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SHIVAJI

By

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TRANSLATED INTO TAMIL

By

Rao Sahib S. K. Devasikhamani, B. A., L. T.,
Retired Headmaster,
Bishop Heber High School, Trichinopoly.

Extract from Preface:—

"During the past half century a great deal of research has been made in Mahratta History, and many important new facts about Shivaji's life have been brought to light. It is to bring home to Tamilians the great traits of Shivaji throughout his life, his nobility, his bravery, his chivalry and his devotion to his mother, that I have undertaken to translate this book into simple Tamil."

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THE SOUTH INDIAN TEACHER

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No. 1

Dr. BESANT'S EDUCATIONAL IDEALS (Contd.)

V. S. VENKATANARAYANA M.A., B.Ed.

The Content of Education

Dr. Besant did not like that the content of education should be the same for both boys and girls. The national movement for girls' education should proceed on national lines. It should accept the general Hindu conception of a woman's place in national life, not the dwarfed modern view, but the ancient ideal. It should see in her the mother and the wife, or, as in some cases, the learned and pious ascetic, the Brahmavadini of the old days. It should not see in her the rival and competitor of man in all forms of outside and public employment, as woman, under different economic conditions, was coming to be in the West. There it was an artificial problem created by the relation of the sexes in the West. The same fate as had overtaken the West was overtaking India. To counteract it, Dr. Besant felt that India needed nobly trained wives and mothers, wise and tender rulers of the household, educated teachers of the young, helpful counsellors of their husbands, skilled nurses of the sick, rather than girl-graduates, educated for the learned professions. The following is in outline the essentials of the education desirable for Indian girls according to Dr. Besant:—

(i) Girls' Education

(a) *Religious and Moral education:* The fundamental doctrines of religion in clear, simple and rational method should be taught. The Sanathana Dharma

Series prepared by Dr. Besant could be read. The Mahabharatha and the Ramayana should be largely drawn on for moral instruction as well as the Manusmriti and Tulsi Doss's Ramayana. To this should be added the teaching of hymns in the vernacular and stotras in Sanskrit as well as committal to the memory of many beautiful passages of the Bhagavadgita, Hamsa Gita and the Anu Gita. They should be taught to worship with intelligent understanding and pure and enlightened faith. Philosophical studies and explanations should be given so as to make possible the reappearance of the type of which Maitreyi and Gargi and the women singers of the Vedas were shining and monumental examples. The Muslim girls should have the beautiful and devotional verse from Persian and Arabic learning. So also should the Zoroastrian. (b) *Literary education:* A sound literary knowledge of the vernacular both in reading and writing, a classical language—Sanskrit or Arabic according to religion—and a colloquial knowledge of some vernacular other than her own would be useful to the girl. It is desirable seeing also how much English thought was dominating Indian men and how many sympathising English women seek to know their Indian Sisters that English also should be taught to the Indian girl. Indian History and Geography should be taught thoroughly and reading books should be provided to include the stories of all the strongest

and sweetest women in History. (c) *Scientific education*: A knowledge of sanitary laws, of the value of food-stuffs, of nursing of the sick, of simple medicines, of 'first-aid' in accidents, of cookery, of household management and keeping accounts should be included in the curriculum. The hygiene of the household, the value of fresh air and sunlight and scrupulous cleanliness should be completely taught. Sufficient arithmetic should be learnt for all household purposes, for quick and accurate calculation of quantities and prices, and the keeping of accounts. (d) *Aesthetic education*: Instruction in some art should be given so that leisure in later life might be pleasantly and adequately filled. Music, drawing and painting, artistic embroidery, sewing, darning and kindred arts should be taught. The natural taste of the pupil should be the determining factor in the selection of the art to be learnt. (e) *Physical education*: The training and strengthening of the bodies of the future mothers should not be left out and to this end, physical exercises of a suitable kind should form part of the school curriculum. Exercises resembling the Swedish exercises, games giving exercise of a pleasant and active kind and 'kolattam' exercises should be given so that they might conduce to the health of the young bodies and give grace of movement removing all awkwardness.

