students as went to him. The gymnasium was equipped with horizontal and parallel bars and had a good stock of dumbbells and Indian clubs of various sizes and weights. The instructor also helped us with regard to dandal, buski and other forms of indigenous exercises. I practised in my school days buski and dandal and did some exercise in my college days with the Indian club. Field games and track games that form such an important feature of the annual sports of colleges we had practically none. We had the mild excitement of occasional inter class or inter college football matches. We could not dream of big zonal matches within a university area and the inter university matches, cricket, tennis, hockey and football that occupy so much of attention of the present day students. In spite of all these I cannot say that the advantage is with the present generation. We were sturdier, perhaps the average age of the college students of our days was higher than what it is at present. 21 or 22 was the age of the graduate as against 19 of the present time.

The contents of intellectual education and its standard has remained practically the same. Science subjects are far more popular to-day than in our days and biological sciences were then taught only in some institutions. Economics had not become a main subject nor could we offer languages as optional subjects. Honours courses were instituted only some years after I left the college and

those of us who aspired to study and pass the old M.A. examination had to do so after private study. One important change in the B.A. examination deserves special mention. We had no books for non-detailed study and our powers of composition were tested by our being asked to write essays on subjects of which we could form no idea until we got the question paper on hand. We had to think out the subject matter and then write the essay.

From the point of view of religion and moral education except in colleges managed by Christian missionaries the same state of "masterly inactivity" continues to-day as in our days.

In the matter of extra-mural activities, the modern student has an advantage over us. We had our literary and debating societies where budding Surendranaths trained themselves to mouth-long sentences ending in a thundering peroration. Some colleges had their dramatic clubs that staged periodically plays of Shakespeare or some Sanskrit and Tamil Drama. The present day students have stolen a march over us in their organisations and youth movements which are not only provincial and interprovincial but global in their jurisdiction, but I am sceptical about the advantages which at any rate are counter balanced by serious disadvantages. I hope I am not wrong if I say that the spirit of trade Unionism has permeated these modern organisations of students. We old folk don't feel happy when we read of strikes of students because the principal of the college enforces discipline or still worse, when all students are not sent up for examination. What I cannot understand and don't in the least tolerate is the action indulged in by these organisations as if they are members of Trade Union Federation. When postmen and railwaymen go on strike the students declare a sympathetic strike as if they are also members of a similar organisation of workers. While I condemn such steps I am all admiration for the training that our boys and girls get in their parliaments which are being addressed

by popular ministers with student-chairman occupying the chair.

Forty years ago those of us who went to colleges and aspired to become graduates felt as if we are going to be the leaders of the masses. We were the chosen few and we had to set the pace of national progress. During these four decades of advancing democracy and two global wars, leadership in our province has gone from the products of college to those who like Sam Weller have taken their degrees in the University of life.

One other important matter in which also the advantage is with the present generation. "Those who have married and begotten children" said the wise Lord Bacon "have given hostages to fortune". They have very little freedom and no initiative. Most of us, undergraduates four decades ago were married and some of us were parents. Hence we were forced to take up any appointment that offered itself. But times have changed. Early marriages are rare both in the case of our boys as well as of girls. Young men of the present day have got greater freedom in the matter of choosing their careers and if they take one false step they may rectify it. Nor is he confronted with another problem. If for any reason any of our generation postponed marriage before he was twenty, say by ten years and wanted to marry at thirty he would have been forced to marry a chick of a girl of twelve or thirteen. Now-a-days he can choose a bride of any age he wants, thanks to Sarada Act.

Taking therefore a bird's eye view of the four decades that have passed since I ceased to be a college student I see that so many changes have taken place both in the externals as well as in the ideals of life. In some of these the advantage is with the present generation; in others with us of the older generation. But if I be given an opportunity to re-live my life I would like to repeat the life I lived with all its goods and bads and not cast a longing glance on the changes that have come about.

EDUCATION IN THE MADRAS LEGISLATURE

Grants to aided Institutions

Mr. T. S. Avinashilingam Chettiar, Minister for Education, stated in reply to a question asked by Mr. R. Suryanarayana Rao, that in the post-war education scheme, the principle of granting the same emoluments to teachers, whatever might be the agency under which they were employed, was accepted. No provision was made for funds required for the purpose. The post-war pamphlet only contained details of cost involved, if uniform scales of pay were to be introduced for teachers in all schools. The scheme to improve the emoluments of teachers had the approval of the Government of India. The Cabinet Committee in its report on the revision of salaries had to abandon the principle of "same emoluments" to teachers, as, apart from the differences in conditions of service between the teachers and Government employees and others working under local bodies and private institutions, the conditions of provincial finance necessitated the change. The question relating to assistance to local bodies and aided managements to enable them to increase the salaries of teachers had been considered many times and the Government had from time to time considered the increase of grants to these institutions. While it was for the local boards to devise means for meeting the extra cost involved, the Government had come forward to give the maximum possible help to aided institutions also. The Government had not under consideration any proposal to re-examine the whole question of salaries and allowances of teachers irrespective of the agency under which they worked.

Answering a supplementary question asked by Mr. Suryanarayana Rao, the Minister for Education stated, that if local bodies expressed a desire to increase their income for education, the Government would sympathetically consider and try to help them in the matter.

Mid-day Meals for School Children

Mr. D. Manjaya Hegde and Mr. R. Suryanarayana Rao each asked a ques-

tion relating to the supply of mid-day meals in compulsory elementary education areas. In the course of his reply to both the questions, Mr. T. S. Avinashilingam Chettiar, Minister for Education, stated that the Government had issued orders discontinuing the scheme of supply of mid-day meals to poor children from April 1, 1947. This was done in view of the financial condition of the Province. It was too premature to reconsider the matter.

Answering a supplementary question asked by Mr. Suryanarayana Rao, the Minister said that it was quite possible that the attendance might have improved when mid-day food was being given. In the first year, the cost was Rs. 22 lakhs. In the second year, it was Rs. 44 lakhs. At this rate, the cost would come to Rs. 4 crores. So the Government thought that they could not continue the scheme. Orders had been issued for the supply of re-constituted milk in certain districts.

Dr. Sir A. Lakshmanaswami Mudaliar asked whether, from the point of view of public health and nutrition, the Government would investigate the possibility of supplying mid-day meals to deserving pupils, in select areas. The Minister replied, that this question might be addressed to the Minister for Public Health. The Minister also stated that the Government could not accept the statement of Mr. Suryanarayana Rao that no progress in compulsory education was possible without mid-day meal.

Need for more facilities for education

Dr. Sir A. Lakshmanaswami Mudaliar, referring to the supplemental demand under the head of Education, congratulated the Finance and Education Ministers on the provision made for the expansion of education and pointed out that the criticism levelled by members for making this provision was not fair, Mr. Suryanarayana Rao had taken exception for the amount provided to raise the Tellicherry College into a first grade college. In his opinion, it was a

wise decision on the part of the Government to have made that college into a first grade one. Similarly, he wished to congratulate the Government on having decided to take under their management the Lady Hope College at Guntur. It was not a wise policy to allow local bodies to have control over university education. In the matter of opening of more colleges in the province, the question should not be viewed from a parochial standpoint. If Cuddapah did not have a college, it was not fair to contend that till that want was satisfied there should be no more college for Andhradesa. While self-sufficiency and regionalisation were good, there should be no impediments placed in the way of the Government opening more colleges in places suited for the running of such institutions. He was of the view that students in and around colleges in particular areas were given admission in as large numbers as possible and he therefore welcomed the move of the Advisers' Government when they decided that 40 per cent of seats should be reserved for students of the areas in and around colleges. He hoped this proposal would be adhered to by the Government. As regards the suggestion made for closing down the Muslim Women's College in Madras on account of dearth of students, the speaker said that it was not a wise move and that mere strength of numbers should not be the main consideration for deciding the question of whether a college should be closed or not. It was not a correct position to take up that the money spent on an institution should be proportionate to students studying in it. The problem should be looked at from a different point of view. This was not the time when they could afford to close any college whatever be the financial difficulties. Of course, the financial difficulties were due to the introduction of Prohibition, a policy to which the Government had committed itself, and the supplementary demand was not the occasion to criticise the policy.

Continuing, Sir Lakshmanaswami Mudaliar stated that nothing had disturbed the equanimity of the public more

than the question of denial of educational facilities to particular parts of the country or to a particular section of the people. In his opinion, nobody should be denied educational facilities and he would therefore plead with the Government for taking steps for further expansion of educational facilities, whether university or higher education. This year, seven more colleges had been opened. Next year, the rush for admission into colleges from high schools would be greater than this year. Judged from the sale of S.S.L.C. textbooks, the students appearing for the next S.S.L.C. Examination would be much larger than it was this year. Therefore he would appeal to the Finance Minister and the Educational Minister to take stock of the situation even now and try to increase educational institutions. The Government should take steps to revise the rules governing grant-in-aid to colleges and see that more technical schools were also opened before next March.

Sir A. Lakshmanaswami Mudaliar said that in the matter of nationalisation of transport, the Government should have a definite programme. They should have a systematic method of introducing the programme and the public should know the details giving the different stages through which the programme would be implemented so that the persons concerned might be in full possession of the facts and adjust themselves to the coming demand.

Minister's Replies to Criticisms

Mr. T. S. Avinashilingam Chettiar Education Minister, replying to the debate, said that it was true that there was a growing demand and a great rush for admission to colleges and that the number was on the increase every year. The Government were taking every possible step possible to meet this demand. But he would say that the country was going for higher education at much greater speed than they could possibly provide for. The Government were grateful to those benefactors who had started fresh colleges in the province to meet this demand. He would appeal to rich people to come

forward and help the Government in this respect and the country, for there could never be a better charity than that of providing education to the youth of the country. As regards the college for Muslim girls, the Minister stated that the college as it stood to-day, had only three out of a total of 14 Muslim girls on the rolls studying there and it was legitimately pointed out that an expenditure of Rs. 24,000 on that college was not worth-while. The Government took the step of closing the B.A. courses in that college, but in view of the representations made by Muslims and by the girls studying there that their studies would be disturbed, the Government thought it fit to rescind that order. But it had been made clear that the continuance of that college would depend upon strength of pupils joining the college in the coming year. As regards salaries of teachers, the Government were also anxious that they should be paid well so that the proper type of teachers would be forthcoming. But unfortunately they had their own limitations, the chief among them being the financial condition of the province.

