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The

South Indian Teacher.

45

Vol-20

NO-12

DEC-1947



Vol. 20, No. 12

Dec. 1947

The South Indian Teacher

DECEMBER 1947

उद्धरेदात्मनात्मानम्.—The Gita.

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Inland Rs. 4

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Single Copy As. 6

POSTAGE EXTRA

NOTIFICATION

To felicitate Sri M. S. Sabhesan on the occasion of his Shashtiabdaparthi in February 1948, a committee has been formed with Uadhyaya Sangha Karya Praveena Sri S. K. Yegnanarayana Iyer as President, Professor R. Krishnamurthi Iyer as Vice-President, Sri V. S. Gopalakrishna Iyer, Headmaster, Sir M. C. P. Muthiah Chettiar High School, as Treasurer and Sri S. Natarajan as Secretary.

The Committee is planning a commemoration volume and it is proposed that the volume should contain Greetings and Appreciations of his work by his numerous friends. Old Boys of Professor Sabhesan and his colleagues in his many spheres of activities are requested to send their Greetings and Felicitations to the Secretary, Professor Sabhesan's Shashtiabdaparthi Commemoration Committee, 520, High Road, Triplicane.

Donations will be thankfully received. The Commemoration volume will be priced at Rs. 5/- per copy for individuals and at Rs. 10/- per copy for associations and institutions. Besides these appreciations the volume will contain select speeches and writings of Professor Sabhesan and valuable articles on Education.

S. NATARAJAN, Secretary.

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THE SOUTH INDIAN TEACHER

Vol. XX

DECEMBER 1947

No. 12

EDUCATION IN A FREE SOCIETY*

DR. JEAN FORRESTER

Principal, St. Ebba's Girls' High School, Mylapore

Education in a free society! What does it imply? How is education in a free society different from that in an unfree society?

It implies, in the first place, education in a society which is free to choose what kind of education it wants, free to choose whether education shall be compulsory or optional; whether all children shall follow the same course or whether there shall be provision for diversity: whether education shall be general or vocational; free to choose how much of the national income shall be spent on education, a decision which affects vitally the quality and quantity of education. This freedom calls for a society educated to appreciate and understand the responsibility of its decisions in these matters.

Education in a free society implies, therefore, in the second place, an education which has as its aim the development and creation of people fit and able to choose; people who will not be swayed by the whim of the moment, by the emotional fervour aroused by an eloquent speaker, by selfish desire for personal advantage or by fear of others' opinions, but people equipped for choice by the possession of significant, relevant knowledge and a scale of values which transcends their own personal interests.

Freedom to choose presupposes a number of things from which to choose.

It is more than a choice between 'this' or 'nothing'. It must always be a choice between at least 'this' or 'that'. It is part of the genius of the system of party government in the democracies as opposed to the totalitarian states that there is always the possibility of an alternative Government if the present one proves too irksome. The members of a free society will demand opportunities of choice within education. This implies diversity. Free countries have experimented with different ways of obtaining diversity. Some favour different types of schools with very different curricula. Others favour one common type of school with different optional courses within the school.

Diversity presupposes freedom to experiment, and this is essential to progress in education. Too much of the discussion on educational reform in this Province is on the level of opinion instead of on that of experimentally ascertained fact, largely because freedom to experiment with curricula and syllabuses is denied the schools both by public opinion and by the Central authority. So long, for example, as it is laid down that English shall begin in Form I and be allowed so many periods per week it is impossible to prove either the truth or falsity of the contentions either that an adequate standard could be reached after three years' intensive study or that eight or nine years are

* Based on a talk at the Teachers' Day meeting during Education Week.

necessary. What is needed is that schools of comparable ability should experiment, some giving an eight year course, others a six year course, others an intensive three year course and compare their results. The first step in educational reform should be not a blueprint of a new system, a new curriculum, or fresh syllabuses, but freedom and encouragement to experiment with some plan for co-ordinating research. That would be freedom in education in a free society, not the freedom of caprice and licence, but the freedom to search for the truth in a matter, and to act in accordance with it when found. We must seek to escape from the bondage of opinion into the freedom of scientifically ascertained fact.

One other aspect of the free society which is relevant to education may be mentioned. A free society is one in which the rights of the individual are respected, and in which the individual fulfils his responsibilities to society. Education in a free society must work for the fulfilment of this. I once had occasion to ask some children to write for me what they considered the rights of human beings. It would be hard, from the teacher's point of view to better this even by a girl of 13 or 14. She wrote, "The rights of human beings are opportunities to grow, learn and live a good life". We might with truth well say that these opportunities should be found in the free society.

Opportunities to grow

A free society is one in which every one has the opportunity to develop his various abilities, physical, mental, social and spiritual, to their fullest extent. Education is concerned with fostering their development. What does this mean in practical terms? Every teacher knows that children develop at different rates and reach in the end very different levels of achievement. There must be diversity in education so that different provision is made for children of different ability. There must be some system of grading and selection. The bright ten year old and the slow 16 year old should not be in the same class. It is bad for both of them. They need different curri-

cula and different methods of teaching. I find a prejudice against grading among teachers. Few are willing to teach a backward group. It is felt to be an inferior task. In actual fact it requires more patience, resourcefulness, intelligence and skill than teaching a class of average or bright children. It is also sometimes argued that children placed in a B or C group will develop an inferiority complex. Whether they do or not depends very largely on the attitude of their teacher to them. It might be asked what happens to the 16 year old who is always being surpassed by the bright little 10 and 11 year olds in the same class? It is also argued that a child "should have a chance". What chance has a slow child in a class where everyone else can learn much more quickly than he can, and what kind of a chance are the quick ones getting if they are obliged to waste their time while the teacher explains for the fifth time something they understood after the first explanation?

If we are to grade our children we must provide them with curricula and methods suited to their ability. It is mere stupidity to grade and then expect all to cover the same ground in the same time by the same methods and with the same standards. If the maximum personal development is the aim of our education we shall interpret the desire for equal opportunity for all as equal opportunity for development. This depends not on every child being served with the same educational fare but on each child having the fare suited to his needs and abilities. If a child is to develop satisfactorily he needs, among other things, a balance of success over failure. He needs, therefore, the kind of tasks in which he can succeed and the time in which to learn at his own rate. He needs if he is intelligent, tasks that make real demands on him, that give him a sense of victory over difficulties when they are completed. It is nonsense to think that the same task can satisfy the needs of both quick and slow children. This is not to say that the quick and the slow can never work together. There are many activities in which they can co-operate,

games, art, music, making a geography model, acting. The girl who can never do her Mathematics is sometimes a better actress than her contemporary whose sums are always right. We need to think out ways of organizing our schools so that children have the maximum opportunity of learning at their own rate as much as they can absorb. It may mean the abolition of our present class unit system of organization, the introduction of large lecture groups of 100 or more taught by all the modern methods that have been devised and found useful, and small study groups of 10 or 12 of similar ability. It may mean more individual work and less class teaching. It may mean the inclusion of a wider variety of subjects and activities in the curriculum, with the possibility of alternative courses according to interest and ability. It may mean different approaches to the curriculum for different children, the substitution of activities and projects for the present passive methods of education. In a free society there should be rich diversity within education, different curricula and syllabuses worked out by practising teachers themselves.

With diversity in education we are much more likely to be able to develop that power in our pupils which is essential to the members of a free society, the power to think for themselves and to come to their own conclusions. There are several things in our present practice of education which militate against the encouragement of these abilities. There is far too much emphasis on rote memory. An elder brother wrote to one of my Form V the other day, "Learn your Chemistry by heart from the beginning and you will be all right." There is a great tendency for pupils to think that the way to salvation lies through learning as much as possible of the text-book and notes by heart, to say nothing of the model answers. There is a place and a very important place in education for good annotated texts for language work. But there should be no place at all for those enemies of true education, the model answer. They are sheer ruination to decent education. They discourage the

pupils from thinking for themselves or from making a real effort to understand, they destroy any decent standards of scholarship or study. And it is within the power of the teachers to abolish them. It is worth noting that educational publishers with a regard for high standards and an all-India reputation do not publish such things. Good notes as I have said are necessary and the University would be doing a great service to education if it would provide well annotated editions of the passages it selects for the S.S. L. C. Examination.

I have so far been emphasizing the individual development of pupils and have been suggesting that in a free society the education must be adapted to the needs and abilities of the pupils. It is now time to turn to the other side of the picture.

Opportunities to Learn

The child wants and needs to learn about the world in which he is growing up. In the recently published report of the Harvard Committee, "General Education in a Free Society", the Committee point out that in a free society it is necessary to maintain the balance between sufficient diversity in education to satisfy individual needs and the provision of a common core of knowledge and ideas which shall form a bond of unity between the pupils. There is always the danger of a democracy, because of the emphasis it places on individual freedom, falling to pieces for lack of a unifying purpose and a common outlook and scale of values. This common bond education must supply. If children are to grow up into responsible citizens they need to understand something of the social and economic structure of the very puzzling world in which they have to live. They need to realise the ultimate dependence of man upon nature and the fundamental importance to society of the food producers, to understand something of industrialisation and what it means, something of the ways in which people are dependent upon each other both within and beyond the national boundaries. Children need to learn to value and appreciate the heritage into which

they entered, not with a blind loyalty that will brook no change but with that critical loyalty ready to appreciate the good and to work for the reform of what is amiss. If we are to send our children out into the world equipped to play their part in modern society our teaching must be relevant to the life they see around them. It is not enough for example, that they should be able to work sums in compound interest. They should know also the part that interest plays in life, in Banks, loans, investments, Post Office Savings Bank etc. We must also face controversial issues in school. These are often omitted from the curriculum through fear of biasing the children in any one direction. This I venture to think is a shirking of our responsibilities as teachers. I should like to quote from the Interim Report of the Council for Curriculum Reform (England). The Council do not support the use of the schools for the indoctrination of the pupils with any particular political creed, but on the question of bias they write as follows:—

"Some bias is inevitably present, since few people can shake off the result of their environment and their former attitudes, but since this is an expression of the individuality of the teacher and of his standard of values, to eliminate it would be to eliminate all life from his teaching.

"What is imperative is that he should be conscious of and usually declare his own bias, and that he should train his pupils to be careful to distinguish between opinion and fact. Often by stating his own bias, the objectivity of approach on the part of the class can be more assured than when he claims an impossible partiality. Where controversial subjects are concerned, what is required is an atmosphere of argument rather than of dogma.

"It must be remembered that the school is often the only place in which a boy or girl has an opportunity of applying scientific methods of argument. This is not even attempted in the average home, or by any political party, and it is certainly not achieved in the Press. If, therefore, through fear of bias, controversial issues of the

modern world are kept from children in school, they will be sent out into the world unprotected against blasts of modern propaganda."

Our children have a right to be given in school both that information and those methods of thought that will equip them to withstand subversive propaganda. This leads to my last point.

Opportunities to live a good life.

What is the good life in a free society, and what has education to do with it? I once asked some adolescents what they meant by freedom. "Freedom", one of them replied, "means choosing the right or the wrong as I please and bearing the consequences." This is rather a naive view of freedom, but it shows realism and a certain amount of responsibility. She realised that if she had freedom to choose she had to accept the responsibility for the results of her choice. Freedom is not release from all obligations. It is the acceptance of obligations. Young people have to learn this. The good life is one in which we are free to do the right as we see it. The right is not something we learn by precept or even completely by example, but by action and participation. We learn the good life by living amongst people who live it. Children can only learn the responsibility of free choice by being given opportunities for responsibility and the making of decisions. They need standards to guide them, criteria against which they can measure their decisions and the decisions of others around them. "Is it really honest?" "Is it really loving?" "Is it really for the good of all or just for my own advantage?"

Children will take their standards not from what we say but from what we do. I remember, when I was about to start my teachers' training course, one of my sisters, then aged 10, coming home from school and saying, "We asked Miss X what—meant. She told us to find out. She did not know herself". So clearly do the young see through us. It is a terrible responsibility, but it is true that our children's attitudes are largely a reflection of ours. If we are

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GUIDANCE AT THE SECONDARY STAGE

By DR. C. M. FLEMING

Reader in Education, University of London Institute of Education.

Belief in the value of cumulative recording and acceptance of the desirability of vocational guidance are directly related to recent recognition both of the existence of individual differences, of the importance of studying and satisfying the whole personality, and of the value of the successful functioning of the largest possible number of members of a modern community. There is now more awareness than there was in the nineteen-thirties, not only of the social requirements of human beings but also of their inter-dependence. It does not seem unduly optimistic to say that there are also signs of a greater sense of communal responsibility, and to claim that a reflection of this may be noted both in the extended provision for the better feeding of infants and children of school age and in the proposals made to secure fuller educational opportunities for every adolescent.

Echoes

The existence of individual differences secured recent official recognition in England through the Education Act of 1944. In this there may be found expressions reminiscent of the educational generosity advocated by Luther or by John Knox in the sixteenth century and now operative in many parts of the world. Arrangements are to be made to provide for all pupils opportunities for free secondary education . . . "neathir the sonis of the riche nor yet the sonis of the poore (may) be permittit to reject learnyng; but must be chargeit to continue their studie, sa that the Commounweal the may have some confort by them." (John Knox, 1560.) It carries echoes also of the comparable plea of Comenius a century later that "not the children of the rich or of the powerful only but of all alike, boys and girls, noble and ignoble, rich and poor, in all cities and towns, villages and hamlets, should be

sent to school." In its interpretation, however, there seems reason to believe that while the research evidence of the nineteen-tens as to the extent of individual differences appears to be accepted, there is some danger that the evidence of the nineteen-thirties as to the reality of variability of growth may be neglected. The phrasing of the 1944 Act runs on: "opportunities for education offering such variety of instruction and training as may be desirable in view of their different ages, abilities and aptitudes and of the different periods for which they may be expected to remain at school"; and accompanying documents indicate that determination of the nature of this education is to be made in the light of the findings of school records and tests; and exclusion from full intellectual stimulation in academic secondary courses is to be effected for most pupils at the age of eleven. The acceptance of the value of a cumulative school record may be interpreted as the dropping of a facile belief in the constance of an initial intelligent quotient or accomplishment quotient. (If such ratios were quite constant there would be no need to claim that several measures are better than one.) The use of the word "aptitude" implies on the other hand a retention of the conviction that exact prediction is possible that an order of merit in test performances at eleven or at thirteen will be paralleled by a similar order of success in the more complex activities of a secondary-school course at sixteen or in the skills of a profession or trade at twenty-one.