In the words of Dr. Besant, "Nothing is prettier than to see a group of girls moving gracefully to the sound of their own young voices, in and out, in mazy evolutions, with clapping of soft palms or clash of light playing sticks."

(ii) Boys' Education.

Religious education would be most necessary as in the case of girls. A common language would form a bond of union and Sanskrit and English serve as common languages between the Hindus of North and South, of East and West. Dr. Besant required that Sanskrit should be taught in every English Department and English should be taught in every Sanskrit Pathasala so that every pundit might properly

understand his compatriot English-educated. It was disgraceful that when the Muhammadan and the Christian could read his religious literature the Hindu should be unable to do so direct. To be ignorant of the language in which all the religious ceremonies were performed would result in being doomed to irreligion or unintelligent religion and such ignorance should be regarded as disgraceful to a man claiming to be educated. Dr. Besant also postulated the necessity for learning Hindi the most widely known and widely connected language. While Sanskrit bound together all the Hindus in religion, Hindi would bind together all as a nation in social and family life. The splendid literature, the shrutis, the smritis, the Puranas, the Itihasas, the philosophies and their commentaries, the drama—all this vast common and glorious literature would bind together all the Hindus. For the Muhammadans, Arabic would take the place of Sanskrit but English should be as necessary to him as to the Hindu. Hindi was his own Urdu stripped of its Persian derivatives. He must feel one with the Hindu and should understand the greatness of India as a nation. Both are one nation. How well would it have been had the suggestion been followed when made in 1908? The two nation theory would not have come into existence at all. The history of India, according to Dr. Besant, must be made common history, looking on all her great men as a common glory, on all her heroes as a common heritage. Hindus should learn to be proud of Akbar, Mussalmans of Shivaji. History should lose all its bitterness as of foe against foe and should become the story of the common mother land in the making, all parties contributing to the enrichment and sharing in the results. Battles should be regarded only as great events that shaped the nation. Said Dr. Besant: "Thus shall separateness and hatred pass, and patriotism and love grow up. As boys struggle hard in a match, one side against the other, and afterwards forget the struggle and bruises received and use the strength and skill thus obtained in the team which represents the whole

college, so must Indians forget the antagonisms of the war games of the past, and let the wounds be only honourable scars, while they use their strength and skill for the nation."

Geography should be taught so as to represent the appearance of an indivisible nation. Dr. Besant strongly felt against the theory of two nations. India was to be made a living reality, an organised entity and a glorious nation. **Pupil-responsibility**

Dr. Besant laid down a sort of restricted freedom for students as long as they were students as being desirable. She believed in pupil-responsibility but within limits. She favoured debating clubs as affording pleasant meetings and interesting discussions and also as serving as training grounds for developing the knowledge and qualities needed for public life. The discipline of mind and manners could be developed there. The pupils should elect their own officers, lay down their own rules and carry on their business. The sense of liberty should be fostered but the sense of responsibility which was as a rule weak among pupils should be strengthened. Free men who act, recklessly and without a sense of responsibility would destroy nations. The pupils should take an intelligent interest in public affairs and freely discuss them but should not take part in active politics. They should talk them over in every possible way. They should not protest against Government. They should develop rational thinking. But "if, before they study and understand the questions of the day they shout out their disapproval out of empty heads, they make a great deal of noise, but noise of no value, like bladders which, when beaten, make noise, but collapse if you prick them with a pin. The boys must be taught to think first and then to form opinions, not to call out first and then wonder what they have been shouting for. That is bad moral training. It puts the boy on wrong lines and it takes away that profound sense of responsibility which ought to be at the heart of every one who mingles with

political life. For remember what playing with politics means. Remember that it means playing with property; it means playing with liberty; it means playing with lives of men. Leaders in the political arena should remember all that, when they take the responsibility of calling men to action."

When the students of the Central Hindu College tried to mourn the death of Khudiram Bose, a Bengal Revolutionary, by putting on a mourning dress, she stood at the gate of the College and insisted that politics should not be allowed to get mixed up with education.