Teachers' Salaries

As regards secondary schools, the Government had now raised their grant to two-thirds instead of half. As regards distinction in grades of salaries for teachers in Government and other schools, he said that the Government servants stood on a different footing. They were liable to be transferred from place to place and they had also administrative work when they were posted as Junior Deputy Inspectors. Complaints had been made that teachers in local board and private schools had no chances of going up in the profession. The justice of their claim had been considered and the Government had fixed that a certain percentage of recruitment to administrative posts in the department should be from the teachers in aided and municipal schools.

Continuing, Mr. Avinashilingam Chettiar said that the Government were anxious that the district of Cuddapah should have a college and he hoped that suffi-

cient co-operation would be forthcoming from the people in the district to start a college there very soon. A complaint had been made about the increase of fees in educational institutions. The Government had thought it fit that with the demand for higher salaries, for establishment of more colleges and for more grants for equipment, etc., the people who get the benefit of education should pay more. But the Government had not forgotten the conditions among poor people. They had provided that 20 per cent of the enhanced income should be set apart for giving half scholarships to poor boys.

As regards the provision of six lakhs for the Rajahmundry College, the Minister stated that it was not true to say that that amount had been withdrawn. The original estimate for the college was 36 lakhs but the Standing Finance Committee and the Cabinet considered the matter and they desired that the estimate should be reduced to 20 lakhs. On that understanding, they had provided six lakhs during the current year. A report from the Director of public Instruction was awaited.

S. S. L. C. Examination

In reply to a question put by Mr. H. M. Jagannatham, Mr. T. S. Avinashilingam Chettiar, Minister for Education, stated that the net profits earned by the S. S. L. C. Board by conducting the S. S. L. C. examination during 1949 was Rs. 53,600. The sale of S. S. L. C. text books was conducted by the Madras and the Andhra Universities and they had made a profit of Rs. 62,391 and Rs. 8,736 respectively in 1946. It was in the discretion of the S. S. L. C. Board to make such recommendations as were desirable, regarding increased rates to teachers doing invigilation work.

Admission Of Pupils In Colleges

Mr. T. S. Avinashilingam Chettiar stated in reply to a question put by Mr. R. Suryanarayana Rao, that prior to 1938 there were selection committees for choosing candidates for admission into the various Arts Colleges. In that year these committees were abolished as

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WHO TAUGHT YOU THIS?

D. KRISHNAYYA

Teacher, High School, Hindupur

"Who taught you this?" is the common complaint current and for all such, the teaching world is responsible and the responsibility of the teacher is doubly great, as we are now in Independent India where our education is shaped by ourselves. Independence does not mean indiscipline and to have the right sort of Education for free India, discipline of the best kind in all walks of life—specially in the educational world is urged. Grave responsibilities now lie on our shoulders as we have to manage the defence of our country both internally and externally too. As school is the basis of all true education, here it is that the seeds of discipline should well be sown for a mighty crop of self-defence to spring up.

World citizenship is advocated by Mahatma Gandhi, along with international outlook. Here again, school has to shoulder very great responsibility in shaping students to gain world

citizenship and in this the responsibility of the teacher is equally great. Leaving off the old outlook of life, the teacher must shape himself to share the great responsibilities devolved on him and then train up the children in his charge on the most modern lines.

'As the twig is bent, the tree is inclined', says Pope, and we have to shape these little twigs in a way suited to the high ideals and aspirations of Free India with entire orientation in the outlook of Education.

Our flag stands for freedom and culture and our duty towards All. In freedom's march we have to establish our stand in this land of ours which gave the World, Buddha—the Light of Asia, the song celestial—the basis for all philosophy. We must stand supreme in shaping the glorious future of the nations of the World.

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the Government considered that these led to favouritism. Instructions were issued to Principals of colleges that while making admissions to all classes the greatest care should be exercised in seeing that due representation was given to Non-Brahmins and other minority committees like Muslims and Scheduled Classes and to women. It was also pointed out that the fact that candidates from the backward communities did not possess equally high marks as others from the forward communities should not stand in the way of deserving candidates from the backward communities. Apart from certain directions in connection with giving further education and training

to demobilised personnel, the Government also instructed that 10 per cent of the seats should be reserved for Harijans from 1947-1948. The changed rules were made applicable even to students who passed out of the college, wherein they sought readmission to higher classes. Students who passed and sought re-admission need not automatically be admitted, but preference might be shown to them. The Principals of colleges were not consulted before the introduction of these new rules.

Replying to supplementary questions by the member the Minister stated that it was not necessary to consult the Principals. The Director of Public Instruction was consulted in the matter.

EDUCATION—THE MOST IMPORTANT NATION-BUILDING ACTIVITY*

If there is any nation-building activity which should absorb all that private individuals, public institutions and Government can give by way of endowment or talents or employment, it is the educational system of the country. Whatever moneys are in surplus whether with individuals or with institutions or Government can easily find profitable employment in education, and unless it is done the prosperity of the future generations, the culture and social outlook of the future are not going to be brightened. At the same time, it should be borne in mind that educational systems are to be left to evolve themselves from period to period and not to be violently changed according to the whims and fancies of heads of institutions or with the changes in the political atmosphere of the country. Education is the one subject where we cannot afford to make any mistakes or where we cannot be too careful. Mistakes now made will have disastrous consequences for generations to come. There seems to be little awareness of this. The absolutely unnecessary haste with which vital decisions in Educational matters are being taken is appalling. There is no method, plan or policy, nor vision or foresight. The result is great confusion. It is a sacred trust that everybody should be careful of handling with the utmost care and delicacy as the future generations and the entire future advance of the country would be at stake. It is said that the introduction of vernacular medium for the teaching of any subject however technical, would be a most patriotic duty for a Minister. But it ignores the simple fact that the neglect of other languages closes big treasures of literature relating to philosophy, sociology, the sciences and humanities. It may, on the other hand be well stipulated that too much attention to one language or one literature should be

avoided, but providing a uniform facility to open the student's mind to the rich treasures of different languages would be of a highly desirable nature. It is also to be insisted that education should be turned from the path of mere literature and culture bias into one of vocational and practical benefit so that the students may become more and more useful citizens, trained to rely upon themselves and upon self-effort for their future profession and prosperity. Education is an all India Problem. The training of future citizens deserves better and more thoughtful consideration than our Ministers are prepared to give it. It is best that the Educational Policy is laid down and controlled by only those who have devoted their lives to the cause of Education. It is in the student days, again, that the foundation is to be laid in the minds of the rising generations for harmonious social life, for avoidance of communal troubles, and for building up a spirit of comradeship which should characterise the life of people in any well-organised Society.

These habits and culture are to be developed in the class-rooms, in the sports fields, and in the scout camps. What our present-day system of education lacks is a moral bias. The richest principles of life are embodied in our Vedas and Puranic literature but the student of the school and the college classes seldom gets an opportunity of gaining an elementary knowledge of these high ideals of life. That is a sad defect in our educational system and let me hope that the future changes of syllabuses and curricula will give an opportunity for creating a religious and moral fervour in the minds of the rising generation. At the same time, the students who pass out have a sacred responsibility to Society towards the less-fortunate sections of the population. It has often been said that the 7 lakhs

* Extract from the Commemoration Address by Sri C. Ranganayakulu Chetty on the occasion of the Founder's Day Celebrations of R. B. C. C. S. High School, Perambur on Saturday 6-9-47.

of villages of India would always remain steeped in ignorance and crime. That is a warning which the rising student population should endeavour to get over. It may not be expected that with the great obligations of social reform that the popular Governments have saddled themselves with at the very outset of their career, it would not be possible for them to give special attention to the general uplift of the villages, much less to the general advancement of the standard of life and prosperity of the people. At the most, what they can do is only on an experimental basis as they have done for some of Pirkas of the Presidency at enormous cost of several crores of rupees. It only indicates that this task should be handled by other experts which can only be done by the student population who have the largeness of spirit, leisure and enthusiasm to give the necessary education to the adult sections of populations to teach them hygienic principles and more than anything else harmonious life between the communities; in short, it would be their sacred duty to change the outlook of society to a moral basis and high cultural relationship.

It cannot be denied that the advancement of the country should be towards peace, happiness, prosperity and this cannot be attained, until large sections of the population are imbued with the right spirit and make real effort. One great source for the happiness and prosperity of the people is the advancement of trade

and commerce and the alliance of science to industry. Let us hope that the National Government in power will give their earliest attention to give to the educational system the necessary turn towards trade, commerce and industry and less and less to service so that the most talented individuals of Society will eventually drift in that direction. Such consolidation of Society is a great ideal to be looked up to in days to come as we have gained political power but we have yet to conquer the evils of society and the enemies of peace and prosperity. For this noble uplift we can look to no more enthusiastic agents than the students of the country who will soon be coming out to make their career. You are more lucky than the generations that have passed by. You are free men and women and you will be the proud citizens of Free India. But freedom brings with it great responsibilities. You will have to shoulder them in future. Nothing will enable you to do so than sterling character, as an individual gentleman. A nation after all comprises of individuals. The better you equip yourself, the richer will be the country. Therefore, I earnestly hope and pray that you will spend the formative periods of life in earnest study, noble efforts and pure thoughts. Inspired by the great example of the past. I trust you will, in your own time, serve as inspiration and beacon light for those who come after you. May God bless you!

(Continued from Page 279)

raises for a bright and happy future. It is up to every one of us to plan with forethought, to draw up a well-considered workable programme and to work out that programme with enthusiastic vigour. We look forward to our dreams and ideals being realised in that programme so that not only the people for whom we work achieve all that they wished for, but also the workers get full satisfaction in that they are excellently appreciated and well-cared for.

I am sure that during the week the concentrated thoughts and efforts of all teachers will be productive of excellent results.

THE
SOUTH INDIAN TEACHERS' UNION
PROTECTION FUND LTD.
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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.

EDUCATION IN GREAT BRITAIN

"Our aim is to provide equal opportunities for all children, based on the ability of the child, and irrespective of the means of the parent...but there is even nearer my heart...the desire that all our children who are attending primary schools shall have at least four years of sound secondary education, suited to their ability and aptitude, entirely free..." (The Minister of Education, Miss Ellen Wilkinson. 1-7 1946).

(i) STRUCTURE

The system of education in Britain combines variety and freedom. Its most characteristic features in organisation are decentralisation of administration, the prominent part played by voluntary agencies, and the freedom of teachers from official direction on curricula and methods of teaching.

Teachers are servants of the local authorities or of the governing bodies of their schools. The relation of the central authority to Local Education Authorities is based on consultation and co-operation, though the *Education Act 1944* gave the Minister new powers of control and direction in order to secure the development of a national educational policy for England and Wales. This Act also set in action extensive educational reforms that are being carried out as speedily as resources permit.