Differences in abilities

Recent evidence on these points may be recalled briefly. Pupils do differ in abilities. There is a wide range of differences of performance among them in any activity which can be measured; and there is as wide a range of differences in physique, in interests, and in

wishes at each age through childhood and adolescence. (Comparable differences among pre-school children and among adults may be mentioned as part of the background of any educational guidance which may be attempted.)

Pupils also, however, differ in rate and in regularity of growth. Attempts to evade the consequences of such differences by the ability-grouping of the nineteen twenties proved as incomplete a solution as did the similarly motivated aptitude-testing of the nineteen-thirties. Pupils do not "stay put." A group which is homogeneous in September in respect of mental age, of subject age, of so-called aptitude, or of physiological age will prove heterogeneous by Christmas. While there is some relationship between the present average performance of a group and their later average success in more complex skills comparable to those of technical or academic life, the exact degree of prediction for any one individual is not high. Where attempts have been made to follow the development of pupils even through four years of a technical high school course it has been found, for example, that correlations of scores in individual performance tests with later success vary from + 0.01 to + 0.28 while those for batteries of such tests are of the order of + 0.30 to + 0.54.

Some implications

This evidence as to variability and irregularity of growth does not, of course, justify the decision that the attempt to give scientific vocational guidance should be abandoned, and that allocation to educational courses should be made on other than objective grounds. The comparative weakness in subsequent academic or technical courses on the part of certain pupils who did well in analytic selective examinations does not indicate the desirability of reducing still further the numbers who are admitted to continued educational stimulation. Still less does it support the claim that selection should be made on the personal whim of a head-teacher or of a committee which has a preference for certain sorts of mannerisms and certain types of carriage or appearance.

It has to be judged in the light of the quite comparable number of subsequent successes among those whose earlier ranking was relatively low; and its implications seem to be that the doors of higher education should be thrown open ever more generously since the possibilities of improvement and the likelihood of success are now known to range much more widely than was formerly supposed.

Human beings are more than aggregates of abilities. The relative position of an individual in a group is therefore on this account also not quite constant. The general direction taken by a series of performances over a number of years is more informative than any one testing—however skilful that single testing may be. Abilities of all kinds are likewise now recognised as being more susceptible to training than used to be believed; and the word "aptitude" with its claim to exactness of prediction is, for all these reasons, becoming replaced by the word "interest" with its admission of the possibility of change of emphasis and consequent change of wishes.

Cumulative records

Cumulative records are an aid to vocational and educational guidance because they draw attention to the value of a study of the whole individual in the setting of the school—his interests, health, preferred activities and personal attributes as well as his abilities and intelligence. They provide opportunities for successive recording of the results of objective testing; and they also encourage the observation of relative success in real-life situations which are akin to those for which selection is desired.

Their findings (if their contents are sufficiently objective) are more valuable than the results of any single traditional examination. Their use represents an advance from the still more outmoded technique of reliance upon a subjective school report and a selection interview. There is not, however, present warrant for determining a child's ultimate educational or vocational fate by the evidence even of a cumulative record.

without adequate provision of opportunities both for continued diagnostic study and for readjustment of educational treatment at later stages in the light of later interests, maturing powers, and subsequent personal wishes.

Conclusions of this type are confirmed from many series of studies of the later performance of apprentices in industry after differentiated training in mechanical and motor abilities. They find support in the records of the inadequacy of mere ability-testing and "aptitude-testing" of the recruits who required allocation in the army. They are in line with the growing evidence of the part played by observable interests both in relation to the vocational guidance of adolescents and to the vocational success of adults. With the methods of "aptitude-testing" it is possible to produce a list of men who are more likely than many to make good cooks—for an army in a hurry. What dare not now be claimed is the detection with its aid of all the men who could profit by such training or the rejection of all those who would not. The suitability of such methods of initial testing and classification for deciding the educational (and probable vocational) fate of millions of children is, however, an issue to be decided also on other than statistical grounds. It is related to one's whole conception of the purpose of education and the value of human blossoming.

"Three types"—a myth

Mention may at this point again be made of the myth as to the existence of three types of child corresponding to the administrative provision of buildings which may house separate schools of "academic," of "technical" and of "modern" type. Recent evidence both as to the variability of human growth and the complexity of human functioning indicates the inadequacy of such a clear cut division. There are a few children who are interested only in ideas and a few who are interested only in things. There are some who are not aware that they are interested in anything at all. There do not seem, however, to be enough pupils with such markedly twisted functioning to fill

even a classroom in any district where measurement of interests has been attempted. There is also no evidence which would lead one to believe that segregation of such pupils when they do appear is any more desirable on educational grounds than any other form of artificial segregating of human beings. Human abilities (under adequate stimulation) are not found to function in such one-sided fashions. The interest-profits of pupils can be shown to vary as widely and to show as great a complexity of pattern as their ability profiles.

Gradual—not saltatory

On grounds such as these it may be remarked that there is, in recent evidence, no support for a marked change of educational treatment at any one age during adolescence. Human development is gradual rather than saltatory in nature. The reactions of adolescents are in direct sequence to their responses and their behaviour as little children. Consciousness of change may come suddenly; and adolescents, or their friends, may one day realise with startled surprise that they are now nearly adult in physique or in independence of outlook. The changes themselves, however, have developed as gradually over a number of years as do the corresponding modifications of senescence and the comparable transition to senility or the acceptance of old age. The philosophic fiction of last century (according to which adolescence is marked by psychological changes of profound significance and rapidity) has not found support in more careful observation of the behaviour of actual boys and girls. Life-adjustments to society, to oneself and to one's work of the type described by Adler do require to be made in the process of becoming socialised. The gradual acceptance of oneself in relation to other people, the discovery of ways of contributing to the welfare of a group and the working out of a viewpoint upon life—all these form part of the enterprises upon which all human beings are inevitably engaged. These activities do not, however, begin suddenly with the onset of puberty. Still less can it be claimed that they

receive marked impetus at the same age in the case of all children. The fact of individual differences (of the deviations which are describable along with any average) requires, therefore, now to be taken into account in this sense also in any discussion of proposals for the wise educational treatment of young people. All boys and girls do not attain any type of maturity at any one age. Some boys of twelve are as near adult status as some girls of fifteen in any aspect of developing that can be named. Some boys of sixteen are as immature as some girls of eleven.

A waste of human capacity

The last thirty or forty years have seen various educational experiments which attempted to use administrative devices as an answer to this fact of the existence of differences among pupils. Ability-grouping has been tried and found inadequate. Selection by interview has been attempted and proved unreliable. Aptitude-testing has been adopted and has shown itself to be more narrowly specific than was anticipated. A return is now being made in many quarters to the alternative proposal that a solution should be essayed by means of more skilled adaptation of instruction (by variations in method and in classroom organisation) to the changing requirements of individual boys and girls. Diagnosis and adjustment are matters for the skilled teacher. All boys and girls benefit by many-sided stimulation. Not all are ready for each

new step at the same time. The direction which development will take depends, however, very much upon the opportunities offered. There is in all countries a tendency to discover types of talent corresponding to the types of curriculum which happen to be available at the time; but where such selection of children is practised there is now known to be a waste of human capacity whose extent can as yet be only dimly realised. The degree of flexibility and educability existing alongside the fact of individual differences is much greater than was admitted even twenty years ago; and those countries like Scotland, The United States, Australia, New Zealand and Scandinavia in which a relatively diversified and continuous educational stimulation is offered throughout childhood and adolescence are, in the light of present evidence, making an educational provision which is more in line with the facts of human development than that represented by certain of the outmoded and unsupported generalisations of documents such as the Norwood Report or the White Paper and the Pamphlets which accompanied the English Education Act of 1944. There is no way of adjusting a school to the requirements of children except through the provision of many sided stimulation accompanied by continued study of the achievements, interests and reactions of individual pupils as they grow.

(*"The Schoolmaster"* of 28th Aug. 1947)

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open with them and ready to admit our mistakes they will respond. If we praise only those who get good marks and not the slow who try but never get very far we may produce children who will use any means fair or foul to get marks. May I close with a few sentences I have taken from a criticism of English education. I have changed a few words to give it our own terminology.

"The prevailing system of education makes it appear that the value of any school lies in the percentage of S.S.L.C. eligibles, whereas it really lies in the

effect it has on those who never get as far as the examination, for they are the majority. The real criterion of success is the extent to which it meets the existing needs of all its scholars."

Success in the S. S. L. C. is not essential to living a good life, but certain other standards of achievement, honesty, the spirit of service and right relationships, which it should be the privilege and duty of the school to foster, are. Let us see that freedom and right living are inalienably bound together in the minds and lives of our young people.

Jai Hind!

SKILLED TRAINING FOR THE YOUNG

C. HARCOURT-ROBERTSON

There are few things more pathetic or more dangerous to the community than the "dead-end" kid: the boy or girl who on leaving school, has entered some "blind alley" job which, assuring a quick return in weekly wages, offers no prospects of any advancement.

The British Government has been concerned with this problem, and the Ministry of Education has initiated a number of plans for technical training during the latter part of schooling. A new step forward has now been taken by the Ministry of Labour and National Service with its "special aptitude" scheme for the assistance of young people who wish to study skilled crafts or trade, but lack the means of doing so. Under the new scheme this frustration need not occur.

On leaving school, the boy (or girl) is interviewed by the local Juvenile Employment Officer of the Ministry of Labour, perhaps taking with him a letter of recommendation from his school teacher. If his talent and desire justify it, the whole machinery of the Ministry will then be mobilised on his behalf. The Regional Officer will find him a job of the type required and, if the distance be too great for daily travel, will arrange lodging for him near his place of employment, besides looking

after his welfare by keeping in constant touch with his employer as well as with the boy himself. The Ministry will make generous allowances for his living and other expenses to which his employers will also be invited to contribute.

Useful Plan

The scheme has its limitations. It does not apply to training for professional careers, for which the Ministry of Education has its own arrangements. It is confined to training for a skilled craft or trade for which a recognised period and degree of training is required, and in which there are good prospects; and even here, it excepts those for which a premium is required or where board and lodging are provided as part of the conditions of employment. Neither can it be applied to boys or girls who, by choice or by necessity, are already working away from home.

But within its limitations it is a useful plan which should do much to provide careers for the poor but ambitious while helping in no less measure to build up and maintain Britain's greatest asset—her pool of skilled labour, the craftsmen who established her past greatness and on whom her future still depends.

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SRINIVASA VARADACHARI & CO., (Estd. 1879)
Educational Publishers, 2-16, Mount Road, Madras 2.

DR. ANNIE BESANT AND HER EDUCATIONAL IDEALS

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Introduction:

Dr. Besant was one of the greatest figures in human history in the 19th and 20th centuries. She was a dynamic personality and toiled strenuously in all the four departments of human life—political, educational, social and religious—not only with energy and enthusiasm but also with clockwork regularity and patient perseverance. She found India in deep slumber, fallen from its greatness as an ancient nation and branded with the inferiority of subjection and without any sense of self-respect. She made it her duty to reawaken India and restore it to its pristine glory and pre-eminent position in the world as in the days of yore. For this purpose she dedicated her life and with a deep moral earnestness set about to rouse India from her gloom and stupor. She worked for it ceaselessly and untiringly wielding a powerful pen and endowed with a golden persuasive voice. Her writings are very numerous and we can know from them how she wanted Free India to be. She was captivated by India's past heritage and culture and desired to recapture the spirit and atmosphere of Vedic and Upanishadic India. Having attained independence albeit of the dominion status variety—it is but meet that we get to know clearly what her educational ideals were. She regarded that in a rightly directed education alone lay the only way of training for the motherland citizens who would be worthy of her past and therefore capable of building her future.

Education: a national duty

Dr. Besant felt that education was a national duty. It was not so much a matter for the government as it was the duty of the people. Fathers and guardians ought to be the people who should fashion national education. It

must not be a matter decided upon by governmental necessity. It must be designed and carried out in accordance with the ancient traditions and national habits, and adapted to modern needs to meet at every point the growing requirements of an ever-increasing nation. In her time as at present—the people continued to overcrowd the ranks of the learned professions and the ranks of Government Service.

In Dr. Besant's opinion those were not things that make a nation great, however necessary they might be and however necessary they were for the mechanism and administration of the nation. The things that made a nation great, from the standpoint of material advancement, were not the learned professions and the government service but, scientific agriculture, well-devised manufactures, thoughtfully planned arts and crafts, and the innumerable forms of workmanship that go to the building up of national wealth. Dr. Besant felt that the onerous duty of carrying out an educational policy of the above description did not rest merely on the Government but on the people also. There should be schools built by people by money from out of their own pockets for it was then alone that education could be run on the wished for lines for national development. She did not like that pupils should flock by thousands to missionary schools as they would then be moulded in an anti-Indian fashion. The result of education imparted in high schools would be the creation of people who were at best bad Hindus and not Christians—a kind of hybrid stock who would be of no use to the country. It was an article of faith with Dr. Besant that Hinduism was the grandest of all living religions and it was the religion to lead the country to salvation. It was her confirmed belief that if an

Indian was despiritualised, he would be de-nationalised. That was why she pleaded with all and sundry to make education a concern of their own and start their own schools on private endowments. India was not too poor to establish schools of her own maintained by private endowments, judged by the fact that the people were able to maintain large crowds of men as mendicants in the full strength of vigorous life though they were innocent of all sacred learning and had nothing of the Sannyasin except his cloth. If only the charities were turned into channels that fertilise instead of those that corrupt, Dr. Besant was convinced that India would have wealth enough to educate her sons and daughters and make possible a new life in the future.

She was very much against the mounting cost of higher education which was breaking the narrow incomes of the parents. She found higher education being blocked more and more to the class which needed it most—a class hereditarily learned, but always poor. They were being largely shut out from the costly education of the day. To this she proposed a remedy.