In the present day we find the students full of half-baked political theories with a regimentation of mind fighting among themselves without unity of organization and without rational thinking. They are in a maze of confusing political ideologies and groping in the dark. They would do well to follow Dr. Besant's advice.

Dr. Besant made efforts to train up the youth in disciplined service in various forms. She independently inaugurated the Scout Movement in 1917 which was later copied and duplicated by the Government. Sir Robert Baden-Powell recognised her glorious work. Both the bodies were amalgamated in 1921 and in recognition of her inestimable work she was made the Honorary Scout Commissioner for India. Thus we find in Dr. Besant a pioneer in the field of education. Her educational ideals are sound and stood the test of time. It would be highly conducive to national progress if followed. We hope the Indian Union would reorganise and renovate the educational system according to her ideals. For after all it is agreed that the Indian Dominion is ruled primarily by Hindus and as Dr. Besant wanted the Hindu to be a self-respecting Hindu striving hard to raise his country to be the foremost pioneer nation in the world through her educational theories it is but proper that the system is put into practice at once. In this paper an attempt has been made to present in outline those theories.

EDUCATION IN THE MADRAS LEGISLATIVE ASSEMBLY - (NOVEMBER)

Revision of Teachers' Salaries

Replying to a question by Mr. V. Ponnuswami Gounder, the Minister for Education said that reports had been called for from all local bodies whether the orders of the Government issued in May 1947 revising scales of pay of elementary teachers had been given effect to by them. From the replies received so far, it was observed that most of the local bodies have introduced the revised scales of pay. The scales took effect from 1-1-47. No report had been received from the Municipal Council, Gudiyatham. The District Board, North Arcot and the Municipal Council, Tiruvannamalai, have reported that the revised scales have not been introduced for want of funds. The question of providing funds for these local bodies was under consideration. The remaining municipal councils in the district have reported that the new scales have been introduced as from 1-1-47.

Salary of Pandits

Mr. T. S. Avinashilingam Chettiar, Minister for Education, said replying to a question put by Mr. T. K. T. N. Tatachari, that the Government had already fixed revised scales of pay for the three grades of Pandits and Munshis to be employed in secondary schools under all types of managements. The question of revising the qualifications and scale of pay fixed for each grade was under consideration and orders would be issued after the extra cost involved in the revision was estimated. When fixing the revised scales of pay, the Government had laid down certain qualifications for each grade of pandits and eligibility in S. S. L. C. was one of them. The question of exemption would be considered after the qualifications were finally revised.

Elementary Teachers' Federation

Mr. K. Anandan Nambiar asked whether the Government had received any representation that workers of the Teachers' Federation were being threatened with repressive action by the educational authorities.

Mr. T. S. Avinashilingam Chettiar, Minister for Education, replied to the question in the affirmative.

Answering the second part of the question, the Minister said that the Government had issued instructions for the guidance of authorities concerned, in dealing with teachers' strikes, if they should occur. The Government had not received any representation from teachers regarding the above instructions.

Asked whether the Government had received from the Madras Provincial Elementary School Teachers' Federation a request for formal recognition of that Federation, the Minister stated that these applications should be forwarded to the Government through the Director of Public Instruction and the Director of Public Instruction had not forwarded any such application.

Instructions to Police on Teachers' Strikes

Arising from an answer that instructions had been issued to police and other authorities for dealing with teachers' strikes, Mr. R. V. Swaminathan asked "what was the reason for leaving those poor teachers in the hands of the police?"

The Minister: We do not leave them. They themselves get into their hands.

The Minister, in reply to a question by Mr. B. S. Murthi, denied that he had refused to receive a deputation of teachers.