Similar educational opportunities for all able to profit by them are being provided in Scotland, whose educational system has for centuries been a vigorous independent growth. The Secretary of State for Scotland has the central responsibility and he acts through the Scottish Education Department.

The great bulk of expenditure on education is met out of public funds, in part by the Exchequer from taxes and in part by local authorities out of local rates. Grants are made by the Ministry of Education to Local Education Authorities in proportion to their approved expenditure, the average rate being 55 per cent.

No fees are charged to the parents of children attending primary or secondary schools maintained by Local Education Authorities and books and equipment are supplied free.

(ii) PRIMARY AND SECONDARY SCHOOLS.

A child in Britain may start school at two years old if there is a *nursery school* within reach of its home or at three years old in a nursery class attached to a primary school. At present about one child in three attends school before the age of five, but it is now the duty of Local Education Authorities to provide a nursery school or class wherever there is a need for one.

At five years old every child must attend school and about nineteen out of twenty children in Britain attend publicly maintained or grant-aided schools.

At the age of eleven, boys and girls pass from the primary to the secondary stage of education. At present many children spend all their schooldays at the same school, but when reconstruction under the 1944 Act is complete, every boy and girl will attend a specially planned secondary school. Generally speaking, there will be three types to meet three main types of aptitude—the grammar school, for the more academically inclined, the technical school giving a general education linked with some branch of industry, including agriculture, or commerce, and the modern school that offers a general education closely related to the interests and environment of its pupils. But a number of Authorities are planning their new secondary education in the form of schools combining two or even three of these types of education. This will not interfere with the main principle that secondary education will vary according to the ability and aptitude of the pupil.

Every boy and girl must, after 1st April, 1947, continue to attend full-time school up to the age of 15. As soon as the supply of teachers and buildings

permits the minimum leaving-age will be raised to 16. Already a growing percentage of boys and girls stay on at school after the age of 15, whilst most grammar school pupils remain till they are 16, 17 or 18.

No fees may be charged for tuition, books or equipment in any type of primary or secondary school maintained by a Local Education Authority. The Minister of Education accepts the principle that opportunities of education in "direct grant" grammar schools (not maintained by Local Education Authorities but receiving grants direct from the Ministry) should be available to boys and girls capable of profiting by them irrespective of their parents' income. The parents of at least one in four pupils at these schools, usually 1 in 2, will in future pay no fees, and the rest of the parents will pay no fees if their income (with one child only) does not exceed £17-10s-0d. a week. Above that income fees graduated according to means will be charged.

A boy or girl may receive a *boarding school* education through the Local Education Authority where suitable. Further boarding school places are to be provided. Boarding fees may be charged in accordance with the means of the parents.

The handicapped child

If a child suffers from any form of physical or mental handicap, including "maladjustment" arrangements are made for him or her to be educated between the ages of 5 and 16 in a special school or class. The number of special schools is being substantially increased. Religion in schools

All children (unless their parents object) receive religious instruction and take part daily in corporate acts of worship in all county or voluntary schools, that is all schools wholly or partly financed by the Local Education Authority. Most parents have a choice between these two types of schools. In the voluntary school there is the opportunity for denominational religious instruction and in the County School religious instruction of an undenominational character is given where the

parents wish it. There are also a number of other ways in which the special wishes of parents with regard to religious instruction can be met.

Private schools

Other boys and girls whose parents can afford the fees and who prefer to send them there are educated in private schools. These are independent boarding or day schools of various types owned by individuals or groups of individuals. Many such schools voluntarily submit to inspection and this will be compulsory when the relevant section of the 1944 Act comes into operation.

Public schools

A minority of boys and a few girls of between 13 and 18 years of age receive their secondary education at independent public school. The public school, which is more often a boarding school, is a characteristic English institution which has made a very substantial contribution to English education. Many public schools date from the sixteenth century, some are still older. The public school system was widely influenced in the nineteenth century by some outstanding headmasters whose insistence on the importance of character-building helped to give public school education its unique character. High fees are normally charged for pupils of these schools but some scholarships are usually available from endowments and there is a growing tendency for the public schools to offer some of their places to Local Education Authorities who are ready to pay the fees of pupils from their areas.

(iii) TEACHING

Training

Many more teachers are required in order to carry out the educational reforms enacted in 1944. The Ministry of Education is pressing forward with measures to meet the demand and the number of teachers in grant-aided schools has already risen from 176,000 in 1943 to 190,000 at the beginning of 1947.

Besides the normal training institutions—training colleges and university training departments—which are being

expanded, there is a vigorously working scheme of special "emergency" training colleges for men and women from the Forces or other forms of national service who wish to become teachers. These colleges provide an intensive course of training lasting for one year, followed by two years' probation. Courses are included preparing students for work in nursery schools and in domestic subjects. The number of places at these colleges exceeded 10,000 by the spring of 1947.

The ministry of Education, the universities, Local Education Authorities, and other bodies provide a variety of short courses for practising teachers of all kinds, including teachers in technical and commercial schools.

Area organisations are being set up to secure a closer relationship between the universities, Training Colleges and Local Education Authorities and those three partners will co-operate to establish an educational centre in each area to serve as focus of interest and activity, not only for students in training and the staffs responsible for them but also practising teachers in all types of institutions in the area, and for the authorities themselves.

An interchange system

This is in operation whereby teachers from all types of schools in Great Britain widen their experience by changing places for a year with teachers from schools in the United States and Dominions.

Broadcasting and visual aids

School broadcasting is being used more and more as an additional teaching resource and a very successful one. Educational films and other visual aids to education are being produced with public money under the direction of two national committees expert, respectively, on production and on education.

(iv) HEALTH AND WELFARE OF SCHOOL CHILDREN.

Child Guidance

Organised development of Child Guidance began in Britain in 1927. There were in 1946 sixty-six Child

Guidance Clinics provided by local education authorities and forty-nine other authorities had established a child guidance service using clinics provided by voluntary bodies or other local authorities. Qualified psychiatrists are employed in all these clinics

School Health Service

All children attending schools maintained by Local Education Authorities receive regular medical examinations and free treatment for defects and ailments so discovered. The School Health Service will be closely co-ordinated with the new National Health Service.

School Meals

As soon as possible free dinners will be provided in all schools maintained by Local Education Authorities for all pupils whose parents wish them to have them. This service is being rapidly extended and already nearly half the children in these schools are getting school dinners. Until school dinners are everywhere available a small charge will be made to parents who can afford to pay.

Milk in Schools

All grant-aided primary and secondary schools have a duty to provide their pupils with at least 1.3 pint of milk each daily without payment. Two-thirds will be provided when milk supplies permit.

Boots and clothing

Some Local Education Authorities supply, or aid the supply of boots and clothing to children in primary, secondary or special schools. The cost is recovered from those parents who can afford it.

Playgrounds

Many schools at present lack adequate facilities for physical recreation, but the need for these is fully recognised by the *Education Act* of 1944 which lays down standards of provision to be made as soon as resources permit, not only for school buildings but for playgrounds and playing fields. Playing fields of up to 14 acres and more, according to size

and type of school, must be provided, preferably on land adjoining the school.

(v) FURTHER EDUCATION

There is a variety of opportunities for further education for those who have finished with full-time schooling, whatever their age. There is full-time and part-time technical or vocational training in day or evening courses for those who want to improve their qualifications for their calling in industry, commerce or art and there are non-vocational courses of every kind provided by public authorities and voluntary bodies. The Youth Service caters for the leisure needs of young people and when the new County Colleges are in operation they will make both vocational and non-vocational provision for the under 18s who have left school.

Technical or Vocational Education

Opportunities for technical or vocational education are very wide in scope and variety. Provision is for the most part made by Local Education Authorities in technical, commercial and art colleges, and in evening institutes. During the session of 1945-46 the London County Council alone catered for 150,000 students taking 300 subjects in 150 institutes. These institutes divide the students into classes of about 20 students each, and a great effort is made to attract as many students as possible.

Voluntary attendance at part-time courses, mainly of evening classes, is at present the most common form of vocational education. The practice of employers, allowing young workers paid leave of absence to attend technical colleges during working hours is, however, extending.

Technical colleges offer workers in industry training as technicians or as craftsmen. For technical training part-time National Certificate courses are organised by professional institutions, such as the Institution of Mechanical Engineers, and the Ministry of Education in conjunction with the technical colleges. These courses normally last three years and students usually follow them between the ages of 16 and 19, giving about 200 hours a year to the course. A

higher certificate takes a further two years' work.

Entrants to professions such as accountancy are catered for in a similar way and commercial courses are conducted in commercial departments of technical colleges or in commercial colleges. Technical colleges also offer a wide range of craft courses whilst industrial design can be studied in art schools.

The Ministry of Education in 1946 embarked on a scheme of re-organisation for further education with the object of fully meeting the educational needs of workers in industry and commerce by ensuring close contact between industry and education. Regional councils representative of the several branches of further education have been set up, also Regional Academic Boards, to co-ordinate the activities of universities and technical colleges at the higher levels of technical education.

The major technical colleges are to provide for both local and regional needs and, where demand for a course is limited, national schools or departments for particular branches of technology are being established either at departments in existing colleges or as independent national colleges. The Ministry of Education is also sponsoring the development of research in technical colleges.

Adult education:

A small but keen minority of people in Britain continue their education in adult life by means of evening classes, vacation schools and short courses. Adult education especially shows the national characteristics of variety and freedom.

Voluntary bodies, notably the British Institute of Adult Education and the Workers' Educational Association, are responsible for much of the work done whilst Local Education Authorities also provide evening classes in a wide range of subjects. In addition informal educational activities are carried on in numerous local clubs and centres throughout the country. In 1944-45 the W. E. A. catered for nearly 90,000

students in over 4,500 classes. The W.E.A. chiefly offers courses of evening classes extending over a year or a term whilst the universities organise 3 year courses of tutorial classes of a more advanced standard. The universities cater for a large number of students, by means of summer schools and (through extramural organisations) by means of courses complementary to those of the Local Education Authorities and voluntary bodies. For all these activities provision is made for direct grant from the Ministry of Education to the appropriate responsible body.

The Ministry of Education stated on 9th July, 1946: "Twenty Local Education Authorities have taken, or are taking, steps to secure the provision of adult education colleges, in some cases working in co-operation, either directly or by aiding schemes sponsored by voluntary bodies. Sites and premises for 12 colleges have either been acquired or are about to be acquired." At least one of these was operating and others were nearly ready by the end of 1946.