First of all she required educational boards to be formed all over the country one for each district. Every town should have an educational committee consisting of members actuated by noble motives who should start schools all over and work them on effective lines. They should visit the rich merchants of the town who should be asked to subscribe so much for a month for some years. Recognition by Government would certainly follow. She next wanted to have colleges and universities started free from any sort of governmental authority. Intense propaganda should be carried on to create public opinion especially among the princes, the great merchants and employers of labour so as to induce them to recognise the degrees given by Indian Universities as valid credentials for those who seek employment. Dr. Besant wanted a change of attitude on the part of the people who looked upon foreign degrees as the only ones that should be considered as passports to

services and professions. She believed in Indian Universities for Indians in which Indian degrees should be given in Arts and Science and Industries that are useful for the national unfolding.

The aim of education

Dr. Besant found the education imparted in schools and colleges to be an apology for it. Education was subordinated—it is so even now—to the wants of the examination room. Far more time was given to guessing what was more likely to be set by way of questions and trying to cram the boys with notes that would give them success in their examination than to the training of the boys for citizenship. To quote the inimitable words of Dr. Besant, "Education is a failure if it is merely cramming the boy's head with a lot of isolated matter poured into his head as into a basket, to be emptied out again in the examination room, and the empty basket carried out again into the world." The education imparted then—as now—made a boy a nervous wreck instead of making him lively, energetic and vigorous to take up the burden of the work of the world. When the youth ought to be brimming over with life, the educational grinding left him a sickly, worn out, man to fight the battle of life nerve exhausted and nerve overstrained as to his brain. The aim of education appeared to be the gaining of a degree to get a berth in government service or in the learned professions.

According to Dr. Besant it should be to draw out the faculties of the boy on every side of his nature, to develop in him every intellectual and moral power and to strengthen him physically, emotionally, mentally and spiritually.

The training of the boy's body was as important a part of education as the training of the mind. He should be trained to regard the body as an instrument for working in the world. No school, no college would be considered as doing its duty if physical training were not an integral part of its curriculum. The essential qualities of a good citizen would be cultivated only on the playground. The boy would learn the very qualities which ought to be

developed in him for making him a man of action and a true patriot. His practical capacity could be fostered thereby.

The emotional side of the boy should be properly attended to and nurtured. The culture of emotion formed a vital part of education. Emotion could breed hate which would ruin a nation. It could create lasting love and amity which conduce to the well-being of nations. The boys should be taught to cultivate emotion on the side of love—the emotion which grows into virtues—and to discourage the emotion of hate—the emotion which grows into vices and ruins the nations. He should be taught that national life depended on the unity of the organism called a nation. If the emotional training of a man be neglected, he would become selfish, would think of his own gain, his own advantage and his own prosperity without caring for the national welfare. He would be a menace to society and to national welfare. The words of Dr. Besant in this regard are amply borne out by the circumstances obtaining this day in our country. The food scarcity, the black-marketing of essential commodities and the rampant corruption practised by many—all these are the fruits of mal-education and the neglect of emotional training. The subordination of individual gains to the general good and common prosperity should be taught to the young.

The boys ought to be developed intellectually. Intellectual education was to be a scientific one, rather than an exclusively literary one—an education that would add to the productive resources of the country and not lead only to the learned professions. The emphasis should be equally placed. The bearing of education on commerce was phenomenal. Unless the trading classes were educated the commerce of the past could never be revived. Though the commercial classes were shrewd, as a rule, they were too narrow in their views and too wedded to their particular fashions to do what was needed for the nation.

The most important objective of education according to Dr. Besant was

spiritual education. In India things had gone from bad to worse in this regard. No religion was taught. The Government institutions did not teach any religion and the missionary institutions taught a religion alien to the spirit and genius of the country. The boy had to choose between no religious teaching at all and the teaching of a religion different from his own. Dr. Besant felt that the Government should not be blamed for it. The Government could not give it and should not give it, for, it was pledged to no religious interference. Every community should take up by itself the question of religious education in the country. Such separate education was the best for building a religious and moral character. Unless each boy knew his religion thoroughly he would not show proper regard to the other religions. Colleges should be started by the respective communities in which their respective religions should be taught.

Dr. Besant was not a mere idealist. She never rested till she tested her theories in the active field. She acted on her theories and established them to be sound. For to her, "thought without action acted like a gangrene in the human mind." The Central Hindu College out of which the Benares Hindu University sprang up was her handiwork and she imparted religious instruction there. She issued religious texts in three standards giving a clear and definite outline of Hindu doctrines, Hindu ceremonies and Hindu Ethics. The first book was a little catechism meant for boys and girls in the primary standards. The second was for the middle and upper standards and the third for colleges. The books were modified in the light of suggestions and criticisms made thereon. Dr. Besant's work in this connection was very much appreciated. She wanted the Muslim Community to do likewise. She felt that religious education was of paramount necessity and importance. In her opinion if an unhallowed divorce be effected between the spirit and the intellect of man, woe unto that nation. If the Indian nation had been great and mightiest in peace and

war, most productive in industry and most enriching in her commerce, it was because she was above all a religious nation. Religion was necessary as the basis for morality, as an inspiration for art and as the foundation of all original literature. Some people would state that mere ethical teaching would suffice to make the people moral and do the right shunning the wrong. That position was not correct. For how could one be satisfied with mere taboos unless he had some guiding fiction? The rules of conduct must have their basis on something that the masses could understand and follow. The average member of the community needed a categorical imperative which could be enforced by logic and by an appeal to undeniable facts. That was provided by religion. Where religion was not at all a part of the education given to the youth of a nation, there the nation had no literature worthy of note. If at present there is no creative literature but one which is imitative and third rate it is because religion was not a part of the educational curriculum all along. Dr. Besant maintained that Hinduism inspired the Vedas with their Upanishads, wrote the ancient Puranas, lived and then immortalised in deathless verse the epics of the Ramayana and the Mahabharata. From its fertile womb sprang the six great schools of philosophy, the science of Yoga, the ancient treatises on medicine, on grammar and on Astronomy. All these writings which won the admiration and esteem of the foremost nations of the world for depth and sublimity of thought were all flowers on the mighty tree of Indian religion. As religion weakened India had great commentators, great grammarians of the second order and great philologists; but these could not raise a nation to the pinnacle of literary fame. India is barren of creative literature this day. One should agree with Dr. Besant's contention that India could never again become creative in literature, any more than she could become exquisitely beautiful in art, until and unless religion was incor-

porated in her education and her children grew up to manhood with the inspiration of her faith. She supported her contention by drawing an analogy with the Christian literature and its growth in an atmosphere of religion, Christian art and its growth inspired by religion. She was opposed to the idea that religious teaching be given at home, in voluntary classes, on special occasions. If it were left out of the curriculum, it would be shut out of it. Boys would not pay any attention to it. Nor would they turn in later life to that study which was ostracised in the school and the college. For then the world would have hardened them; then social ambition would have fettered them; the brains would be less plastic and the hearts less warm than in the eager and passionate days of the youth. Life's ideals should be wrought in the soft clay of youth and they would harden into firm material with maturity. Dr. Besant in her memorable exhortation as long ago as 1908 in Madras stated: "Remember the condition of national greatness is the teaching of religion to the young. Teach them to be religious, without being sectarian. Teach them to be devoted, without being fanatical. Teach them to love their own faith without decriing or hating the faiths of their fellow-citizens. Make religion a unifying force, not a separative one; make religion a builder-up of nationality, not a disintegrator; make religion the fostering mother of civic virtues, the nurse and teacher of morality. Then shall the boys and girls grow up into great citizens of India that shall be; then shall they live in an India mighty and prosperous and free; then shall they look back with gratitude to those who, in the days of darkness, lifted up the light and gave the religious teaching which alone makes good citizens and great men."

How true are her words! How prophetic! The present day irreligion and immoral behaviour is the consequence of neglecting her advice and exhortation.

(To be continued)

TEACHERS AND SOCIAL SECURITY

Y. VITTAL RAO, M.A., B. Ed.

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The teacher in the present society finds himself in a maze of conflicting theories and ideologies, in an atmosphere vitiated by hatred, intolerance and war-mongering. The work of the teacher in the school may be only for a few hours, but he has to face hard realities when he emerges out of his day's work. However much he strives to adjust himself to the current of inevitable forces, helpless pallor is attendant on him as the ultimate destiny of his efforts. Can he keep himself aloof from the society reconciling himself that that is his doom? He is not able to bear loneliness. He is one in society, and he must be ensured of his secure life in society. But there are really certain grim factors that the teacher should take note of. They threaten not only his security as a teacher attending to his professional work, but his very existence.

The teacher in his professional work has to tackle the management who expects him to follow and very subtly stipulates rules and laws regulating his conduct so long as he remains within the service of that management. While meticulously minding the mentality of the management, he is to keep a very careful watch upon the repercussions of his conduct, both from the management point of view and from the point of view of the general public, as seen from the daily reports they get from their children. The teacher is thus made or marred by the management on the one hand and the public on the other.

Managements have got certain considerations to prevail in the daily run of affairs. When it is the sound principle of education that there must be free and independent thinking, and whatever might be the truth, the teacher is obliged to interpret in the manner suitable to the management. The teacher is restricted in scope to inculcate or inject the habit of free and independent judgment.

So long as educational institutions run on special considerations, the larger interests of education cannot be served effectively by the teacher. Disagreement with the spirit of the management means insecurity to the teacher.

The public on the other hand is a many-sided, hydra-headed factor with diverse interests with constantly conflicting motives. The Moslem and the Hindu, the Aryan and the Dravidian, the Brahmin and the Non Brahmin, the Andara and the Tamil, the capitalist and the Communist, the haves and the have nots, the Ministerialists and the non-Ministerialists—all these are manifestations of tendency to intolerance due to national, racial, linguistic and sectarian differences. The hatred seems to be inborn, as the hatred between the Whigs and the Tories of the old world, i.e., the 19th century, when it is said, as Sir S. Radhakrishnan says in his "freedom and culture", about a mother who replied to her child for his question if the Tories were born wicked, or they got wicked as they went on, "They are born wicked, my dear, and they get worse." Children naturally inherit the same qualities and their character is largely influenced by the circumstances at home and in the society. The teacher has to mould in the limited time and scope allowed to him their character, and his influence must be of such a nature as to counteract the evil and pernicious influences and habits. The teacher's responsibility is tremendous. He has to produce golden conduct out of leaden instincts by the alchemy of his instruction. The dawning of Independence has a special significance for him, and it is a reminder for him to infuse in the children. That we have got democracy and that 'Democracy', according to Sir S. Radhakrishnan, 'is only social good manners,' and observance of social good manners results in social security. A spirit of brotherhood, spirit of sacri-

fice, tolerance and respect for others are qualities to be acquired as a prelude to observance of social good manners. A cosmopolitan outlook, and mutual respect and tolerance follow later on automatically. A common language is a potent factor in achieving this objective.

Intolerance and mutual distrust, suspicion and fear are the offspring of organised propaganda. Propaganda, defined by Encyclopaedia Britannica, is a concerted scheme for the promotion of a doctrine or practice. True, recent years have witnessed psychological feuds which preceded the actual disturbances that are taking place just now. So, a reconditioning of even the literate and the educated is necessary in order to ensure an organised good opinion uninfluenced by indoctrination and false propaganda. Such work is imperative in the interests of children to be free from any bias or prejudice to receive instruction aright from the teacher to have a lasting and wholesome effect in the formation of their character on sound and desirable lines. Steps ought to be taken to bring about changes in the thoughts and actions of men and women who are an example to children and enable the teacher to train them to become useful and dutiful social units.

Religious education is not unreasonable education. One's conscience cannot be calmed down in the name of religion.

Reason and persuasion, not force or compulsion must be the method to follow in real democracy, and religious education should be one not to encourage fissiparous tendencies or mischievous propaganda, but to create a spirit of tolerance to other religions and other opinions. Eradicating Adult illiteracy goes a long way in bringing about the desired objective and thus establishing better understanding between human actions.

The spirit of the new constitution framed by the Constituent Assembly is for recognition of the fundamental rights of man. It is the State's responsibility to see that they are not trammelled upon by harmful forces. The teacher has certain rights, freedom from want,

freedom of speech, freedom of action, and freedom of association. The fundamental right is 'freedom from want.' The teacher at present with scanty resources and pinched stomach is in no way better even after the so-called revision of the salaries by the Representative Popular Government. In one of the recent issues of 'the Globe' a writer has compared the teacher to a prostitute, trying to appear glamorous in personality and style for economic gain. The teacher has earned such a status in the eyes of that shrewd (or crooked?) observer of humanity who has no quality of conscience in thus giving vent to his pugnacity to teachers. The sacred institutions and the holy gurus have become brothel houses and prostitutes to the perverted penman. But anyway the *locus standi* of the teacher is one calling for betterment of his financial and economic condition.

The medical man can earn anything for his service. The lawyer is allowed to argue out any sums of money. But there falls an odium on the teacher at his private tuitions. He is held in ridicule, an object of derision and a person to be rated low in society. The efficient teacher is the ineffective head of the family, the regular teacher is the irregular supplier of family comforts, and the honest teacher is a veritable sufferer of starvation. Top ranking theorists advise as to say, "do not talk of raising your salaries. Raise yourselves by industry and character." Yes, there must be adequate development of industry in those advisers to raise the status and position of teachers, in order to generate character of the best variety. What is the use of talking of political equality and rights when there is much of economic inequality? The teacher's life must be radiant to radiate his knowledge and learning to the pupils entrusted to his care. So, adequate emoluments and status to the teacher is the first claim on the state, if the state expects the teacher to contribute to social security.

Top-ranking leaders have been trying to impress on us that we have to live

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THE CHILDREN'S GARDEN SCHOOL, MYLAPORE

DR. & MRS. V. N. SHARMA

Principals

The Children's Garden school is a *Day and Boarding School* for the education and training of young children from 3 to 12 years.

The School came into existence in September 1937 at request of a group of parents who wanted a *New School* allowing free development in character and culture for boys and girls from babyhood (Kindergarten) upto Middle School stage. In all its spheres of activities the School maintains a private and home atmosphere where children move freely with the teachers like members of a *Happy Family*.