County Colleges:

As soon as the necessary provision can be made all boys and girls leaving school before the age of 18 will be obliged to continue their education by attending a County College, with a mainly non-vocational curriculum, for at least 44 whole days, or the equivalent, each year until they are 18. These County Colleges will offer opportunities for recreational and cultural activities outside the hours of compulsory attendance. A minority of young people - perhaps one in six - already enjoys some form of part-time further education in day continuation schools, technical colleges, evening institutes and the like.

The Youth Service:

The service of youth is not a mere war-time expedient, though it arose in its present form under the exigencies of war. It is concerned to provide increasing opportunity (without compulsion of any kind) for leisure-time facilities of all kinds for young people under 20 who have left school. The service is not merely concerned with providing re-

creational facilities but with training in self-government and citizenship and continued education in the widest sense of the term. It will be closely related to the work of the County Colleges when these are established.

Local Education Authorities, most of which have appointed one or more youth service organisers, are responsible for the youth service in their areas and it is their task to encourage existing organisations to extend their work, to fill the gaps not covered by voluntary organisations and to provide the machinery for local co-operation.

Besides the direct provision made by local authorities, instructors, premises and equipment are made available for activities organised by voluntary bodies and grants are made both centrally and locally to aid the work of the voluntary organisations which have been the pioneers in this field.

(vi) UNIVERSITIES

For boys and girls who stay at school till 18 increased opportunities have recently been provided for proceeding to a university to take a degree course lasting, usually, three or four years. (In medicine 5 or 6 years are required). All the universities provide for post-graduate work and research.

Scotland has four universities, all of ancient foundation, and Northern Ireland one.

There are 12 degree-giving self-governing universities in England and Wales. Oxford and Cambridge, each with a number of colleges, are very old foundations and are residential. The remainder, three of which London, Durham and Wales - also comprise groups of largely autonomous colleges, are mainly non-residential. The total number of full-time students before the war was over 40,000, and 23 per cent of these were women. Oxford and Cambridge account for 10,700, London for 12,800, the provincial universities for 15,400, and Wales for 3,400.

The universities, though self-governing institutions, receive money grants

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EDUCATIONAL REFORMS IN MADRAS PRESIDENCY

Mr. T. S. Avinashilingam Chettiar, Minister for Education, in a broadcast talk over A.I.R. Madras, on August 21st on "The proposed educational reforms in our Presidency" said:

"Reform of our educational system is long overdue. The objectives of our old system must give place to a new objective. Nobility of character, confidence, strength and basic unity of life and culture should be the objectives of any new education.

"Our children in schools should be happy and active. Instead of merely reading books, they must enrich their life by experience. Instead of merely obeying orders, they must learn to do and to lead. Instead of merely learning precepts, they must learn to acquire habits of hygiene and good life. It is with these objects in view that basic education has been accepted as the best possible method of education, in our elementary schools in this Province. The Government hope that, within the next few years, all training schools will be turning out men and women, well trained in basic education, who can take charge of all our elementary schools in the Province.

Secondary Education

"With regard to secondary education, a sub-committee of the Board of Secondary Education has been appointed to go into the details of reorganisation. The questionnaire that was issued by the Government last year has shed light on many aspects of this subject. This sub-committee will go into the various aspects of secondary education and will submit a detailed report to the Government.

"One of the main elements to be considered is the introduction of activity programmes in secondary schools, consistent with the syllabus and curricula of the system of basic education. These activities should be constructive and based upon one or more continuous crafts. Activities must be prescribed for girls' schools, as different from boys' schools. These will aim at educating

children for a profession, and help them to face life at the end of the secondary education period.

The self-confidence that should be inculcated in any child depends very much upon the pride and veneration with which it looks upon the country to which it belongs. It is necessary that emphasis should be laid upon the basic unity, rather than upon little differences which exist superficially among the various communities.

Position of languages

"In the coming reorganisation, the position of languages is very important. English, in the past, has been commanding a predominant place in our educational curriculum. While it may continue to be a valuable language which many of us will continue to study, it cannot continue to have the same position as before. The regional language will become the first and most important language. The medium of instruction will be through that language, which must be enriched so that it may become the medium through which the highest knowledge can be given, not only in schools and colleges, but also to the common man in the fields and in the streets.

"Next to it must come the national language. With the passing of the resolution in the Indian Constituent Assembly that Hindi should be the national language of India, its importance has become greater. It will be necessary for us to be proficient in that language if we are to have a proper place in all-India affairs.

"Then come the languages like Sanskrit or Arabic, in which some people will want to specialise. It is necessary that such opportunities be given, as these languages have been the sources of cultural life in the past.

"All details will be worked out by the committee of experts. Public opinion will be respected. I hope it will also be possible to publish the salient points of reorganisation for criticism and discussion in the Provincial Advisory Board of Education.

"With regard to religious instruction, I believe that a proper religious life is the source of all strength. If our young men and women are to become great and imbued with great strength, it is necessary that they should grow with faith in God and love for man. For this, a broad based and tolerant system of religious education is necessary. This will teach our children to be tolerant towards all and have respect for all religions.

"University education will also have to be remodelled to suit the needs of modern times. We want men and women of the highest knowledge and the greatest perseverance. Only people with these qualities will succeed in building up India. The curricula, life and atmosphere of our universities should be shaped towards that end."

From The 'Madras Mail'

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from the State (amounting to nearly £9½ million in 1946-47)

(vii) GRANTS AND SCHOLARSHIPS

For University Students:

Between four and five out of 10 university students in Great Britain are receiving financial assistance from other than private sources. Numerous exhibitions and scholarships are awarded from their own funds by all the universities and by private benefactions. At present 750 students a year can gain State scholarships tenable for university honours degree courses. Altogether some 1,500 scholarships each year are either directly offered or subsidised by the State besides a similar number of scholarships with maintenance grants from Local Education Authorities. State and other scholars can now obtain from the Ministry of Education such supplementary financial help towards the cost of tuition and maintenance as will enable them to take full advantage of the university course. Where the parents' net income is below £800 a year the scholarship will be made up to the full amount of the cost of tuition and maintenance and graduated allowances will be made where the parents' net income is between £800 and £1,500 a year.

Other State Scholarships:

For the benefit of students of art the Ministry of Education awards about 60 scholarships and exhibitions annually, of science students, about 50 scholarships. Travelling and industrial scholarships are also awarded.



BOOKS GO FAR IN AUSTRALIA'S OUTBACK*

SUSAN BARRIE

Families in remote parts of the Australian continent where the nearest neighbour may be 50 or 100 miles away depend upon books for much of their entertainment and information.

Already the famous Flying Doctor Service has brought to these courageous people modern medical and nursing facilities. As a logical development of this service the first Flying Library has been organized in the State of New South Wales.

Professor Macdonald Holmes, head of the Geography Department at the University of Sydney, works with the Sydney Sectional Council to direct the collection of suitable literature. He has the support of a women's auxiliary, which renovates, packs and despatches most of the books for distribution through Dr. J. G. Woods, the flying doctor stationed at Broken Hill, in the far west of New South Wales.

The women's auxiliary also raises funds on its own initiative with lectures, garden fetes, flower-shows, and other gatherings.

Children's stories for boys and girls, rugged yarns for tough old bushman, romances for lonely countrywoman, volumes of Australian poetry on the strange beauty of the inland—all are received in the outback with gratitude.

The Flying Doctor Service is financed mainly by money privately subscribed, although the Federal Government now allows it a subsidy of Rs. 80,000 a year. Each Flying Doctor Base costs about Rs. 75,000 a year to run, and as there are eight bases scattered throughout the Commonwealth the collection of funds is a never-ending task for the local councils, of the service which operate in each of the six capital cities. There are also State Government subsidies and private grants.

Each Flying Doctor Base is constantly in touch with outlying home steads through the pedal radio "transceiver" sets developed in 1925 by an Australian radio engineer—Alfred Tregear.

And now in addition to receiving details of medical needs and food supplies, and giving first aid service through the radio the base operator can also discover the settlers' requirements in reading matter.

New South Wales, so far the only State which has a flying nurse to work with the Doctor, has no trouble in distributing the Books collected. At the Broken Hill Base, the wife of the wireless operator acts as an unofficial librarian, filing the books and packing them ready for Dr. Woods or Sister Blance to take with them when they visit isolated homesteads in answer to radio calls.

The Bush Book Club of New South Wales is another excellent means of keeping outback people supplied with books. Last year the club distributed 8,000 books, and an even larger number of illustrated papers and magazines.

The club was founded in 1909, and is affiliated with the Victoria League. Unlike the Flying Library, it is not an entirely free service, but any country people may become subscribers for the nominal sum of Rs. 1-6-0 a year. They must also pay freight or postage on each parcel of books for which they apply, average cost being 0-8-6 by rail or 1-1-0 by post to any part of the State. Often the books travel more than 300 miles to their destination.

Letters received from the Club's many members bear witness to its success. From the remote town of Cullenburawong, a lonely country-

(Continued on Page 298)

BRITAIN'S MOST UP-TO-DATE EDUCATIONAL INSTITUTION*

Richmond High School

Britain's newest and most significant school is so isolated that few but experts have heard of it or seen it. It is the Richmond High School for girls, built on the outskirts of Richmond, a small market town in Swaledale, Yorkshire.

Completed after the beginning of the war, the school is futuristic in appearance, like others which have been planned on paper but never built.

Richmond High School is revolutionary not only in design; but marks a new departure in rural education, by providing a first-class grammar school education for country children. The school's 170 pupils come mainly from remote villages and farms, some of them travelling thirty to forty miles each day by bus.

In villages like this, children usually receive no more than an elementary education, at best continuing their studies in an old-fashioned secondary school in a nearby county town. This, of course, is to be changed under the Education Act, 1944. A school offering a broad, modern syllabus can give them new opportunities in life and open altogether new horizons. This the Richmond school has done.

Exterior Design

One storey high and incorporating the local, roughcast stone in its construction, the school stands on a low hill, fitting naturally into the landscape. Three acres of grounds include the playing fields, tennis courts, gardens and a central playground round which stand the school buildings.

A long main corridor is the backbone of the design. At one end is the entrance hall which can be joined with the main hall by pushing back sliding doors, and at the other end are cloak-rooms and the gymnasium. Short side corridors lead to the classrooms, each

sufficiently isolated to be free from outside noise and each with its own garden. The library, above the entrance hall, balances the height of the assembly hall in the front elevation.

Each classroom has a view to the south-east of open country stretching thirty miles to the Cleveland Hills. Large windows, left open when possible, run the length of the rooms and as high as the ceilings.