Tamil and *Telugu* are the medium of instruction but provision is also made for *Hindi* for children coming from the other parts of India.

The basic idea of the School is that of responsibility, the direct result of which is self government. Every child from the youngest to the oldest, works according to his or her strength and age, for the common task and takes part in all duties. Thus every child learns to be self-reliant.

Kindergarten Department

The Kindergarten Department is recognised as a "Special School" by the Government with full freedom to carry on experiments in child education. The Principals and staff try here to utilise not only the Montessori Method but also Froebel's Method and all the best methods which have hitherto been thought suitable by the greatest educationists all over the world. In order to create the environment most favourable for an Indian child they give to these methods an Indian aspect using all the possible materials which the Indian life offers in the light of modern education and psychology.

Great stress is laid on music, dance and free drawing and painting. Giving opportunity to develop leadership, training in sociability and respect for the

individuality are the guiding principles for the teacher in this great task.

Middle School Department

The Middle School Department with its Junior Section (Class III - V) and Senior Section (Forms I - III) is recognised as a "Secondary School" by the Government under Madras Educational Rules. Leading principles of the Kindergarten will naturally be continued in the School Department, thanks to the confidence placed by the Education Department in our educational work. This means a very thorough high standard in all school subjects is aimed at, but the children are given also an opportunity to discover by themselves through practical tasks, such as consulting books, carrying out experiments, etc. In other words to apply modern methods is also here as essential as in the Kindergarten Department.

A big staff of trained teachers and a rich equipment of educational materials and appliances are necessary to cope with our plans of individual attention and training.

Extracts from the Tenth Annual Report ending 31-3-47.

INTRODUCTION

When we look back these ten years we find it all a wonder and a marvel how the plant of the Children's Garden School, with its seven tender leaves in 1937, has spread itself so silently and is now looking after more than 500 tender and at the same time strong steady leaves with enchanting flowers like an all pervading Banian Tree. These leaves are our children of all ages, temperaments and instincts who move without fear or favour as independent and fearless creatures; one jumping on the side, the other enjoying itself on the see-saw, some spreading mats and looking with full concentration at the picture books, a few sitting at the corner and reading



THE CHILDREN'S GARDEN SCHOOL SOME OF THE SCHOOL ACTIVITIES





THE CHILDREN'S GARDEN SCHOOL

SOME OF THE SCHOOL ACTIVITIES

books of wonder lands, a group engaging itself in a number of creative activities and a section there deeply engrossed in cultural and scientific experiments. We pray the Almighty for giving us the strength to serve here, the Indian child in all its physical, emotional, intellectual and spiritual developments.

We must thank the devoted workers who have stood with us the test of the time all these years and share with us the joys as well as the troubles in bringing up this tender plant of the Children's Garden School into a big tree spreading its branches in all directions giving shade and light to all, irrespective of caste, creed and sex. It is also our bounden duty as we survey the history of the institution to express our gratitude to all friends, parents and the public not only in the Madras City but also in all parts of South India and other provinces who have supported our venture in all possible directions by their diverse gifts, advice and encouragement. We should not also forget on this occasion to mention our loyalty and devotion to our friends in Europe and America who inspired our institution with advice and guidance in chalking out such a plan for the Indian child which will be of utmost importance when it grows into a full-fledged citizen to serve its mother-land and at the same time maintain its comradeship with all countries influencing our holy and immortal India.

Our Kindergarten

The most striking feature of this year, was the shifting of the whole Kindergarten Department to the garden compound. Sheds were built, tents were presented by kindly friends and a fence was put up to prevent the big ones from entering the little one's realm. It had great advantages; the smallest ones could freely go in and out as their individually chosen occupations allowed or get even all their material out under the tree; the atmosphere did not seem so very strange to the new comers and all settled down happily very soon. Also the higher stages, i. e., children from 4½ and those who covered the syllabuses of classes I & II enjoyed the open air classes and

were very proud, when finally the new green benches arrived. We succeeded better than last year to have one teacher entirely responsible for one group and the children prided themselves as belonging to Suseela Jagannatham Mary or Pushpa Teacher's Class and not to stage 4 A or 4 B, 5 A or 5 B; for each stage is again split into groups according to the mental capacity and speed with which the little ones proceed in writing, reading and number work. All groups enjoyed singing and "dancing".

Our Middle School

Our Middle School Department saw this year for the first time the Telugu Third Form, thus both the sections, the Telugu and Tamil, fully occupied their place. The Tamil Section ran parallel classes in Classes 3 to 5 with about 25 children in each. We have maintained a good and efficient standard in all subjects and classes. As special features we may mention perhaps a few:

1. The two big musical dramas, Thyagaraja and Thoti mentioned later on, with about 60 children acting in each, served a great education purpose as well, demanding so much of co-operation, discipline, devotion and concentration, yet a religious attitude next to all fun and humour. We believe, that these rehearsals and final performances meant much in the children's general education.

2. Another feature was the hand-work classes. Our winter Festivities' sales were, besides the book stalls, entirely made up by the handwork of our children and teachers, who prepared weeks and weeks in advance daily in the afternoons, the numerous things made of paper and cardboard, the knitted socks, and pullovers, the stitched and embroidered articles of dressing, the woven tapes and palmyrah baskets etc.

3. As a third feature we may mention is the introduction of new record books where teachers entered weekly remarks on the children's progress and monthly reports which did not show the average marks of the children but their ups and downs in each subject during the month. We hope that we succeeded

to free all tests and examinations of an atmosphere of fear, a thoroughly new orientation of the whole mark system and examination routine is aimed at and we hope to show some good results in this respect next year.

Scouting has now become one of the indispensable activities of our school curriculum; regular scout classes were conducted on the Saturday forenoons; regular excursions were organised to Adyar and to a number of places of educational interest in the city. Our girls had also their own programmes on Saturdays; games, needlework and painting have been so far their greatest attraction; many other subjects will be introduced by and by.

Our children have also taken an active part in the All India Radio Children's Programmes on several occasions and contributed the honorarium they received from A. I. R. towards the school funds.

Mothers' Classes

The Mothers' Classes which were inaugurated two years ago have been a great success during the year under report. More and more mothers, sisters and other relatives of our children and their neighbours are taking advantage of the Hindi classes organised this year under the direction of Srimathi Lakshmi Narasimhachari. Many have successfully passed the Pradhama and Madhyama Examinations of the Dakshina Hindi Prachar Sabha.

Teachers' Training Department

We have been feeling all these years a need to organise special courses in child education for teachers interested in the education and the training of the little ones. Requests were received from all parts of India for providing trained teachers for organising schools of our type. Now we are planning to commence training courses with effect from the next academic year. The Government of Madras are sympathetic towards this new step of ours and as such we are sure we can succeed in this new venture of ours. (Since publishing this report, the Kindergarten Teacher Training Department has been opened.)

School Bus Transport

We have after all succeeded in our desire to secure a Bus for the school transport and our Bus is now working. Many parents from Mount Road, T. Nagar, Triplicane and other places have now taken advantage of the new transport facilities for their children.

Health and Medical

We have this year worked out more plans than in previous years to maintain regular records of the health of children belonging both to the Kindergarten and School Departments. These records have helped our staff to a great extent to study the health conditions of the children under their care and they were in a position to help the child in its physical and mental growth by adjusting the plans of their studies in all subjects.

Our Hon. Medical Officer conducted regular medical inspection of the school children. Parents have also co-operated with us by carrying out all the suggestions of the Doctor as regards the attention to be paid to delicate and weak children. The school dispensary has been expanded and is used not only by the school children but also by outsiders occasionally.

Winter Festivities

The Winter Festivities of the school have now become a regular annual feature and parents and friends of the school have taken keen interest in order to make these festivals not only a pleasure but also a source of financial help towards our educational work. As in previous year we had a two days' programme, the first day being a special Tamil Music Drama "THYAGARAJA" organised by Sri C. N. Vaitheeswaran of Rishi Valley School in commemoration of Thyagaraja Centenary and a Telugu playlet "ALLARI SURYAM" put up by the Telugu children and on the second day there were garden games and sports organised by the staff of the school. Parents have also helped us in

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EDUCATION IN THE LEGISLATIVE ASSEMBLY OCTOBER 1947

Grants to Aided School Teachers

Mr. K. T. Kosalram asked the Minister for Education whether the Government were giving grants to the teachers employed in private management schools on the revised scales of pay sanctioned by the Government.

Mr. T. S. Avinashilingam Chettiar, Minister for Education, stated that the teachers employed in aided elementary schools were given grants calculated on the revised scales approved by the Government.

Mr. Nagappa asked whether the Elementary Schools Teachers' Associations were satisfied with the revised scales.

Mr. T. S. Avinashilingam Chettiar : I am afraid nobody is ever satisfied. Everybody wants to get more. There is no question of satisfaction in these matters.

Mr. N. S. Varadachari asked whether the Government would make it a policy to inform all private managed institutions to give the teachers the revised scales and that that should be the first charge on their expenditure and that other items of expenditure should be kept down.

There was no answer.

Teachers' Salaries

Mr. T. S. Avinashilingam Chettiar, Minister for Education, said, answering a question by Begum Amiruddin, that 468 elementary school teachers in Madura Municipality went on strike since the enhanced scales of pay for them were announced. They remained on strike from June 25 to the end of August 13 and the number of pupils adversely affected was 15,958.

The Minister added that the Government did not intend now to reconsider the whole position of enhancement of the salaries of teachers in the light of the recommendations of the Central Pay Commission. The question of granting

exemption to children of elementary school teachers from payment of school fees would be considered.

Living Wage for Teachers

Begum Sultan Mir Amiruddin asked what steps the Government were taking to increase the salary of teachers in the elementary and secondary schools and the reply the Government had received from the Government of India in regard to the help expected from them for this purpose.

Mr. T. S. Avinashilingam, Minister for Education, replied that the scales of pay of these teachers had been revised. The Government of India had written that in view of the allotment that they had already made for the post-war development plans including education, no new earmarked funds for education might be expected from them.

Begum Amiruddin, in a supplemental question, asked whether teachers were not entitled to a minimum living wage in view of the miserable pay they were now getting.

The Minister replied that the question of fixing up a minimum living wage depended upon economic conditions and that it applied to all employees.

Medical Inspection in Schools

Answering an interpellation by Begum Amiruddin, Mr. T. S. Avinashilingam Chettiar, Minister for Education, stated that medical inspection of pupils was being conducted in some schools in the Province and the Government were considering the question of taking steps in regard to compulsory and effective medical inspection of pupils in all schools.

Answering a supplementary question by the same member, the Minister stated that it was the intention of the Government to institute medical inspection of pupils in all schools and colleges and that it would be done only gradually.

Mr. Avinashilingam Chettiar, replying to Mr. Hussain, stated that the question of having a suitable agency for such inspection was being considered by the Government.

A scheme of medical inspection of pupils was being evolved in consultation with the Surgeon-General was the reply given by the Minister for Education to a question whether the Government intended to pursue the old method of medical inspection or adopt a new scheme.

Mr. Selvam asked whether Ayurvedic and Unani doctors would be preferred for conducting these examinations to Allopathic doctors. The Minister stated that the services of all useful doctors would be taken in this matter.

Mr. M. G. Natesa Chettiar asked whether it was a fact that in some schools fees for medical examination were collected but no examination had actually been conducted.

The Minister for Education stated that it was quite possible but if any particular instance was brought to the notice of the Government, suitable action would be taken.

(Continued from Page 325)

dangerously, to prepare well for self-defence and protection in view of the changed atmosphere consequent on the achievement of freedom. The teacher, in addition to his instruction in the class, has to encourage youth movements organised for self-defence and protection to make one physically fit and temperamentally up to the mark, to answer the call of the country. For, in spite of culture and civilisation, human relations in the ultimate analysis are neither logical nor illogical, but human.

Hence, the teacher's responsibility is heavy. A contented teacher makes an efficient instructor, harbinger of culture, an architect of effective citizenship and a never-failing assurance to social security.

Basic Schools

Answering an interpellation of Mr. A. Vedaratnam Pillai, Mr. T. S. Avinashilingam Chettiar said that there were 11 basic schools in the province and all of them were recognised by the Government. A statement showing the grants given to these schools and other particulars was placed on the table. Orders had been issued, the Minister said, sanctioning the conversion of 17 elementary schools into basic schools. Two schools were opened last year, one at Perikanyakanpattanam and the other at Vimalashram, Guntur. The Government had passed orders for opening three more schools. About 200 candidates would be trained in these schools.

The Minister stated that the policy of the Government was to convert elementary schools into basic schools. The matter had been examined at length by the Central Advisory Board of Education which put its seal of approval on this policy. The basic trained teachers did not get more pay than other teachers; but the question was now under consideration. He believed that all those trained in these basic training centres had been given employment.

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SRI K. RAMIAH CHETTIAR'S SILVER JUBILEE CELEBRATION OF HIS SERVICES AS CORRESPONDENT

At a largely attended public meeting held yesterday evening under the distinguished presidency of Dr. S.R. U. Savor, the Director of Public Instruction, opportunity was taken by the pupils past and present, teachers and other well wishers in felicitating Mr. Ramiah Chettiar for his contribution towards the Education in Muthialpet area.

Mr. K. Rajam Naidu welcoming the Director of Public Instruction and the guests on behalf of the Jubilee Committee sketched an account of the varied activities of Sri K. Ramiah Chettiar in the field of education.

Sri. K. Venkatasami Naidu Garu, B.A., B.L., M.L.C., while unveiling the portrait presented by the old pupils paid a tribute to the great sacrifice and self-less work in the cause of education by Sri K. Ramiah Chettiar. He emphasised that the teaching profession should be greatly honoured when alone there will be salvation for the country's prosperity as in his opinion the old Gurukula Dharma and reverence should be revived at no distant date.

Addresses were presented to the Chief Guests by various associations of the pupils, teachers eulogising the zeal, enthusiasm and perseverance with which he has been able to build up the

old Elementary school to the present status. Dr. Krishna Rao, the Divisional Councillor, on behalf of the citizens of Madras paid his tribute to Sri K. Ramiah Chettiar for his varied activities in the field of education and particularly congratulated him in having started a Hindu Girls' High School—a long-felt want in these parts.

Messrs. S. E. Rangaramanujam, N.K. Thirumalachariar and others associated themselves with the previous speakers in congratulating Sri K. Ramiah Chettiar for his twenty five years of public service.

Dr. Savor, in winding up the proceedings expressed gratitude on behalf of the department for the long and continued co-operation of Sri K. Ramiah Chettiar with the department in eradicating illiteracy by starting and managing three such institutions, Elementary, Secondary and Girls' High Schools. He was particularly glad that Sri K. Ramiah Chettiar had taken the cause of women's education by opening a Girls' High School and wished him good health and long life, so that he might continue to play his useful part in the field of education.

With a vote of thanks proposed by Mr. Deivasahayam the pleasant function terminated.

(Continued from Page 328)

running a restaurant with special dishes, sweets and savouries.

There was a Book Shop on Children's Books put up with the co-operation of Messrs. Longmans, Green & Co, Oxford University Press, Christian Literature Society, Venkatrama & Co., and other local publishers. This was organised with the main idea of introducing to

the parents best and up-to-date books specially useful to children; and the profits of the sale were utilised to purchase children's books for the school library.

The special stall of children's handicrafts with many articles was the centre of attraction to all parents during the festivities.

N47.20.12

The Coming Battle for Standards

A recent announcement brings the news that the Minister has approved the development plan submitted by the Education Authority for Darlington. It is indicative of the liberality and flexibility of ministerial policy that the scheme to be first approved differs fundamentally from the tripartite organisation so persistently advocated in the Ministry's various publications.

Darlington proposes to retain the Grammar School for Boys and the High School for Girls as separate units, with slight modifications—the addition of an Engineering course to the Grammar School and of an extended course in Commerce at the Girls' School.

But in view of the industrial conditions of the town it was felt that a technical high school would not afford the full facilities needed. Accordingly, all the six Secondary Schools to be established will provide technical courses for both boys and girls. These specialised courses will begin in the third year and at the end opportunity will be offered to specially qualified pupils to transfer to the Grammar School or High School.

This emphasis on technical pursuits may raise apprehension lest the cultural interests and community training may not come too short. This will depend in large measure on the capacity of the school to attract teachers of the right temper and qualification to give this service.

This problem of attraction is of much wider significance and affects all types of school. It is unlikely to-day that a future Regius Professor of Greek in the University of Cambridge would be content to begin work as an Assistant Master in a Suffolk Grammar School, as was the case in the XIX century. And even if schools are fortunate enough to attract men and women of parts, they must be on their guard lest false erudition supplant sound learning.

But this detriment is likely to be slight compared with present difficulties

of recruitment and the so-styled "flight from the Grammar School." If standards are to be maintained then ways and means must be found of securing and retaining teachers of quality. This is not merely a matter of salary, though this is important.

The occupation of teaching is passing from the status of a free profession to that of an organised service. (The situation is comparable with that of the doctor under the new Health Act). The successful teacher must have a measure of artistry and this will not grow under constraint. In communal living some degree of direction is inevitable, but should not be of such a kind as to prescribe conformity in detail.

Teachers, however, cannot of themselves determine standards. They are dependent on the quality of their pupils. These have to be distributed into small units for teaching purposes and the principles on which this distribution is made must be such as will secure for the ablest, as well as the least gifted, the measure of nurture suited to their needs.

School Inspection then and now

The first steps are to get a general picture of the school; its scope and purpose; the number, sex and age-range of the pupils, and their organisation in classes; the number and qualifications of the teaching staff; the number, size and equipment of the classrooms, playing fields, dining-rooms and general amenities; and boarding accommodation, if any. Then an enquiry on the academic side; the subjects of the curriculum, compulsory and optional, the standard arrived at, the special qualifications of the teachers, external examinations taken, if any, and results achieved. Lessons will be heard in progress to sample the actual teaching, and children's written exercises examined to determine the standard both of the work and of the thoroughness of supervision and correction. The syllabus and timetable for each class will show how the work is graded, and an analysis of the

ages of the pupils in each class will give a lead as to the general suitability of the lessons to the aptitudes and abilities of the individual children. The relations between scholars and teachers, response under oral questions and in friendly conversation, and general behaviour in and out of class are material factors to be noted. Talks with the Head in which difficulties are discussed, constructive criticism and advice offered, and strong points fully appreciated, bring the inspection to a close.

But is the journey really necessary?

In a minute of the Committee of the Privy Council on Education, dated September 24th, 1889, it is stated that "Inspectors, authorised by her Majesty in Council, will be appointed from time to time to visit schools to be henceforth aided by public money, the Inspectors will not interfere with the religious instruction, or discipline, or management of the school, it being their object to collect facts and information and to report the results of their inspections to the Committee of Council." This established a new principle of administration that if the State spends money it has a right to see that it is spent in a manner of which it approves. So much for "then." A century later, in 1941 the Norwood Report on the Curriculum and Examinations in

Secondary Schools provides the reasons "now," as follows:

"On one side of their work it must remain true that the Inspectors shall be the eyes and ears of the Board of Education, reporting regularly what is being thought, said and done in the schools. On another side of their work they provide a guarantee to the public that the schools are doing their work honestly, maintaining their standards and responding to new needs as they arise. On yet a third side they have to keep the friendship and the willing co-operation of the teaching profession. There is a general agreement that the inspectors act as a great tonic to the schools, not so much to the pupils as to their teachers. They impose upon all teachers the necessity of being in a position to give reasons for what they are doing. For all teachers alike they are an instrument of cross fertilisation; they bring to the knowledge of men and women, who still—though not so much as in the past—are apt to be cut off from information and contrast, helpful suggestions and descriptions of the manner in which similar problems of organisation and method are being solved elsewhere. They can show where help can be got and light found for dark places."

*From 'The Educational Times',
September 1947.*

(Continued from Page 338)

MYSORE

Teachers' salaries

The Mysore State Education League, Bangalore, has submitted a memorandum for the revision of salaries and has proposed definite scales for adoption for all teachers in the state service and in the municipal schools. The scales proposed range from Rs 30-1-50-2½-75 for a trained teacher in the primary school to Rs 70-5-90-7-160-10-250 for trained graduate teachers in the high school. The fixation of salaries of teachers with long service should be according to the formula: minimum in the grade plus $n/80 \times$ (difference between the maximum and the minimum of the

grade) (n means years of service). A city allowance of 10 per cent of the salaries of the incumbents should be provided to meet the high house rents and conveyance charges.

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"TINKERING AGAIN"

R. SRINIVASA IYENGER

Headmaster, Sarva Jana High School, Peelamedu

At the July meeting of the Board of Secondary Education, the Hon. Minister for Education stated that it had been decided to impart basic education between the ages of 7 and 12, and appealed to the Board to give him a complete picture of the reforms of secondary education. Gandhiji's view is that "if we wish to ameliorate rural conditions, we must combine secondary with primary education." Primary education, according to Mahatmaji, is the present Matriculation minus English. Mr. Varkey's elucidation is that, barring the knowledge of English, a boy who emerges from a complete Wardha school will have a standard of knowledge and information which is decidedly higher than that of a modern Matriculate. The Constituent Assembly has urged the introduction of eight years' elementary education within ten years from now. It is therefore clear that the introduction of basic education in our province will have to undergo drastic and immediate changes. Such being the case, I wonder how it is possible to draft schemes of reorganisation of secondary education without knowing the base on which the superstructure has to be built up, and how the primary and secondary education should be linked up. This aspect does not seem to have struck the two Boards which recently discussed the matter. It is gratifying that the Advisory Board of Education set up sub-committees and reminded itself of the questionnaire which provoked about a 1600 people to answer them. Owing to the shifting nature of ideas regarding basic education, the changes now contemplated in secondary education cannot be final.

The principle of diversification of courses in secondary schools has met with wide approval; but it still remains in the experimental stage even in England. As an English Educational journal remarks in a recent issue, "no

real attempt is being made to choose the variety of secondary education for which the individual child is fitted." It is not a question of schools being selected for certain courses, but of alternative courses according to interest and ability, the needs of the child and the society. The contemplated scheme does not satisfy this criterion.

Again, I do not agree that training for the clerk's career at the age of 13 is vocational education, though it may be termed in glorious language, "secretarial". The syllabuses and curricula for this secretarial course cannot be defined until the question of the provincial court language is settled. Soon after the division of the province on the linguistic basis, the regional language will be court language; and the secretarial course cannot be formulated now on the basis of the English medium. The Minister will do well to keep in abeyance the question of introducing the secretarial course now.

A moot point is as to when the bifurcation should begin. Years ago, the trend of opinion was to introduce it at the end of the V Form stage; then it modified to begin at the end of the IV Form stage. Now, to introduce at the end of the III Form stage means that any course, academic or technical could benefit the child without the foundation of general knowledge, ability in language, or mathematics—a highly unsound view of education. Public opinion should assert itself against limiting the period of general secondary education.

In my opinion, bifurcation will not be real and effective, if some process at the stage is not devised to divert the pupils, as an alternative to examination. The citizen-building activities at the latter half of the secondary education stage are not feasible without the aboli-

(Continued on Page 312)

BROADCASTING TO BRITAIN'S SCHOOLS

The history of the BBC's inauguration and development of one of the most important of its services, an account of its methods of work, and an analysis of the problems attending it, are furnished by the book here reviewed—the first considerable contribution on the subject.

In England, Wales, Northern Ireland, and the Channel Islands today, 14,040 schools listen to school broadcasts. In Scotland, 1,375 listen. Thirteen years ago, the figure for Scotland was 273; for the rest of the country the figure twelve years ago was 3,708. What has happened since 1934 and 1935, and what happened in the ten years preceding them, make a tale of profound interest to educationists, broadcasters, and parents alike.

It is told for the first time in comprehensive form in *School Broadcasting in Britain* (BBC Publications, Wembley; 3s. 6d.). This is not an official work—that is, it is not an official expression by the Central Council for school Broadcasting for the BBC. But it is a thoroughly authoritative one. The author is Richard Palmer, onetime Lecturer in Education at Liverpool University and now a member of the BBC's School Broadcasting Department.

Sir Henry Richards, C. B., Chairman of the C. C. S. B., contributes the preface. He commends the timeliness of the book, not only because it may help to satisfy the interest in educational broadcasting outside the United Kingdom—and, especially, the requests for guidance and information from Commonwealth countries and the Colonies—but because 'school broadcasting has established its claim to be an integral part of the educational system.'

Miss Mary Somerville, O.B.E., tells us how school broadcasting grew up—tells us as, perhaps, she alone is qualified to do. In 1929, she entered this field of broadcasting as its Director and (until 1935) as the Secretary of the C. C. S. B., and she remained in it until the spring of this year (Miss Somerville becomes

the BBC's Assistant Controller (Talks) on her return from an overseas tour).

Miss Somerville recalls the novelty of wireless in 1924, and the very high aims and ideals which informed the policies of the first Director-General of the BBC (Mr.—now Lord—Reith) in setting up an experimental service, and of the late Mr. J. C. Stobart, who was seconded from the Board of Education to direct it.

She recalls listening in 1924, with a teacher and three privileged pupils, to a talk on music by the late Sir Walford Davies.

'It was not a broadcast to schools... No matter, he was teaching... and the impact of his personality, and of his music, was tremendous. Things happened in all of us... The children's eyes were round with wonder. We grown-ups were exalted... The teacher and she talked 'far into the night of what this brave new medium of communication might mean for schools.'

With such enthusiasm, such vision, such conviction, the service began. But, after two years, 'we became uneasily aware that a good many teachers... were somehow disappointed with school broadcasting.' An investigation financed by the Carnegie Trust was conducted in Kent. It exposed some fundamental misconceptions, and confirmed that this specialised broadcasting must go on, but with a difference.

'From the Kent experiment forward to the present day,' Miss Somerville records, 'we can trace three main trends of development: the continuous exploration of the special properties of radio and their adaptation to provide imaginative experiences for children on which their own teachers may profitably build; the application of teaching experience to the selection and presentation of material; and the growth of a close partnership between the BBC and the educational system it seeks to serve.'

Mr. Palmer takes up the tale. He shows, first, what broadcasting can give.

Radio, he suggests, is first and foremost an extension and enrichment of experience through the sense of hearing, and reveals how the fact may be—and is—exploited for the benefit of the young mind.

In subsequent chapters, the business of exploitation is surveyed in detail from the studio and listening ends, and illustrated by its specific applications. In dealing with his diverse array of subjects, Mr. Palmer has had the assistance of several specialists.

The alleged weakness of the spoken word when divorced from concrete situations as a means of informing non-academic children; how the attention of the child-mind may be secured and held; the extent and the inspiring of visual images; the long-term influences

of the broadcasts—these are some of the problems ('only a small selection,' he says) with which the author deals, and for which he suggests, if not always solutions, then the ways and means that may lead to the solutions.

The illustrations in *School Broadcasting in Britain* include many examples of children's work and of the broadcast scripts.

While the book as a whole warrants attention as a long-wanted contribution to the literature of education as well as of broadcasting, it has an additional, and possibly, in the long run, greater value as the record of an enterprise in which, so far as the present reviewer can establish, Britain has pioneered the world.

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1.	T. A. Nataraja Pillay, Villupuram.	2003	1	5-6-42	9-1-47	23-1-47	28-1-47	Rs. 73	Rs. 270 A. 1
2.	K. E. Srinivasachari, Nungambakkam, Madras.	719	1	8-12-31	12-3-47	19-3-47	21-3-47	216	343 12
3.	K. Ramaswamy Iyer, Trichy.	85	2	1-1-28	25-2-47	17-3-47	22-3-47	500	727 8
4.	S. R. Ganesa Iyer, Trichy	278	2	1-2-29	11-2-47	16-4-47	19-4-47	470	717 8
5.	S. Venkataraman, Tanjore.	2443	2	5-7-44	10-4-47	29-4-47	5-5-47	75	520 0
6.	Miss. S. Ramathal, Coimbatore.	1518	1	31-1-39	21-4-47	10-5-47	19-5-47	118	296 0
7.	W. P. Feen, Pasumalai	505	1	16-1-31	29-5-47	27-6-47	1-7-47	224	*229 12
8.	G. Raghavendra Rao, Kurnool.	529	1	17-1-31	27-5-47	14-7-47	18-7-47	231	348 12
9.	K. M. Krishnaswami Iyengar, Thiruvendipuram, S. A.	2431	4	20-6-44	6-9-47	29-10-47	31-10-47	174	1060 0

* Paid-up Policy.