Interior Decoration

Simple, modern furniture, parquet and tiled floors, and restful colour patterns are features of the interior. Rooms are decorated in as many as seven colours without a wrong note being struck in the general colour harmony of the building.

The general character of the building follows the close-to-Nature trend of modern architecture. Nature has been considered not only in the design of the exterior but also in the planning of the interior.

The flowers, lawns, young trees—visible from every room—are an integral part of the design. It is impossible for a child to grow up at a modern school such as this without absorbing something of its beauty.

Modern Syllabus

At Richmond examinations are not the be-all and end-all of school life. While the School Certificate and Higher School Certificate are essential under the present system, they are not regarded as the only goal of secondary education.

Many of the girls take art and domestic science in their School Certificate, and would-be-nurses can study hygiene, physiology and anatomy in the sixth forms, taking their preliminary nursing examinations at school.

Interpretive movement and the modern dance are part of the curriculum

* To people in Australia's outback, thousands of books go out each year by plane, rail and mail, through the Flying Doctor Library service and the Bush Book Club.

and there is a weekly hobbies period, used for such different recreational pursuits as draughts, gardening, music, handicraft, painting, first aid and campfire.

During out-of-school activities include a weekly citizenship group, choir, orchestra, and dramatic society. Running their own clubs the girls gain poise and self-confidence.

By organizing excursions and occasionally sending pupils to conferences as delegates, the headmistress has given her girls a chance to see something of the world beyond Swaledale. One of a party of 25 girls who went to Switzerland for a fortnight had never before been on a train. The Upper Fifth and Sixth Forms recently went down a mine, an event which may be unique. Prospective nurses have visited a hospital in York and theatre parties have gone as far afield as Newcastle.

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

Followed below table in October 1947. (District-wise)

Kurnool	15
South Arcot	6
Salem	6
S. Malabar	5
Tinnevely	4
Kistna	1
Miscellaneous	1

Total 39

(Continued from Page 295)

woman describes herself as "a bit barmy about books". She writes that she was a city girl, and found farm life intolerably lonely, cut off from the theatre and movies. But, with regular parcels of books from the Bush Book Club, she is now content.

There are Bush Book Clubs, or similar organizations, in other Australian States. Queensland, Victoria and South Australia have clubs affiliated, as in New South Wales, with the Victoria League.

Miss Beulah Bolton, grey-haired, energetic secretary of the Bush Book Club in Sydney, personally reads the mail and supervises the packing of parcels, so that each individual subscriber gets, as nearly as possible, the type of reading matter he or she requires. Each parcel contains six books, and a good selection of periodicals. Members can write for parcels as often as they wish. Some ask for them each month—others only once a year.

Literary tastes vary from the wild west yarns and detective thrillers to Shakespeare, Dickens and Joseph Conrad. Australian authors rank high on the list of favourites.

And perhaps the most important function of the Bush Book Club is to open up for children of the outback whole new worlds of romance and adventure.

GLEANINGS

The Call to Youth

How perverse human nature seems to us when it will not go our way! During the dark days of war, age made to youth the soft, brave, candid confession: "We have failed you. We have brought about this sorry mess. We shall come and we will give to you, the young, the opportunity to build up a brave new world."

Parliament, the Education Ministries, the Education Authorities, the area and local Youth Councils and Committees have all endorsed that intention, and great work has been done. We have before us an early review of what is at least planned in one area, the First Report of the East London Youth Council. It is a brave and idealistic plan setting forth plainly the obstacles to progress, but calling for high endeavour towards the achievement of a great spiritual goal. Is youth answering the call?

We know the material handicaps and difficulties. Buildings and equipment cannot well be spared even for this important purpose when they are so desperately required for the more urgent needs of housing, feeding, clothing the people and supplying cardinal and elementary needs. Yet these are essential. Schools meantime are the venue of many social clubs, but this use of them raises problems and difficulties—the responsibility for wear and damage, the additional duties imposed on cleaning staff, the problem of finding such staff for late and early labour. The Report indicates the need and the willingness of Education Authorities to finance such requirements, but that does not solve the problem of finding the man power.

Some day, it is agreed and hoped, there must be in communities of any considerable size, youth centres which may cope with the many needs of the various clubs: common-rooms, work-rooms, gymnasia, libraries, drama and music hall, committee-rooms, etc. They will be equipped for many activities and pursuits. They will have to be manned with caretakers, canteen-

workers and most important of all, leaders and supervisors.

The Report stresses the need for interest on the part of local members of communities, the value of visits to the meetings, places of various youth clubs and of showing active sympathy. The call is sent forth again and again for leaders.

This, of course, is basic and cardinal. Everything turns on this matter of finding the right people to volunteer for this exceptionally difficult and almost sacrificial labour. It demands above all, a unique type of personality—one that can mix with the young of different ages yet be above them, can sympathise and yet control, can play with them and still command. Not one only, but many, will be needed for each youth club—or one, with many to assist or co-operate: there is the P. F. man, the musician, the dance leader, the stage manager, the skilled demonstrator in cookery and needlework, the sport specialist, etc., etc.

The authorities are willing and anxious to set up training schools and courses for such people, and in many areas valuable success has been achieved. Great service has been already given and is being given, quite apart from official schemes. The pre-Services training organisations, cadet forces, boys' and girls' clubs, church and social organisations, have for years done invaluable work, voluntarily and often without recognition. The war needs and the patriotic sentiment gave a great stimulus. Some of it still lives. But everywhere the need is felt for fresh recruits among the "official" ranks, the movers and leaders.

Appeals are made to the teachers, and many in the profession have answered the call. The help they can give, however, has its limitations. Though many already give their voluntary and invaluable service in the evenings and on Saturdays to clubs and guides, scouts, rambling and cycle clubs, summer camps and other youth activities, they are only a small part of the community. Specially

AVAILABLE LATEST 1947 EDITIONS

A HISTORY OF INDIA. By C. S. Srinivasachari, M.A. & Late M. S. Ramaswami Iyengar, M.A. Part III — "BRITISH INDIA, DOMINION OF INDIA & PAKISTAN"—Revised up to 1st September 1947.—(English) Price Rs. 5—10—0. Postage As. 10/- extra.

COMMERCIAL ARITHMETIC:—(English) By T. V. Subramania Iyer 2nd Edition. Revised to the latest S. S. L. C. Syllabus (1947)—Price Rs. 2—5—0. Postage As. 8/- extra.

S. S. L. C. TAMIL INDIAN HISTORY:—Special Prescribed Portion 1600-1805—By C. S. Srinivasachari M.A. & M. S. Ramaswami Iyengar M.A.—Tamil Edn. Price Rs. 2—12—0. Postage As. 8/- extra.

A SCHOOL HISTORY OF INDIA:—By M. S. Ramaswami Iyengar:—Revised up to 15th Aug 1947.—English Edn. 1947. Price Rs. 2—12—0. Postage As. 8/- extra.

LOWER SECONDARY ARITHMETIC:—Part II (English) Latest Edition:—By Radhakrishna Iyer and Vaidyanathaswami Iyer:—Price Rs. 2—4—0. Postage As. 10/- extra.

COMMERCIAL CORRESPONDENCE (English):—By T. V. Subramania Iyer—3rd Revised Edition. According to the latest S. S. L. C. Syllabus (1947). Price Rs. 3—0—0. Postage As. 10/- extra.

SRINIVASA VARADACHARI & CO., (Estd. 1879)

Educational Publishers, 2-16, Mount Road, Madras 2.

suitable as they are for many of the duties and contracts, it can easily be admitted that there are other types more congenial to youth and probably more effective.

The trouble is to find them. There were hopes that men returned from the services would roll up for the job. Many have. But these men, too, have their difficulties. Reinstatement has brought them their own personal obligations and tasks: finding a home, marriage problems, the need for change and recreation, the demands of their daily work, the need for quiet. We can not blame men and women for holding back from an onerous task; we can only honour the many who have given themselves to it.

The Report raises the question of a paid personnel, carefully chosen, trained and equipped. This will take a long time and in the meanwhile the urgency is stressed of multiplying the various "courses" and conferences and gatherings of all active and interested in the campaign. The heart of the movement must remain voluntary.

Certainly youth is getting its chance. The nation is atoning to it for the riddle into which it has been born. Is youth answering to its offered privileges? We speak of Youth Service. Some want the title altered to Service of Youth. But still the ambiguity remains. What is needed is to get youth to realise that, when so much service is being offered and rendered on its behalf, it has an obligation too; service is demanded of it in return. One thinks of the parable of the feast: everything sumptuously provided for the guests who failed to come! This, tragically, is the case with thousands of our young people. They frankly do not want what is so lavishly being attempted and offered to them. We think them perverse: indifferent they certainly are and ungrateful. They want to live their own life. They refuse to be shepherded and hand-fed and hand led. They cry out for entertainment, for pleasure, anything in the way of "uplift" is for many a matter of scorn and derision.

The Department's Circular, Number 177, speaks idealistically of helping

youth to aim at "the Highest spiritual, moral and cultural standards" and of devoting themselves to the service of the world's needs. Our many organisations, existing and planned, are helping in many places. But psychology and reason, as well as religion, will tell us that for the great ends hoped for—"one thing is needful": that is a change of heart, a compelling spiritual motive. Until that comes sweeping through the hearts of old and young, all our efforts are but rearguard actions.

(From the Scottish Educational Journal. Dated 1st, Aug 1947. Page 435.)

Health Education in Schools

"Train our children in good habits—in homes that provide decency and dignity, in schools that are not a mockery of all health principles and we shall see a healthy nation emerge before our eyes." So said Councillor Andrew H. A. Murray Edinburgh, Chairman of the Scottish Council for Health Education, last Saturday when he presided at the opening of the summer school on "Healthy Living" which is being held at St. Andrews under the auspices of the Council.

Councillor Murray said that every thoughtful person realised the need for health education, for how else could we hope to reduce the appalling cost to the nation which resulted from sickness and ill-health—much of it the result of ignorance or apathy? How else could we reduce the tragic waste of infant life, encourage children in good habits and help the adolescent through a difficult period of life.

The Council was very much alive to the fact that the nation's children were the first line of defence against ill health in the next generation, went on Councillor Murray. They were therefore now actively furthering the biggest and most important objective of all the introduction into schools of an agreed measure of health education, which was more important than many of the subjects in an already overcrowded curriculum.

(From The Scottish Educational Journal Dated 1st. Aug. '47. Page 430.)