NEWS AND VIEWS FROM FAR AND NEAR

MADRAS

Adult Education Movement

It seems that the Principal of the Training College, Saidapet, has sent a memorandum on adult literacy which will be placed before the next meeting of the Syndicate of the University. It is hoped through the various Teachers' Colleges to conduct classes for the training of teachers for the adult education movement.

Pandits' salaries

The Government seem to have decided that pending the issue of orders in regard to the reorganisation of the Pandits' and Munshi's cadre and the assignment of the existing incumbents to revised grades, the existing incumbents in the lowest grade on the scale of pay of Rs. 30—2,2—50 (old scale) or on Rs. 40—1—60 in the revised scale who are actually doing work in the higher forms, may be paid a special pay of Rs. 10 a month. This order is applicable to secondary schools under private managements also. The number of periods per week of teaching in higher forms should not be less than twelve. An early decision in regard to qualification and salaries of qualified Pandits is expected.

Military Training in schools

The Government have appointed a committee to consider and draft a scheme for the purpose of implementing their recent decision to provide semi-military training to students in secondary schools. The Government have asked the committee to frame a syllabus consistent with the syllabus recommended by the Board of Secondary Education in Citizenship Training. The Board had recommended that Citizenship Training should be an integral part of the school curriculum up to the end of Form IV. The proposed Semi-Military Training will, therefore, be imparted to pupils in Forms V and VI.

Reorganisation of Secondary Education

The Provincial Advisory Board of Education at a meeting held on the 14th October 1947, was addressed by the Minister for Education and after discussion expressed itself in general agreement with the recommendations of the S. S. L. C. Board. It decided to appoint a sub-committee to consider the details of the recommendations. The Minister among other things stressed on the recommendations of the S. S. L. C. Board, regarding 1. School activities tending to promote spirit of social service and citizenship. 2. Medium of instruction and the place of languages. 3. Optional subjects and the bifurcation of courses after III Form. 4. Examinations. and 5. Technical Education. After considering the recommendations of the S. S. L. C. Board on the study of languages, the Provincial Board decided that Hindi might be taken up from I Form and continued up to III Form, after which it should be made optional with Sanskrit or any other classical language till VI Form and that English should be instructed from II Form onwards. The Board approved of a suggestion for the formation of small specialised committees to advise on several aspects of education, like secondary, collegiate and physical education.

Educational Research

The Madras Educational Research Society was inaugurated on the 15th Oct. 1947 in the Meston Training College. Dr. G. D. Boaz is the President of the Society and Mr. M. K. Ramamurthy its Secretary. The Society is intended to organise research schemes all over the province on educational problems and form a coordinating body which would undertake to publish the results of these investigations giving them recognition and enabling other people to think about them.

Revised syllabus for secondary schools

The Government have appointed sub-committees to draft revised syllabuses for the various subjects of the curriculum for secondary schools based on the recommendations of the Secondary Education Board and the suggestions thereon of the Provincial Advisory Board of Education. The government, it is stated, have expressed the view that the syllabus in every subject should take into account the need for pupils becoming familiar with practical life in their surroundings for carrying out active social service as part of the curriculum and for applying the principles of sanitation and hygiene to maintaining the school and its surroundings clean. The government have further asked the sub-committees to take into account the close interconnection between the chosen crafts and the subjects of the curriculum, the probability of the government themselves publishing text-books and guides to teachers and the inauguration of a scheme of re-training of teachers.

Libraries Bill

A draft bill makes provision for the constitution of a Central library and Provincial library Committee to advise the government on matters relating to libraries and the setting up of local library authorities by Municipal, Panchayat and other local bodies. Provision is also to be made to cater to needs of villages through rural libraries. It is also proposed to levy a library cess and to create a library fund for financing the work of the public libraries.

Dearness allowance to teachers

The government have instructed the Director of Public Instruction to look into cases in which managements of certain aided institutions other than elementary schools are not paying dearness allowance at government rates to members of their teaching staff. The Director has been asked to find out whether inability has been due to a lack of financial resources on the part of the institutions concerned. If it is found that the resources are ample, the Director is empowered to insist on the payment of the dearness allowance at

government rates in future. If, even after such a direction, the managements receiving teaching grants from provincial funds do not pay the allowance at government rates, the Director can withhold the grant payable to the managements in full or in part.

A refusal of payment of allowance at government rates by the managements of schools which do not earn any teaching grant will be considered a valid reason for the withdrawal of recognition. Necessary amendments to the Grant-in-Aid Code will be made to carry out the new order.

ICELAND

Education in Iceland

Education is free in Iceland between ages 5 to 15. After 15 all children who wish to do so may go to a middle school (a central school) for one year which too may be declared compulsory by a local authority. A pupil may go to either of the two sides of middle school—manual and technical training or academic. At the end of middle school, pupils are examined. Those who gain 50 per cent go either to a teachers' school or to a technical school whereas those who obtain 60 per cent may go to a grammar school either on the mathematics or the languages side. These last till the age of 19. Admission to the university is at present only through grammar school. Students from the other two types can, if they wish, continue their education at the various technical evening classes and special colleges, such as the Navigation School.

(Information compiled from *Scottish Educational Journal* 11.9.47, p.212.)

SOUTH AFRICA

At its Diamond Jubilee conference the South African Teachers' Association passed resolutions favouring complete cessation of extra-mural activities, the possibility of a general strike and the raising of a campaign fund, in case the Cape Provincial Council failed to do justice to the Cape Teacher in respect of his emoluments.

(Continued on Page 335)

FROM OUR ASSOCIATIONS

Findlay High School, Mannargudi

The inaugural meeting of the Teachers' Association was held at 5-30 p.m. on Monday the 15th September 1947 with Sri V. Rajagopala Iyer, M.A., L.T., in the chair. Mr. J. Amaladawson, B.A., L.T., welcomed the President. Mr. N. S. Venkatarama Iyer, M.A., L.T., retired Headmaster, delivered the inaugural address. Mr. P. V. Srinivasan, M.A., L.T., proposed a vote of thanks. The elite and teachers of the locality attended the meeting.

Ramaseshwar High School, Pattamadai

The Education Week was inaugurated on 16-10-47 with Sri N. Vasudevan, M.A., L.T., District Educational Officer, Tinnevely West and Angengo in the chair. Sri T. A. Balasundaram Iyer, B.A., L.T., Headmaster, in his address stressed on the fact that religious and moral education could be inculcated in the minds of pupils by means of suitable activities without resorting to formal preaching in the class-rooms. Sri M. S. Venkatachari, B.A., L.T., of Tilak Vidyalaya, Kallidaikurichi gave an interesting talk on "The Teacher's Role in Free India". He pointed out how the teachers' responsibilities were greater and therefore teachers deserved better recognition and pay. He pleaded for better parental co-operation. Sri A. K. Varadan, M.A., L.T., Secretary of the Masters' Association proposed a vote of thanks.

Peringanam

Under the auspices of the Teachers' Parent Association and the Pupils' Literary Union of the High School, Peringanam, South Malabar, the Education Week was celebrated from 6th to 12th October 1947 according to the programme of the Central Education Week Committee.

Kurnool

Under the auspices of the District Teachers' Guild, the Education Week was observed from 8th to 10th October

1947. On the 8th, a public meeting was held in the Coles High School with Sri A. Ramakrishna Reddi, B.A., B.L., Advocate, as chairman. Sri K. N. Pasupathi, the Guild Secretary, explained the significance and purpose of the week. On the 9th, 'The Role of Education in promoting Communal Harmony' was the subject of talk in which Messrs. K. N. Pasupathi, S. Vaidyanatha Iyer, M. L. N. Sarma, and G. Narayana Rao participated. Janab Mohammad, M.A., LL.B., Principal, Oosmania College, presided. An interesting programme of entertainment was provided in the Government Girls' School on the 10th. Srimathi P. S. Raju, B.A., L.T., presided. Sri G. Narayana Rao, lectured on 'Education of Girls in Free India'.

Union High School, Coimbatore

The Education Week was celebrated on the 16th October 1947. There was an exhibition which was visited by a large number of parents and the public and was much appreciated.

At a meeting of the Parents presided over by Sri A. Sitarama Iyer, M.A., L.T., Sri A. S. Krishnamurthy, M.A., L.T., gave a very illuminating address on 'The Reorganisation of Education.' The School Day of the Union High School was celebrated on the 17th and 18th October 1947, with Sri C. Kadirvelu Mudaliar, B.A., B.L., Municipal Commissioner, on the first day. Sri C. Raghunathan, B.A., L.T., T.D. (Lond.), Divisional Inspector of Schools, acted as the chief referee for the sports events and distributed the prizes to the winners.

Dr. S. R. U. Savoor, Director of Public Instruction, presided on the 18th. Sri M. J. Sargunam, M.A., L.T., Headmaster, presented the annual report. The chairman complimented the school on the very useful and laudable work it is doing through its Social Service League—one of the many extra-curricular activities—and commended it as an example for other institutions to follow.

R. B. C. C. C. High School, Perambur

- Oct. 7th. Health and its importance by Dr. T. S. Tirumurthi.
- „ 8th. Modern Outlook by Dr. B. V. Narayanaswami Naidu.
- „ 9th. Education on Right Line by Sri Khasa Subba Rao.
- „ 10th. Mass Drill by students and exhibition of pupils' collections and drawings.
- „ 13th. Children's variety entertainments - President Sri C. Subramania Chetty, Trustee.

The above five day programme of Education Week was gone through very successfully under the auspices of the Masters' Association of the school. Masters of the adjoining schools and the local public participated in all the functions.

Municipal High School, Mayavaram

Mr. D. Thangiah, Municipal Commissioner, inaugurated the Education Week on the 6th October 1947. Mr. V. Mahadeva Iyer, B.A., L.T., retired Headmaster of Native High School, Kumbakonam, spoke on "Education and our Cultural Heritage". The concluding day, being Sunday the 12th, was well attended by the public of the town. Mr. C. Ramachandran, M.A., Revenue Divisional Officer, presided. Sri R. Mahadeva Iyer, B.A., L.T., gave a talk on "Education - The Teacher".

Thirthapathi High School, Ambasamudram

Under the auspices of the Teachers' Association, the Education Week commenced here with a Bharathi National Songs Competition open to all boys and girls on the 8th October 1947. Sri A. Nataraja Mudaliar, yarn merchant, an old boy of the school, gave a handsome donation to the association towards the cost of the prizes. A public meeting on the 9th with Sri A. S. Srinivasa Iyengar, B.A., L.T., as President and another on the 10th with Sri N. Vasudevan, M.A., L.T., the District Educational Officer as President, were both well attended by the public. Interesting and lively discus-

sions took place on "Education—Our Cultural Heritage", "Education in Free India", "Nation Building—The Teachers' Role", "The Importance of the mother tongue", "The Teachers' Charter", "The State and Education" and "Education".

Sir P. S. S. High School, Tirukattupalli

Under the auspices of the Local Education Week Committee with Sri S. R. Balasubramania Iyer, M.A., L.T., as its President, the 17th South Indian Education Week was celebrated on the 6th, 8th and 10th October 1947. At the public meetings held on the respective days, Sri T. S. Ramalingam, M.A., B.L., District Munsiff, Tiruvadi, spoke on "Our Cultural Heritage", Sri A. Venkataraman, M.A., Sub-Registrar, spoke on "Our Culture and Social Happiness", and Sri M. S. Srinivasa Sarma, Vice-Principal, National College, Trichinopoly, on "Education in Free India". The pupils of the elementary schools in and around the locality provided entertainments to the audience.

Trichinopoly District Teachers' Guild

At a meeting of the Guild held on 28-9-1947 attended by teachers from over 15 schools, resolutions about reorganised scheme of secondary and high school education were passed. The resolutions recommend as follows:

MIDDLE SCHOOL: of three years following a primary course of five years, ages 6 to 10.

Intensive course in two languages: Regional language and English. Hindustani with stress on speaking ability.

Scientific Studies, Social studies, Activities, Arts and Crafts.

New Type Tests and a public examination at end of III form on a district basis.

HIGH SCHOOL; (IV and V Forms—2 years.)

Languages: Mother tongue, English and an advanced course in the mother tongue, mainly literary, Sanskrit, Arabic or Persian. Scientific studies, social studies, Activities, Arts and Crafts.

No optionals. Public examination after Form V. The whole record of the pupil in his two years' course to be taken into account for the award of a pass certificate.

PRE-UNIVERSITY OR PRE-VOCATIONAL COURSE :-

One year after Form V. The Course will consist of the languages (mother-tongue and English) and three optional subjects to be chosen out of a wide variety.

OFFICE-BEARERS :

- President : Sri. A. Rama Iyer, M. A.
- Vice-Presidents : Sri. M. P. H. Albert, B.A., L.T. Sri G. Albert Gnanamuthu, B.A., L.T. Sri L. R. Natesa Iyer, B.A., L.T. Sri K. Mon Singh, B.A., L.T.
- Secretaries : Sri R. Bhuvarahan, M.A., L.T. Sri R. Ramakrishna Iyer, M.A., L.T. Sri V. Balasubramania Iyer. Mrs. Grace Dorairaj.
- Representative on the S. I. T. U. : Sri R. Ramakrishna Iyer, M.A., L.T.

Tanjore District Teachers' Guild

An ordinary meeting of the Guild was held in the Town High School, Kumbakonam, on the 11th October 1947, with Sri Balasubramanya Iyer, M.A., L.T., President of the Guild, in the chair. There was a large gathering of delegates and visitors. He appealed for unity and condemned the formation of new associations of teachers as retrograde. After discussions on the several subjects of the S. S. L. C. syllabus, a number of resolutions were passed touching teachers' emoluments and service conditions. The discussion on "Education in Free India" was adjourned to another meeting to be held at Kodavasal in about two months' time. A committee was appointed to go through the reorganization scheme and make recommendations on the several subjects.