Education and World Citizenship

For many years the ideal of education for citizenship has guided the thoughts of educational reformers, and, indeed has found concrete expression in the schools. The extension of the ideal to include world wide human relationships has not yet achieved the great results at which progressive thinkers aim. The reason for this is pointed out in a new pamphlet ("Education and World Citizenship") issued by the Council for Education in World Citizenship. The author, Mr. E. B. Castle, draws attention to the fact that the hope that democracy might free the world from war has faded away. The greatest wars in history have been associated with the era in which the ideals of democracy have been most widely accepted. This misfortune became inevitable when, in an industrial age, the ideal of national sovereignty merged with the democratic ideal to generate "the twin enormities of political and economic nationalism." War became more "total" because, being democratically based, whole populations were involved, and it became more terrible because of the weapons devised by science and industry. The pamphlet deals ably with the question as to whether States can behave like individuals, and discusses race prejudice and the failure of education in the past, and leads up to a description of UNESCO. Educationists will do well to consider the arguments the pamphlet produces, for they cannot absolve themselves from some responsibility for the unstable condition of peace at the present time.

(From page 146, of the 'Schoolmaster' dated 21-8-47).

Salaries Committee

Every province should set up special committees to go into the question of fixing the scale of salaries for all grades of teachers. The recommendations which these committees may make should be scrupulously adhered to. No exception should be permitted and all local bodies should be forced to adopt the recommended scales. It is time that public opinion was mobilized in favour of the teachers and the hands of the employers were forced to give a living wage to teachers. To say that funds are not available is only an ineffective excuse. Educational cess should be levied without any fear of opposition or its political repercussion to bring adequate revenues for this purpose. In addition to a decent scale of pay, teachers should be given such additional facilities, as compulsory insurance, free medical aid for the teacher and his family, facilities for giving cheaply higher and technical education to the sons and daughters of the teachers.

The younger generation cannot and will not be what we wish it to be unless and until we give our teachers a good scale of pay, and all other facilities and thus show our gratitude in an unstinted measure which they deserve. Starvation wages will obviously attract only devotees and duds and devotees are rare. Yet, do we give our children anything in the world more valuable than their education? Surely we wish our children to be influenced only by the finest obtainable combination of character and attainments. Teachers' wages then, should not be so high as to attract the greedy; but certainly not so low as to be the last hope of failures.

(From the Editorial, The Punjab Educational Journal, August 1946).

AN ANNOUNCEMENT

Mr. Walter Leifer, 21, Dringenberg, Brakel-Land on Westfalen, Germany, (a German Editor and student of Indian culture, Philology, Philosophy, Literature, etc.) desires correspondence with professors, students and journalists etc. on such topics. Those interested may write to him.

Editor.

OUR BOOK-SHELF

Annual Report, 1946-47 C. O. C.
High School, Perambur

The above annual report presented on the occasion of the Founder's Day celebrations on 8-9-1947 contains the following essential and noteworthy feature among other things.

1. The strength of the school was 1150 and of the staff 45. The problem of dearth of teachers continued as in previous year.

2. Half fee concession to scheduled and backward classes under rule 92, M.E.R. full fee scholarships under rule 32 grant-in-aid come, and the management's named of several full and half fee concessions to poor deserving pupils amounted to Rs. 8,450.

3. Teachers' children to a rule receive half fee concession and certain deserving cases full fee concessions too.

4. Seventy nine out of ninety two pupils that sat for the S.S.C. examination came out successful, working out 84%.

5. In addition to moral instruction in the class, more on non-secular and non-communal lines, the activities of the Sath Sangham give the Hindu students an opportunity of knowing and learning the Hindu Religion better. Religious discourses by eminent Pandits were arranged on almost all festival holidays.

6. Scales of salaries of staff have been revised as for those in Government institutions with effect from 1-4-1947. Dearness allowance is given at Government rates from 1-4-1948.

C.R.

Tales retold for easy reading (second series): Oliver Twist. Retold by JOSEPHINE PAGE. Publishers: Oxford University Press. Price is 3d.

In a neatly got up volume of 120 pages, crown octavo size, illustrated here and there, is told the famous and popular story which in the original by Charles Dickens occupies several pages running

into a big volume. The language used is very simple and difficult or uncommon words are explained in the foot notes at the bottom of the corresponding pages. The book can be usefully prescribed for non-detailed reading in V or VI form and will be a very valuable addition to library.

C.R.

Religion in Practice: by K. K. SWAMI
Price Rs. 1-1. Publishers: Moti Power
Printing Works, Narasimharaja Road,
Bangalore City.

The author is a retired Sub-judge and Editor of the "Sadhana". He has compiled this book in an abridged form from the various articles that appeared in that journal from time to time and had adapted some of the broad principles of the great religions of the world. As the title itself shows, the religion that is advocated here is practical religion — religion that has been lived by many great minds and great souls, a religion that should be lived by every one who wants to live in peace in this world.

"It is the conduct of one's life that matters and not what one professes or preaches. When one's life is not led in accordance with the high principles one believes in and preaches, that life becomes a pitiful rank hypocrisy and a source of the less cultured, in the society and sphere in which he is led. So an espousure of practical religion has a definite task in discriminating between those who profess to lead religious lives and those who actually live them.

It is the latter, however humble they may be, that are one's real exemplars and not the intellectually great and cultured persons, who are well informed in all the wisdom of the scriptures, but whose lives do not accord with the great and big things they talk about and expatiate upon, whenever they get opportunities to do so.

Practical Religion, which is nothing apart from life, ought to help one in his struggles to approach this goal. It is

like the spiritual police which is always on the alert to warn you against all pitfalls, with which the way of spiritual life is bristling. It consists in your imbibing the correct principles and living those principles in the daily round of your activities in whatever sphere your life is cast and whatever duties, high or low, big or small, you are called upon to discharge.

Practical religion is universal in its character and it is not the special privilege or preserve of any particular race or sect or denomination. It is the means by which man as man, is enabled to justify his existence as the son of God. Scriptures, prophets, devotions and the sadhanas that are enjoined by the various religions are helpful only as disclosing some of the lines on which practical religion should be based."

The author gives practical suggestions for leading a spiritual life, to be practised month by month so that these things may become a part and parcel of one's everyday life.

The book is handy and can be carried in one's pocket.

C.R.

1. A Text Book of Arithmetic, Part II for Forms II and III by S. RADHA-KRISHNA IYER and K. VAIDYANATHA-SWAMI IYER. Revised 28th edition. Price Rs. 2-4-0.

(Continued from Page 304)

less fortunate countries which are in comparative darkness and I think that in this cause the Nations which are economically and educationally advanced have a special responsibility. I wish your conference every success and I hope that you will be able to produce a workable plan for providing the right type of education, particularly in countries in which opportunities for education are restricted owing to economic and other circumstances."

UNITED PROVINCES

The United Provinces Government have recognised in principle the justification of the claim advanced on behalf of teachers in aided institutions that parity should be brought about between

2. Commercial Arithmetic by T. V. SUBRAMANIA IYER. Revised to 1947 S. S. L. C. syllabus. Price Rs. 2-8-0.

3. Elementary Science. Part I for Form IV by P. A. NARAYANA IYER.

Elementary Science: Natural Science, for Forms V and VI by K. C. RAMASWAMY IYER.

Elementary Science: Physics and Chemistry by MESSRS. V. N. VISWANATHA IYER and P. A. NARAYANA IYER. (Malayalam editions).

4. History of India, Part III-British India, Dominion of India and Pakistan (brought up to 1st September 1947) by C. S. SRINIVASACHARI and M. S. RAMASWAMY IYENGAR. Price Rs. 5-10-6.

5. A School History of India, Parts I and II. (from the earliest times up to 1st July 1947) by M. S. RAMASWAMY IYENGAR. Price Rs. 2-12-0.

All the above publications by Messrs. Srinivasa Varadachari & Co., 2/16, Mount Road, Madras, are the latest and revised editions written by authors who are experts in their respective subjects and well-known. The books are intended as text-books for the classes mentioned against them, and cover the syllabuses prescribed by the department.

C.R.

their scales of salary and the scales prevalent in Government institutions for teachers of corresponding classes. The following scales are adopted:

Assistant Master (Trained Graduates) including masters of classical languages and of Hindi and Urdu who are trained graduates. Rs. 120-8-168-8-200.

Trained undergraduate teachers including teachers of classical language and of Hindi and Urdu who are trained under graduates, drawing masters, and instructors of manual training. 75-5-116 E. B. 6-140 E. B. 7-75.

No change is suggested in the pay of headmasters of high schools (200-10-350) and of drill instructors.

Tuition fees have been raised by 50 per cent.

NEWS AND VIEWS FROM FAR AND NEAR

MADRAS

Over crowding in schools.

The problem is engaging the attention of the Government. While the number admitted in each educational institution has steadily increased, there has been no corresponding increase in accommodation, furniture, equipment and other facilities. The introduction of the shift system, it is understood, has been suggested by the Education Department in order to relieve congestion in schools and colleges.

The suggestion is that instead of the present practice of two sessions a day for five days a week for all classes, a school might be divided into two halves each working for single session of four hours a day. In the case of high schools, for example, one half will consist of forms I to III and the other half will consist of forms IV to VI. Each half will attend school one day in the forenoon and the next day in the afternoon alternately for six days a week. A similar arrangement is suggested for elementary schools and colleges as well.

The Education Department appears to be of the view that this suggestion if adopted would not only remedy the congestion in schools but lead also to better discipline in view of the smaller number of pupils coming under the care of teachers in each session.

In rural areas this could have the advantage of enabling the pupils to attend the school and at the same time help their parents in their domestic agricultural and trade operations.

Academic and A.T. Courses

Music in B.T. Course For a period of three years, to begin with, persons will be admitted to the B.T. course in Music provided they can satisfy the Principal and Professor of Music that they have received adequate previous training in Music.

Co-operation in Commerce Degree: Regulations governing the Honours course are to be modified with a view to instituting a B.Com. (Honours) Degree.

Co-operation will be a subject of study in the B. Com. (Honours) Course.

SCOTLAND

A number of educational organisations had their conferences in Glasgow in August. They were, International Federation of Primary Teachers' Associations, International Federation of Secondary Teachers, International Federation of Teachers' Associations and World Organisation of Teaching Profession. The subject that principally engaged the attention of the delegates assembled at these conferences, held separately and jointly, was the organisation of the exchange of pupils and teachers between countries with a view to developing a democratic and international spirit in secondary education.

BOMBAY

The Bombay Government have set up a period of ten years for introducing compulsory primary education throughout the province. Although the case for resuming full control of primary education is a very strong one, Government have decided, as a policy of compromise, to retain the present structure and to associate the chairman of the School Boards with the administration of Primary Education. About 36 lakhs out of the total of 32 lakhs of children have to be educated and the Government are bearing 96 per cent of the total expenditure of 9.5 crores.