Tanjore Dt. Aided School Managers' Association

The inaugural meeting to revive the above association which was started in

1925 but remained dormant after 1931, was held in the Town High School, Kumbakonam on 11-10-1947, at which ten representatives were present. The following office-bearers were elected :

- President: Rag Sahib Kulapathi R. Swaminatha Iyer
- Vice-President: Mr. J. G. Koil Pillai
- Secretary & Treasurer: Mr. S. R. Balasubramanya Iyer
- Members of the Ex. Com: Rev. A. Victor Fernandez Mr. S. Krishna Rao

Teachers' Union, Usilampatti

In a memorial to the Minister for Education, the Government is urged to concede the principle of equal pay for equal work, to abolish all distinctions in the scales of salaries of teachers employed under different agencies, to pay them adequately in order to raise their status in society, and to float a loan if necessary, specially ear-marked for meeting the extra expenditure incurred in meeting the demands of the teachers on the above basis.

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

Policies issued from 16-10-47 to 20-11-47 District-wise

Kurnool	...	5
Madras	...	4
Tinnevely	...	3
S. Malabar	...	3
Trichinopoly	...	2
Tanjore	...	2
S. Kanara	...	1
Madura	...	1
Salem	...	1
North Arcot	...	1
South „	...	1
Total		24

POINTS FROM ARTICLES

The Status of schoolmasters in present day society

In a lengthy article on the subject Sri K. Ramachandra Rao, Headmaster, Board School, Erukkur P. O., says that the teacher occupies a very important position in society. He elaborates on the following points:

1. The great responsibility of present day teachers in imparting essential and very useful education to the rising generation.
 2. The opportunity offered by the present political condition to prepare the future citizens.
 3. The part they have to play in the uplift of the country.
 4. The unfortunately low position assigned to them in the social scale nowadays.
 5. The optimism with which the teacher discharges his duties in spite of his depressingly low monetary rewards.
 6. Strike as only an ultimate weapon of desperate situation to which he has been driven by the apathy of the Government, and
 7. The duty of a Government to find money to meet the demands of teachers.
- He hopes that there will be better days ahead for teachers at least in commemoration of the new and free India from 15th August 1947.

An Appeal to the public and to the fathers of the State

In this appeal Mr. C. Lakshmi Narasimham, Secondary Grade teacher, Board Higher Elementary School, Marella, Darsi Taluq, Nellore District, thanks the Government of Madras for having revised the salary scales of teachers after much agitation by the teachers' associations and regrets the step-motherly treatment meted out to the secondary grade teacher stating how contrary to the proposal of the Adviser's Government to start him on Rs. 50 the present scale is very unjust compared with the scale of a clerk of the same academic qualification in Government service.

He points out that the proposal of taking Secondary Grade teachers as Junior Deputy Inspectors is only an eye-wash. He utters a warning that unless the just demands of this class of teachers are met, the S. S. L. C.'s will begin to seek some other fields of employment.

(Continued from Page 334)

tion of examinations, which only those who wish to proceed to the University should be obliged to sit for.

Mr. R. A. Butler sometime ago said, "There would be a crisis in education in the near future unless the Ministry grasped essentials and had proper priorities". A well-thought-out order of priorities is the essence of sound administration. The Premier's picture of elementary education is devastating. He says that the number of elementary schools and scholars is going down. The country has been looking forward to the universal elementary education being given to all our children. Moreover, ideas relating to basic education seem to be hazy. Basic education may be commended because it is educationally sound, and is consistent with the principles of learning by doing or through interest or by contact with problems of real life. But the idea that the basic education, as stated by the Premier, helps the pupil to pay for his education is an exploded educational doctrine, and has not been accepted even by the Zakir Hussain Committee. The enforcement of basic elementary education cannot be tackled by the education minister alone, but by the decisions of the Cabinet, among whom correct ideas should have been arrived at. Again, urgent steps should be taken to prevent the colossal wastage in elementary education referred to by the Premier even in the absence of expansion. The reform of secondary education may wait for a year or two; and the first place in the order of priorities may be given by the Education Ministry to the pressing problems of basic elementary education.

Silver Jubilee Souvenir (A. R. C. Annual Report of the Imperial Schools, MUTHIALPET). Records Department (1945).

A copy of the above souvenir has been received in this office. It contains appreciations and eulogies for the meritorious services rendered by Sri K. Ramiah Chetty, Correspondent and Manager of the A. R. C. Schools, Muthialpet, during the twenty-five years of his association with the institutions both as Headmaster and later as Manager and Correspondent. Tributes to his services are paid by many eminent persons such as, the Director of Public Instruction, Educational Officers, Teachers, Educationists, and persons who are prominent in the public life of Madras. A report of the Silver Jubilee Celebrations held on the 27th October 1947 is found elsewhere in this journal.

The report contains the working of the Imperial Archives during 1945. The following points in the report are worthy of note:—

1. A brief review of the 22nd session of the Indian Historical Records Commission held at Peshawar.
2. Progress in five-year publication programme.
3. Establishment of educational contacts with progressive Archives offices in Europe and America.
4. Training scheme under which as many as 20 candidates from different provinces and states applied for training and diplomas were awarded to five.

The work of the department seems to have been handicapped by depleted staff, acute shortage of accommodation with provision for air-condition.

C. R.

Contribution to the Council of Action Fund

	Rs.	As.	P.
Amount already acknowledged	832	12	0
Association:			
Board High School, Koilkuntla	10	0	0
Board High School, Kalyandrug	7	0	0
Board High School, Dharmavaram	15	0	0
Total	864	12	0

Contribution towards Madras Conference

Amount already acknowledged	281	0	0
S. B. K. High School, Aruppukottai	5	0	0
Schaffter High School, Tinnevely	5	0	0
Pernakulam Tq. Board Teachers' Union, Chinnamanur	5	0	0
Board High School, Dharmavaram	5	0	0
Total	301	0	0

Affiliation Fee for 1947-48

Amount already acknowledged	123	12	0
Tanjore District Teachers' Guild	50	0	0
Kurnool District Teachers' Guild (Balance)	10	0	0
Malabar District Teachers' Guild	50	0	0
South Kanara District Teachers' Guild	50	0	0
Kistna District Teachers' Guild	35	0	0
Total	318	12	0

TANJORE INTER-TRAINED TEACHERS' MEMORANDUM TO
EDUCATION MINISTER

A deputation consisting of Inter-trained teachers waited on the Education Minister during his visit to Tanjore and submitted a memorandum. The following claims were put forward:-

1. *A separate scale of pay for the Inter-trained teacher:* In fixing the scales of pay of high school teachers, quite properly, both their professional training and general educational qualifications have been taken into consideration. Untrained graduates, trained graduates, graduates who have undergone training but failed in the B. T. degree examination—all, handle forms IV to VI. But they are paid differently. Again, there are three different scales for pandits handling the same high school classes. By the same token the Inter-trained teacher should be paid more than the S. S. L. C. Secondary Grade. Even in other departments of the Government, educational qualifications are recognised and paid for: a graduate clerk is paid more than a non-graduate clerk though both do the same kind of work. The provision of a separate scale of pay for the Inter-trained teacher is the only way to attract Intermediates into the training schools which have been depleted of their Intermediate pupil-teachers.

2. *Interim relief of Rs. 15/- a month with effect from June, 1947:* In most Aided schools, Inter-trained teachers were paid an allowance and in some a separate scale of pay till the government revision of salaries put an end to these and a right they enjoyed was withdrawn. Hence, the grant of interim relief is a simple act of justice.

3. *Status of Secondary Grade Teacher who takes his B.A. degree:* A secondary grade teacher is "not qualified" to teach forms IV to VI because he does not possess the requisite general educational qualification. It is not as if he is fitted by his training to teach standards I to VIII only; for the training school does not any more than the teachers' college, profess to equip the trainees with ready-made methods to suit this

standard or that. It is true that the pupil teacher in the training school is given a little practice in teaching lower forms and classes, while his compeer in the teachers' college is given a little practice in teaching high school classes also. But this is not by any means an important aspect of the training given in a school or a college. Common sense and experience will enable a teacher to make the necessary adjustments in the method of approach from standard to standard. The chief aim of the training school and the college is to equip the trainees with the tools with which they have to fashion their own methods; in fact, these institutions claim it as their virtue that they do not impose particular methods on the trainees. Thus the training received by the secondary grade teacher is substantially the same as that received by the collegiate trained teacher—that is, a thorough grounding in the general principles of educational practice. Hence, it is superfluous and wasteful to make a secondary grade teacher who takes his B.A., degree undergo training once again before he could handle high school classes.

4. *Grant of exemption to the Graduate Secondary Grade Teacher from production of attendance certificate in respect of the B. T. degree examination:* From what has been said already the B. T. degree examination is a mere formality that the graduate secondary grade teacher has to go through and so there could be no excuse for not making it extra-mural to him.

(Continued from Page 350)

Trouble is bound to arise in future if the system be not changed. It is essential that the Government should just indicate to the heads of educational institutions its general desire but leave admission to their discretion. Any special point for consideration in this connection may be solved satisfactorily if the heads be consulted beforehand and their advice sought.

Some criticisms of Reorganisation proposals.

Speaking at the Guild Day of the Madras Teachers' Guild on 1st November in the Christian College High School Hall, Prof. M. Venkatarangiah subjected the recent recommendations of the S. S. L. C. Board to searching criticism. Two of his criticisms are with regard to language study and commercial courses. He advocated the study of only the regional language till middle school stage, and English to be taken up in the High school stage. He made no mention of Hindustani, which is claimed to become the future national language of India taking the place of English. Does he mean that English will serve the purpose of both national and international medium of understanding?

Again he remarked that the recommendation of the S. S. L. C. Board about the commercial course was nebulous since English which is the language medium of study of this course is hard to be replaced by the regional language. Quite so; the difficulty will be experienced only in the beginning, but the science of the study has to be maintained and a mere change of language will not

affect the system. In these days when human ingenuity can cope with any difficulties by new inventions, shorthand and type-writing can still be learnt through regional languages and the book-keeping system too.

Urgency of Educational Expenditure

In his address to Madras Teachers on the 5th November, Dr. John Sargent, Education Secretary to the Government of India, pointed out the importance and urgency of expenditure on education and compared it with expenditure on 'war'. 'If money can be found to equip a young man for war, it should be even more important to find money for his education' so said Sir John Sargent. But the minister for Education, who was present at the meeting and was requested to speak a few words, was rather wanting in humour to understand him correctly, and, perhaps prompted by fear of teachers pressing their demands for better salaries as a result of this spirited speech, pulled the speaker by remarking that security of life is always the first concern of the state. Of course he had in mind the present troubled conditions in India.

THE PRESIDENT OF THE S. I. T. U.

SRI M. S. SABHESAN, M. A.,

who is also the President of the

S. I. T. U.

PROTECTION FUND LTD.,

appeals for Record Enrolment to the

S. I. T. U. PROTECTION FUND

during 1947 which is the final year
of the quinquennium 1943 to 1947

THE SOUTH INDIA TEACHERS' UNION

Executive Board

A meeting of the Executive Board was held on Saturday the 22nd November 1947 at 12 noon at the office of the Union. The following members were present:

Sri M. S. Sabhesan, President of the Union, presided.

Messrs. S. Sundaresa Iyer (Tanjore), S. Periaswamy (Salem), R. Ramakrishna Iyer (Trichinopoly), C. Ranganatha Iyengar (Journal Secretary), V. Arunajatal (Treasurer), S. Mukunda Rao, (South Kanara), S. E. Selvam (Malabar), A. Satyanarayana (Vice-President), S. Srinivasa Iyer (North Arcot), V. Bhuvaramurthi Rao (Secretary, Protection Fund), S. Natarajan (Secretary).

The Secretary presented the minutes of the last meeting. It was approved. He then reported,

1. that the three members co-opted at the last meeting to represent Guntur, West Godavari and East Godavari, respectively have agreed to serve on the Executive Board,

2. that Sri S. Srinivasan, one of the internal auditors, had audited the accounts upto 27.9.1947 and that his report was awaited,

3. that Sri G. Krishnamurthy, Convener, Vigilance Committee, had tendered his resignation and had not chosen the members of the Vigilance Committee,

4. that a Central Education Week Committee was constituted and plans for observing Education Week drawn up and that reports had been received from many centres that the week was observed,

5. that a sum of Rs. 69-8-0 was realised by way of donation and subscription and that Rs. 134-14-6 was spent,

6. that the presence of Dr. Sir John Sargent was awaited and a Tea and public meeting were arranged under the joint auspices of the S. I. T. U., the Madras Teachers' Guild and the Headmasters' Association, and

7. that Government have issued orders in G.O. MS. No. 2406, Education, dated 7th November 1947, modifying the form of contract between teachers and managements of aided Educational Institutions and that the order has incorporated the suggestions that were made by the Union from time to time.

The Executive Board was informed that the Working Committee in circulation approved

(a) that members of the Working Committee attending meetings of the Council of Action be paid as travelling allowance single third class train fare to and fro and Rs. 3 halting allowance or actual expenses whichever is less, and

(b) that a sum of Rs. 500 from the Union account and Rs. 500 from the South Indian Teacher account be invested as Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd.

The Board then approved the expenditure incurred in connection with (a) the Education Week and (b) the At Home to John Sargent.

The Board then considered the report from the Nandigama Taluk Teachers' Union for affiliation. It was resolved to refer to the Kistna District Teachers' Guild and if the rules of the Guild would not permit of its affiliation, the Union may be affiliated temporarily for one year. The Secretary was authorised to inform accordingly the Nandigama Taluk Teachers' Union.

The Treasurer placed a statement of accounts for the period ending October 1947. It was recorded.

The Journal Secretary then placed a statement of accounts. He raised the question of increasing the subscription to Balar Kalvi from Rs. 2 to 3. The Board was not in favour of increasing the subscription. It authorised the Secretary to invite the Additional Journal Secretary, Mr. G. Srinivasachary, to the meetings of the Executive Board and Working Committee.