Gandhi's message to UNESCO:

Mahatmaji sent the following message to the Regional Study Conference on Fundamental Education:

"I am deeply interested in the efforts of the UNESCO to secure peace through education and cultural activities. I fully appreciate that real security and lasting peace cannot be secured so long as extreme inequalities in education and culture exist as they do among the nations of the world. Light must be carried even to the remotest home in

Warning to Teachers

At the inaugural meeting of the Education Week on the 4th October 1947, Sir S. Varadachariar warned the teachers against entertaining too much hope in Free India. In a very critical and lucid analysis he corrected the erroneous impression that the English Educational System in India was intended to train Indians mainly as clerks and produce slave mentality and that teachers who thought that their salvation would be reached in Free India would be only living in a fool's paradise, since they were not likely to have a voice in the determination of the major educational policy and aims of education.

I do think there is much truth in the above observations. People who condemn the English system of education as introduced by Lord Minto may allow their political outlook to prejudice the case. They forget that the freedom obtained is due to the idea of nationalism that has been created and fostered as a result of that system of education which included a study of English History and the growth of democratic and freedom movements in other lands. That system also produced some of the best intellects in the land and the nationalist leaders of the country. Unless teachers organise themselves better and actually take part in the political life of the country as democratic citizens, they will have no voice in the shaping of education in the country.

A Wise Suggestion

Mr. P. Doraikannu Mudaliar speaking at a meeting of the teachers on Teachers' Day on the 11th October 1947, suggested that the Teachers' Day should be sponsored by the pupils rather than by teachers themselves.

This is a very good idea indeed and I trust the students of Madras under the inspiration of the All-India Students' Federation will take the cue and from next year onwards make themselves

responsible for this particular day. In ancient India pupils were even at the service of their Gurus and with the help of their parents were ever ready to minister to their master's needs. Following the same tradition it will be but fitting that pupils provide facilities for a Teachers' Day which means a well-thought out programme of tea party, entertainment and forum for teachers' meeting. This departure in the usual practice will be a healthy one. The students' organisation may also be invited to be one of the co-operating institutions represented on the Central Education Week Committee.

Students' Strikes

Reports of students' strikes here and there consequent on the increase in school fees are to be seen in the press and recently in Lucknow, the students seem to have indulged in violence and demonstration before the residence of the Education Minister of U. P.

This is a question which should be left to be decided by the elders particularly the parents and the public with the Government. While I personally advocate free education upto secondary level, in the present state of the finance of the country when the costs all round are rising, a little raise in the tuition fees should not be made much of. The rich can afford to pay them as they pay for other amenities of life. The poor should be given concessions, scholarships and even assistance by the rich. This is the only way by which the burden on the poor can be lessened. It is better that students take off their hands from affairs of this kind and more profitably utilise their time in studies and constructive work.

Are retired teachers no better than new recruits?

Here and there are found advertisements inviting applications for teachers' posts from retired members of the pro-

(Continued on Page 307)

FROM OUR ASSOCIATIONS

THE SEVENTEENTH SOUTH INDIAN EDUCATION WEEK

R. C. E. High School, Chidambaram

The celebrations of the Week were observed for three days on the 8th, 10th and 11th October 1947. Sri T. Govindarajan, M.A. of the Annamalai University inaugurated the Week. In his inaugural address the President wished that if any educational reorganisation of our country was to succeed, all schools must either be taken over by the State or be left to be run by teachers themselves. The Teachers' Day was celebrated on the 10th when Sri R. Kalyanasundaram Iyer, Retired Headmaster of the Pachaiappa's High School, spoke on "Teachers and their Mission in free India". The third day was the Parents' Day when Sri G. S. Kalyanasundaram Pillai, B.A., presided and urged the Parents to take a vital interest in the education of their children and look upon the teachers as the real guardians of their children. The function closed with a drama by the school dramatic club and dance by Baby Vasanthanayaki, a pupil of the School. Sri C. S. Ranganatha Iyengar welcomed the guests on all the three days and Sri C. D. Kalyanasundaram, Secretary of the Teachers' Association, proposed a vote of thanks.

C. A. M. High School, Kondanoor

The Week was celebrated on the 9th, 10th and 12th October 1947. Dewan Bahadur Professor C.S. Srinivasachariar, Principal, R. D. M. College, Sivaganga, opened the celebration. In his address he stressed the need for a school in every village and for the starting of more technical schools. Dr. T. V. Appaswamy Iyer, the local medical officer, presided

over the Parents' Day on the 10th. He pleaded for the cooperation of the parents with the school authorities in the education of the children and that parents should be a model to children.

"Education--The Teacher" was the subject of address by Sri S. Srinivasan, Vice Principal, Dr. Alagappa College, Karaikudi, who presided on the Teachers' Day on the 12th. He protested against the patronising attitude of the present day politicians who spoke of the profession as a noble one and wanted teachers to work with a sacrificing spirit but forgot that teachers too, were human beings with families to support. He advised the teachers to work wholeheartedly for the children who were entrusted to their care. Music and dance concluded the celebration. Mr. S. Raghavashary, Headmaster, welcomed the guests.

Secondary School T. A., Tanjore

The Education Week was celebrated on the 8th, 9th and 10th October 1947. H. C. M. McLaughlin Esq., District Collector, in his inaugural speech, traced a millennium of progress from the primeval life of ancient times to the modern era and observed that the time that had passed was but a brief passage when compared to the time yet to be and the educationist's part in shaping human progress however little counted for much.

On the Parents' Day after a welcome by Sri V. Guruswami Sastri, President of the Education Week Committee, Sri T. K. Srinivasa Iyengar, Advocate spoke on "Our Cultural Heritage with

THE SOUTH INDIA TEACHERS' UNION

SECRETARY'S LETTER

Information has been received that certain Municipalities and District Boards have not yet given effect to the revised scales of pay to the teachers in their employ. Government have been requested to order the local bodies concerned to give effect to these scales.

Special Officers of District Boards and Commissioners of Municipalities have all been requested to enable the teachers to have the benefit of the revised scales. It is expected that all local bodies would do so at an early date. If there still be any local body that has not done so, the Secretaries of Teachers' Associations in that area are requested to give particulars so that necessary representation may be made.

Some teachers in high schools under local bodies represented that the revision of salaries did not benefit materially many whose salaries were adversely affected by G. O. No. 4619 and those who had reached the maximum in the old scales several years ago. In order to examine this complaint and to present their case to the authorities Headmasters of secondary schools under local bodies have been requested to supply particulars under the following heads: 1. Name of the teacher. 2. Age. 3. Qualifications (general and professional). 4. Total period of service. 5. Date on which maximum in the old scale was reached. 6. Salary now drawn. 7. Any special remarks.

These particulars are now being received and the Negotiating Committee will take them up for consideration.

The following District Teachers' Guilds have sent particulars of the associations annexed to them in the annual return form: South Kanara, Kurnool, Nellore, Salem, Trichinopoly and Vizagapatam. The Secretaries of the

other Guilds are requested to expedite the sending of the annual returns.

A statement of receipts towards (a) Council of Action, (b) Conference expenses and (c) Affiliation fee, is given on the reverse.

A meeting of the friends of the S. I. T. U. and of Prof. M. S. Sabhesan was held on the 18th October 1947 and it was resolved that Prof. Sabhesan, our President, be felicitated on the occasion of his Shashtiabdapurnthi in February 1948. A Committee has been constituted for the purpose and the Committee contemplates publishing a commemorative volume containing among other things, an appreciation of Prof. Sabhesan's work in the College, in the University authorities (Senate, Academic Council, etc.), The South India Teachers' Union, The Library Association, Cooperation, etc.

Attention of teachers of local bodies is invited to the amendment proposed in regard to the appointment of Headmasters and Headmistresses. (vide Fort St. George Gazette, dated 23-9-1947, Rules supplement.) Secretaries of Teachers' Associations are requested to communicate their views at an early date so as to enable the Union to make proper representation.

The 23rd All-India Educational Conference will be held at Rewa from 28th to 30th December 1947 with Dr. S. Radhakrishnan as President. All members of the Union are eligible to attend the conference as delegates. Their attention is invited to the announcement published elsewhere in this issue. The symposium for the Secondary Education section is "Secondary Education--Its Objectives and Organization".

S. NATARAJAN,
Secretary.

Contribution to the Council of Action Fund

Amount already acknowledged	...	Rs.	A.	P.
	...	689	4	0
Association :				
Board High School, Atmakur (Kurnool)	...	5	0	0
Board High School, Cheyyar (North Arcot)	...	30	0	0
Board High School, Gudivada	...	23	0	0
Ramnad District Teachers' Guild	...	70	8	0
Tilak Vidyalyaya, Kallidaikurichi	...	15	0	0
Total	...	832	12	0
Contribution towards Madras Conference				
Amount already acknowledged	...	268	8	0
Mahajana High School, Erode	...	5	0	0
Board Middle School, Rajamadam	...	2	8	0
St. Joseph's High School, Trichy	...	5	0	0
Total	...	281	0	0
Affiliation Fee received from District Guilds for the year 47-48				
Coimbatore District Teachers' Guild	...	50	0	0
Kurnool District Teachers' Guild (Part)	...	23	12	0
Ramnad District Teachers' Guild	...	50	0	0
Total	...	123	12	0

a Modern Outlook". Sri M. Anantanarayanan, District Judge, presided

Sri C. Vedachalam Personal Assistant to the Special Officer, District Board, Tanjore spoke on "Education for our Boys", on the Pupils' Day and stressed the importance of character building. Miss S. Chinnappa, Headmistress, Girls Christian High School, spoke on Education for our Girls", Dr. N. Ramanathan on "Health Habits" and Mr. R. Raman of the Students' Congress on "Education I want". Sri. T. Krishnamachariar, District Educational Officer, presided

On the Teachers' Day, Sri. J. G. Konj Pillai, Principal, St. Peter's High School, spoke on "Teachers and National Service". Sri. T. V. Sadagopachariar, Advocate, presided. The celebrations concluded with a vote of thanks proposed by Sri A. Panchapagesa Iyer, the convener.

Board High School, Nandigama

The Parents' Association, the teachers of the local schools, and intellectuals of the town participated in the functions on all the three days of the Education Week from 7th to 9th October 1947. Educational reforms and the problems of the teacher were the chief topics dealt with

Invitations were received from the following places for the observance of the Education Week celebrations

Masulipatam, Trivadi, Virudunagar. Ambasamudram, Tuticorin.

(Continued from Page 305)

fession offering the minima of the local board scales for the different grades. This is an insult to the experience and prestige of the teachers most of whom have retired after thirty years of service. Instead of offering the maxima of the grades or at least the initial salary plus four increments as per the terms of the revised scales, to treat the retired teachers as new recruits to the profession discounting all the wisdom and experience gained in the course of the service seems to be a challenge to the profession itself. I hope that the members of the profession will not sell themselves so cheap but uphold the dignity for which the S. I. T. U. has always been fighting. Let them not compete with the new entrants and create a market governed by law of demand and supply.

Bengal Teachers' Resolve

The All Bengal Teachers' Association has resolved to maintain the *status quo* in spite of the political division of the province into two. Though this is welcome news it is doubtful if the association will continue to remain long without being split into East Bengal and West Bengal Associations. Since the provinces are independent each Government will have its own policy, programme and methods in the planning and administration of education in the territories under its jurisdiction. Naturally the teachers of the respective provinces will have their own peculiar problems to tackle and this will call for an organisation of teachers for each province. Hence ultimately there is bound to be an association of teachers for each province.

Yes or No?

Teachers are fed up with the endless discussion of the Reorganisation of Education. Our leaders and public bodies are not tired of dealing with the same problem indefinitely. Our leaders refer in strong terms to the thousand and one defects of our present system of education on all ceremonial occasions. The public gain the impression that teachers are responsible for the unsatisfactory position.

The Minister for Education has expressed his eagerness to take action as early as possible. The reorganisation of secondary education which is the pivot of the system was considered by a committee of the Secondary Education Board and its proposals were forwarded to the Government with the approval of the Board. These were approved by the Provincial Advisory Board; and meagre accounts of the proceedings of these bodies have appeared in the press. We are not sure whether the report of the committee has been made available to the public. It will be good to publish the report of the committee so as to give the public an idea of the approach to the problem. We are very anxious that the problem of reorganisation of secondary education should be solved as early as possible. A definite lead which leaves no one in doubt is expected from leaders, the press and the public. It will not do hereafter to go on picking holes and repeat the same old arguments. What about the educational needs of thousands of secondary school pupils showing a wide range of variations in talents, aptitudes and temperaments?

We are sorry that the editorial on "Secondary Education" in the "Hindu" of the 16th October 1947 has not given due consideration to the proposals of the committee. The public are apt to pay no heed to the proposals since they do not know the basis for the line of argument adopted in the editorial as it stands. They will treat the report as of no consequence. While no one can complain against the right of

an individual to criticise a proposal it is expected that the position should be fairly and clearly presented. In the general interest of education at the present moment when every citizen has to say "yes or no" in regard to crucial questions, we deem it our duty to remove the misleading impression that has been created. Curiously enough no reference has been made to statements in the report to give the public also a chance of coming to their own conclusions. The following points in the editorial are worth noticing: (1) the academic discipline, which, of course, should form the rockbed of every well considered education plan seems to have been assigned an unduly subordinate place; (2) too much emphasis has been laid on the bread and butter aspect; (3) The secretariat and professions are, it is stated, to be served by youths trained in non academic institutions; (4) That danger is to lose sight of the fundamental principle of all education—the principle that the pursuit of knowledge and learning is first and foremost, an end in itself and only incidentally a means to an end.

The report forwarded by the Secondary Education Board on which this criticism should be presumed to be based cannot certainly win the support of the public if there be any basis for the abovementioned criticism. We honestly feel that the criticism is not justified. In the first place the existing pre-university course is to continue as usual according to the report and fresh opportunities are proposed to be made available for the training of the youth through corporate activities. Those who are keen on continuing on old lines are at perfect liberty to carry on their studies as before. Any question of relegating academic discipline (whatever it may mean) does not arise. The reference to the bread and butter aspect seems to be in connection with the introduction of diversified courses in the high school. There is an all round demand for diversified courses and the

question has been engaging the attention of the Govt. for several years. The introduction of technical and vocational courses is nothing revolutionary or un-academic. This is no longer a matter for discussion in western countries and the report of the Secondary Education Board cannot but make provision for technical education. There may be a difference of opinion but it is a great exaggeration if a provision for a technical side be interpreted as too much emphasis on the bread and butter aspect. No educational system can ignore the bread and butter aspect altogether out of a false sense of academic discipline. Strictly speaking the technical education in the high school proposed in the report is only a preparation for a polytechnic and does not directly prepare for life. Further the technical courses include quite a number of subjects like languages, mathematics, social studies, etc. The report contemplates just a gradual progress in technical education, needed for the industrialisation of the country and does not expect every high school to start the technical side. The introduction of a technical side is more to meet the needs of quite a number of clever pupils with a mechanical bent of mind who can make rapid progress educationally through practical work or workshop practice. It is necessary to divert pupils to suitable courses, and prevent overcrowding in colleges where they cannot show progress. The criticism that the secretariat and other professions should be content with youth trained in "non-academic schools" is not a just criticism. There is no mention at all of "non academic" in the report and the commercial courses form part of the high school and pupils have to study general subjects in addition. Perhaps the classification of schools into academic and non-academic found in the speech of the Minister has led to the impression that non academic schools have nothing to do with subjects like languages, social studies, etc. While trying to provide a place for diversified courses in the scheme of secondary education in view of the general demand for it, the committee has taken care to make the secondary school still the chief

instrument for the general education of the people. Lastly we have to say that there is no suggestion anywhere in the report that the pursuit of knowledge is not an end in itself. Nor has undue importance been given to utility aspect. In view of these considerations we feel that the report should receive due consideration on its merits. This was drawn by a group of people who never laid a claim as reformers. The problem was approached in a realistic manner and what they considered best for our province is placed before the public. Let us all deal with the report with a spirit of determination to make a final decision and act.

Our lot

This time last year the atmosphere was tense and there was bitterness among the services. Processions, demonstrations and protests were the order of the day. The South India Teachers' Union had its own troubles and problems since the teachers in elementary schools were not getting even a living wage. In the depressed conditions prevailing everywhere normal work in schools was out of question and the office-bearers of the Union found it a hard task to retain the confidence of the rank and file. The government began to move and our readers are familiar with the events following the publication of the Cabinet proposals for salary revision. The discontent in the teaching profession became more acute since the Government had yet to understand the value of doing the right thing at the right time. The invidious distinction in salaries of teachers with similar qualifications but employed under different agencies, the option given to the management to pay the revised scales, the hesitation to give recognition to long service and the low salaries of teachers in elementary schools formed the subject for correspondence, interviews and publicity. Owing to the slowness and inability of the Government to do what was needed on the one hand and the increasing pressure from thousands of teachers on the other the Union had to adopt a sound and effective

line. The hard-pressed teachers had on the whole confidence in the Union and the Hon'ble Minister for Education whose help and kind feeling would not be known to many of our friends has rendered valuable service by persuading the Government to appreciate the difficulties of teachers and place them above want. The Union and the profession are grateful to him for the kind support he has given. It is unnecessary to deal with the later developments in April and May and no one can complain that teachers' demands were extravagant and unreasonable. At the present moment we are assured that aided schools must pay at least the local body scale and can even adopt the scales for teachers in Government schools. Some of the managements were good enough to appreciate the spirit of the appeal made to them by the Union and pay salaries according to Government scales. Our friends in schools under local bodies had a serious grievance till recently and the recent orders of the Government require them to pay the revised scales and also recognise the principle of weightage. Unfortunately some local bodies are still slow to move and such a tendency is seen among some aided schools. The Union appeals to such local bodies and managers to consider for a moment the great hardship caused to teachers under them. The managements are not without resources and they are now in a position to get higher fee income. We have no doubt that they are interested in their schools and that they will win the confidence of the public maintaining an efficient and well paid staff. The Union is watching the interests of those who have yet to get the benefit and they will be helping themselves by giving accurate information to the office of the Union. UNESCO'S Programme for 1948

We congratulate those responsible for the United Nations Educational, Scientific and Cultural Organisation on the draft programme of work for 1948. Six broad categories of activity are listed for the coming year, viz: Promotion of (1) International understanding, (2) Equality of access to the resources of education, science and culture, (3) The free flow of ideas and of materials of education science and culture, (4) Interchange

between cultures, (5) The use of knowledge for human welfare, (6) Free collaborative enquiry relevant to the objectives which UNESCO is to serve.

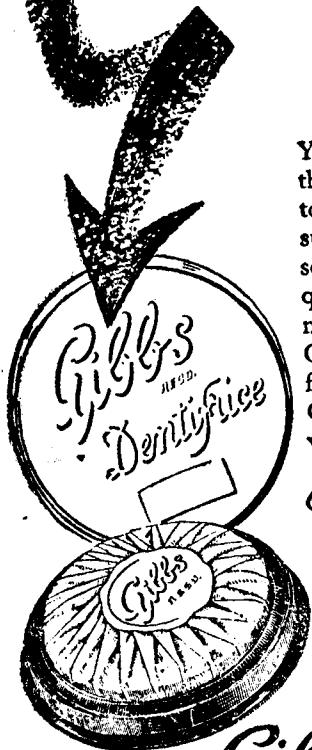
Any ambitious programme can be drawn. Unless the collaborating countries get into vigorous action in carrying out the best intentions of every one of those items, the programme and bring it into effect in all places on the face of the earth, all the efforts of the great world organisation and the money spent on it will have been in vain.

Education Week

Reports of the celebration of the 17th South Indian Education Week all over the province continue to be received in our office. As explained in our previous issue the observance of the week is part of the S.I.T.U. programme of public relations. We are glad to note that the public and the parents are taking a good deal of interest in the activities of school forming part of the education of their children.

The Madras Teachers' Guild deserves our congratulations for having successfully conducted a full week's programme. Noteworthy features are the arrangements for electrical recording and broadcasting of the inauguration function, dance and musical recitals by students of the City Girls' Schools, demonstration of school activities as expressed in scouting and handicrafts and the exhibition in the Bentinck Girls' High School and St. Christopher's Training College Vepery, at which Lesson Units, Children's Art and photographs of university life in England, were shown. The teachers and members of the public who went to this exhibition seem to have enjoyed the programme and appreciated the great care and interest taken by those responsible for organising the exhibition in making the lesson units as real and practical as possible based as they were on project methods. We hope that in the coming years emphasis will be laid, in the Education Week programme, on such practical aspects and school activities which have a bearing on service to society and the integration of school life with the needs of the community around.

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தவணைத்தாள்.

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