The Journal Secretary also presented a scheme for the formation of Joint Stock Company for conducting the journals, etc. The Board desired that the scheme be examined with the assistance of a lawyer and placed before the Working Committee in proper form for its approval and action. A Committee consisting of Sri V. Bhuvaramurthi Rao, Sri S. Natarajan and Sri C. Ranganatha Iyengar (as Convener) was formed to submit a report on the subject.

The Secretary then reported that the Secretaries of the Ramnad and Coimbatore District Teachers' Guilds had expressed the inability of their Guilds to invite the next Provincial Educational Conference. Sri R. Ramakrishnan (Trichy) informed the Board that the Executive of the Guild was considering the question that day and their decision would be communicated soon. It was resolved to await their decision.

Then the Executive Board took up for consideration the Presidentship of the Conference and after a discussion drew up the following panel of six names for election by the affiliated associations:

1. Rev. Father De'Souza, Principal, Loyola College, Madras.

2. Sri R. Suryanarayana Rao, M.L.C., Madras.

3. Prof. Bhagavantham, Ex-Principal, Andhra University College.

4. Sri E. N. Subrahmanyam, M.A., B.L., Theosophical College, Madanapalle.

5. Sri G. V. Subba Rao.

6. Sri Satya Samuel.

The Board accepted the resignation of Sri C. Krishnamurthy, though it was sorry to learn that the resignation was due to reasons of health. The Board felt that as the Council of Action was now in active charge of problems of security, the question of appointing a Vigilance Committee be deferred.

The Report of the Finance Committee was then presented by the Treasurer. After a discussion the following recommendations regarding travelling allowance were approved, Mr. Periaswamy of Salem expressing his dissent to clauses 5 and 6:—

1. Ordinary members attending meetings of the Working Committee shall be eligible to one third class fare to and fro and Rs. 3 halting allowance. When such members attend meetings of the Executive Board, they shall make arrangements with the respective Guilds for their travelling expenses

2. Executive Board Members attending meetings of the Executive Board shall make their own arrangements with their respective Guilds for their expenses.

3. Internal Auditors may be paid their third class train fare to and fro and Rs. 3 halting allowance. Madras members shall be paid a sitting allowance of Re 1 per day.

4. Ex-officio members, namely, the Vice Presidents, the Secretary, the Joint Secretary, the Journal Secretary and the Treasurer, travelling to attend the meetings of the Working Committee and or of the Executive Board will have their expenses met in accordance with the rates given in No. 1 above.

5. The President shall be allowed second class fare to and fro and all expenses when he has to travel in connection with the Union work.

6. When any office-bearer of the Union has to travel on Union business, the President may, if he is satisfied of the need, permit him to travel in second class and in that case all his expenses in connection with the work will be met by the Union.

The Board then considered the amendments suggested by the Finance Committee with regard to the rates of affiliation fee and subscriptions and resolved to recommend the adoption of the following rates:

Affiliation Fee—

1. District Teachers' Guilds:

The affiliation fee of a District Teachers' Guild shall be made up as hereunder:—

(i) Subject to a minimum of Rs. 25 and a maximum of Rs. 100, an amount calculated at the rate of four annas per member on the rolls of its affiliated associations other than elementary teachers' unions,

(ii) a sum calculated at the rate of Rs. 5 per Elementary Teachers' Union affiliated to it, and

(iii) a sum calculated at four annas per individual member on its rolls, in the previous official year.

2. *Associations not attached to a school and considered as a Provincial Association:*

Subject to a minimum of Rs. 50 and a maximum of Rs. 100, an amount calculated at four annas per member on the maximum strength in the previous official year.

3. *Teachers' Associations attached to schools in areas where there are no District Guilds:*

An amount calculated at the rate of eight annas per member on the maximum strength in the previous official year subject to a minimum of Rs. 5.

4. *Individual members of the S. I. T. U.:*

(a) Elementary schools — eight annas per member.

(b) Other schools—

(i). Graduates—Rs. 2 per member, and

(ii) Non-Graduates Re. 1 per member.

(c) *Non-Teachers:* Rs. 5 per member.

The Board then authorised the President, the Secretary and the Treasurer to incorporate these recommendations in the form of suitable amendments to the rules of the Union relating to membership and circulate it to the District Teachers' Guilds for their opinion to be communicated to the Union on or before the 31st January 1948.

The Convener, Council of Action, then reported,

1. that the question of weightage to teachers of service in Secondary schools under local bodies and aided schools is under active consideration and that orders may be expected shortly,

2. that certain local bodies, like the Chittoor District Board have not given effect even to the revised scales and that as and when information to the effect was received, the Convener had addressed

the authorities with some measure of success,

3. that the question of revising the qualifications and salaries of Pandits is engaging the attention of Government and the Council expected early orders,

4. that there is great dissatisfaction among secondary grade teachers at the low rate of annual increment, and

5. that the scales of salaries of Manual Training Instructors, Art Masters, Music Teachers, etc. are considered not only inadequate but show a difference in principle having been adopted in the case of such teachers in local bodies from those similarly employed in Government service.

He further reported that the response from Guilds and Teachers for funds for carrying on the work of the Council of Action could not be considered encouraging. A sum of Rs. 889 has been received so far consisting of Rs. 305 from District Teachers' Guilds and Rs. 514 from teachers through their respective associations.

The Executive Board felt that there is need for the Council of Action to continue its work but suggested that unless more funds are coming, the Council might have to practise strict economy. The Convener was authorised to remind the associations of their contribution to the Council of Action Fund.

The Secretary then reported that the South Arcot District Teachers' Guild had not paid its affiliation fees for the years 1945-46 and 1946-47 and that no reply was received from the Secretary to any of the letters sent from the office.

The Secretary was authorised to write to the associations in South Arcot District to take steps to get the Guild working and to have the arrears paid so that the Executive Board might not have the painful duty of disaffiliating the Guild.

At this stage Sri M. S. Sabhesan left the meeting and Sri A. Satyanarayana, Vice-President, took the chair.

The Board then elected the following to represent the Union in the Council of the All-India Federation of Educational Associations for the year 1948.

(Continued on cover page 3)

EDITORIAL

Dr. Sir John Sargent

In his recent utterances in South India, Dr. Sargent has emphasised again and again the necessity for a well-trained and well-paid teaching personnel in India at the present moment. He has not hesitated to point out the danger of economising in respect of expenditure on the salaries of teachers. He is not unaware of the attempts made in several provinces to reduce the so-called high cost of education by finding cheap substitutes or employing teachers with lower qualifications. Our leaders may be very progressive and forward in political theories but they are slow to have a realistic view in the sphere of education. They seem to believe that teachers should be prepared for a life of sacrifice and should be able to follow the Gurukula type. They perhaps find it convenient to forget that teachers have also got their family obligations and that ups and downs in the family budget are likely to upset their minds. Dr. Sargent has done the right thing in making it clear to our leaders that the entire expenditure on education will be a waste if, side by side, the conditions of service be not improved. Our leaders should realise that the scales proposed by the Advisory Board are moderate and that it is unwise to effect economy. The firm stand Dr. Sargent has taken in regard to this question should be understood by the Provincial Governments. The Advisory Board recommends that matriculation should be the minimum qualification for a teacher in an elementary school. Is it not a pity that leaders agree with this view but still prefer to accept lower qualification to reduce the cost on salaries. Let us hope that ere long our Provincial Government will find it possible to secure the services of well trained and well-paid teachers

Mild Stir

We notice a mild stir among the publishers in our province. This is due to a rumour that the Government may itself undertake the publication of

books for use in schools. This idea has been mooted at different times but for some reason or other the scheme has not materialised. Publishers in South India, both foreign and Indian, have played a notable part all these years and their contribution to the progress of education in schools has been appreciable. Through their own efforts they have succeeded in meeting the educational needs of schools. The exhibition of select books on different subjects arranged on the occasion of the Provincial Educational Conference held at Madras in May 1947 brought out clearly the increase in the book resources and the great improvement in their quality. South India should feel grateful to them for this continued service because the paucity of books will be a great obstacle to progress. The publishers had several difficulties to face till now, and they are aware of the defects in their publications. They have however been keen on the improvement of the quality. They feel they do not get the help they need in time; and expert advice is not always easily available. The frequent changes in the syllabus and technical terms cause no little confusion and hit them financially. Still they go on doing their work in the hope that they may have better days with the expansion of education. Their chief interest lies in the publication of books for use in schools. The proposal of the Government to undertake the publication of such books will certainly affect their business materially. It is natural they should begin to think of the implications of the proposal. Those who urge the Government to undertake the work of publication argue that it may be a source of income. The question of publication should be approached from the broader educational aspect and not from the aspect of income. Competent persons like Dr. Mathai and Mr. Karanth have their own misgivings about Government concerns bringing surplus income. *There is an educational need to be met just now in view of the reorganisation of education and the adop-*

tion of the mother tongue as the medium. Can this need be met by private agency? Can the Government hope to meet this need by itself? We cannot express any opinion as to how far Government publication will be satisfactory. The publishing firms in Madras have so far shown intelligent understanding of the educational needs and been able to give a good account of themselves. That some of the publications are not up to the standard should not stand in the way of our recognising the resourcefulness of the leading publishers. Notable progress has been made owing to a healthy competition in the field. Schools have thus a fair field for choice and different parties are satisfied. If Government itself should publish books, there is a kind of monopoly in practice. That a Government publication will be better cannot be taken for granted. If it should unfortunately be defective, there can be no choice for schools and educational interests will suffer. Both the publishers and Government are interested in the publication of books. If the publishers be deprived of their opportunities, they may not be able to bring out books of other types and the books needed by the public may become scarce. A heart to heart faith between the publishing group and the Government on the several aspects of book publications will remove misunderstanding and the publishers can go on with their work in a pleasant atmosphere. What teachers desire is a steady supply of neatly got up school books at moderate prices.

Where are we

The interpellations in the legislature regarding admissions to colleges and the official replies thereto produce a mixed effect. No one seems to be happy about the policy regarding admissions. It is a fundamental right of a citizen to be educated according to his aptitude. The only factor which can restrict the scope of this general right is the availability of seats. The allocation of seats becomes a serious problem if there be many more applications. The Government should be naturally expected to lay down a few broad principles for the

guidance of those in charge of educational institutions. Professional colleges have for a number of years been attracting numerous undergraduates and the problem is becoming more complex in view of the fact that the Government finds it inconvenient to be guided by merit. The Arts Colleges have also to face the problem of numbers and the application of the official policy more or less to these institutions naturally rouses suspicion and creates dissatisfaction. Rightly or wrongly students belonging to one community feel that they are denied facilities for no fault of theirs. Students of another community claim that on population basis many more should be selected from their group. There is the impression in disinterested circles that the problem of admission is approached definitely from a political angle. Communal rotation for service is one thing but it will be a serious thing if admission should be governed by political considerations. A reference to scheduled classes is often made during discussion. The concession which is being shown to the pupils of scheduled castes is not criticised but welcomed because of the wide-spread feeling that this community has so far been unjustly treated and that it has been impossible for its members to enjoy the facilities. A reservation of seats for pupils of this community will therefore be justified on general grounds of equity. But the rest of the people have been enjoying equal opportunities in every walk of life and they have not laboured under any legal and social disabilities. They know the value of education and if certain sections are not keen on higher education or technical education, they may have had good reasons. They perhaps prefer other lines or are more profitably employed. Hence the insertion of a group in the classification of pupils in official reply, namely, Non-Brahman (backward), is thought provoking. Distribution of seats in colleges if allowed to be handled by politicians and political parties, may follow the slogans familiar in the political field.

(Continued on Page 344)

(Continued from page 348)

1. Sri M. S. Sabhesan.
2. Sri T. P. Srinivasavaradan.
3. Sri C. Ranganatha Iyengar.
4. Sri S. Natarajan.
5. Sri A. Satyanarayana.

It was also resolved to sanction a sum of Rs. 75 towards the travelling allowance of these representatives for attending the meeting of the Council at Rewa in December 1947.

The Board then considered the draft amendments to the rules relating to the drawing up of the panel for appointment of head-masters and headmistresses in schools under local bodies. Mr. A. Satyanarayana wanted that the panel should be drawn up in accordance with seniority. It was generally felt that the amendments proposed indicated a distinct improvement over the existing rules and that the Executive Board might give its support to them. Mr. Satyanarayana wanted more time to study the rules. It was agreed that on the receipt of the opinion from Mr. Satyanarayana and Mr. Periaswamy the Secretary might communicate the views

of the Executive Board to the authorities.

The Secretary then informed the Executive Board that a Committee has been constituted for felicitating Sri M. S. Sabhesan, the president of the Union, on the occasion of his Shashti-abdapurthi and that the Committee has invited Presidents of all District Guilds to be members. The Committee contemplates publishing a commemoration volume, organising a public meeting and presenting him with a suitable souvenir on the occasion.

The Board resolved to co-operate with the Committee in the celebration. It authorised the Secretary to commend the appeal of the Committee for donation to all affiliated associations. It resolved to present him with an address on the occasion and appointed a sub-committee consisting of Upadhyaya Sangha Karya Praveena Sri S. K. Yegnanarayana Iyer, Prof. A. Srinivasaraghavan and Sri C. Ranganatha Iyengar to draft the address. It also resolved to contribute Rs. 100 to the Shashti-abdapurthi Committee.

THE XXIII ALL INDIA EDUCATIONAL CONFERENCE, REWA

In response to enquiries from intending delegates to the above Conference the following information is given:

Rewa (Capital town of the State) is about 50 miles to the east of Satna Railway Station which is accessible by any of the routes given below:

Route from Madras.	Approx. distance.	Approx. fare.		
		2nd class.	Inter.	3rd class.
		Rs.	Rs.	Rs.
Via Bombay (to Allahabad).	1530 miles	90	55	30
Via Vizianagaram, (Raipur and Nagpur).	1130 "	85	45	30
By Grand Trunk (via Itarsi, Jabulpore).	1080 "	70	35	25

The place will be very chill and warm clothing and bedding will be required.

[Reference map: Any All India Railway map or Oxford University Press map of Communication.]

The Conference authorities provide transport from the station to the venue of the Conference which lasts from 28th to 31st December 1947.

Journal Secretary.

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தவணைத்தாள்.

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