Stipends to Teachers

Replying to Mr. Ananda Nambiar's question, Mr. Avinashilingam Chettiar, said that with effect from 1946-47, the Government had sanctioned enhanced rates of stipends to secondary and elementary grade teachers. The question of granting stipends to students undergoing training for the B. Ed. or B. T. Degree courses was also under consideration. The pay of the teachers had been revised also. No orders had been passed by the Director of Public Instruction granting extension of time for implementing the Government order of June 5, 1947, by which the managements of aided schools had been asked to give Rs. 2 and Rs. 5 to the teachers, as the case might be, from their own resources. That might be considered after the applications for these extensions were all received.

Text-Book Committee Regulations

Mr. V. Raghavayya asked whether the Minister for Education would be pleased to state why, under the existing provisions of the rules framed under the Madras Text-Book Committee Regulations, only registered publishers and not authors were permitted to submit their books for being considered as text-books by the Text-Book Committee?

Mr. T. S. Avinashilingam Chettiar: The main object with which the registration has been prescribed is to secure well-organised and well-conducted publishers who will produce good books and to eliminate small publishers who produce bad and indifferent books. In the list of Registered Publishers, there are author-publishers also.

Mr. Raghavayya asked whether the Government would concede that the authors were the best judges of books and the proper persons with whom to come into contact, rather than publishers who did the job with mercenary motives?

The Minister replied that it was necessary to deal with both and the Government were prepared so to deal.

Mr. V. M. Ramaswami Mudaliar: Will the Government consider the

question of getting text-books of elementary schools written and published by authors employed by the Government, in order to avoid canvassing by private publishers?

The Minister: I appreciate the suggestion. The matter will be considered.

Mr. Ramaswami Mudaliar: Does the Government realise that text-books of the highest quality can be produced only under a scheme of State publication?

The Minister: I entirely agree.

Mr. Majeed: Will the Government issue instructions to the Text-Book Committee to approve books in the manuscript stage and not after they are printed?

The Minister: That will not be possible, sir.

Mr. Abdul Hameed Khan: Does the Minister realise that publishers are put to heavy loss if the Committee examines printed books and not manuscripts?

The Minister: They are publishing books as a trade. In a trade, there is gain as well as loss.

Education Minister's Address at the Basic Education Conference on 18-4-47

Mr. Avinashilingam said that the Government had accepted Basic Education as their policy with reference to elementary schools. Basic education was not merely teaching spinning or any other craft but it was teaching through craft. It was a well accepted principle of education throughout the world that all education should be based upon experience and if a craft could be made the main experience around which education could be imparted, it served the double purpose of giving experience as well as teaching a useful craft and that was the main contribution of basic education to the world of educational thought. Since it was so different from ordinary education, they should know

how difficult it would be for them to introduce this new system of education in our schools throughout the Province. For teachers who had grown old in the old method of education, this would, indeed, be a trial. The task of re-training the lakh and odd teachers already employed in our elementary schools was indeed a great one; but yet it was one that had to be done.

Comprehensive Plan under Preparation

The Government were drawing up a comprehensive plan for the spread of basic education throughout the Province. This plan would be put before them for criticism and consideration. In the course of this year, three more training schools had been started, one in South Kanara, another in Malabar and the third in Tamil Nad. In addition, they had also started training the staff of the Training Schools. Twenty-four of them were being trained in basic education and it was expected that they would be able to convert eight training schools as basic training schools in the next school year. He was glad to inform them that the Basic Education Society of Tamil Nad and the Kasturba Trust had come forward to conduct a training school each in basic education. Circulars had also been issued that within five years all higher grade and secondary grade training schools in the Province should become basic training schools.

Need to Avoid Wastage

While basic education would certainly improve the content of education, the Education Minister continued, they should also address themselves to the reorganisation of elementary education so as to avoid wastage and ensure efficiency. He was sorry to inform them that even on March 31, 1947, there had been as many as 5,421 single teacher schools and as many as 14,014 two teacher schools in the Province. Everybody who had any experience of educational organisation would know how much of waste there might be in these schools. It is also unfortunate that in certain villages where there was strength only

for one good elementary school, there were two elementary schools with two or three teachers each. These could be easily combined into one school in each of these villages, working with greater efficiency. In some cases, the District Board itself maintained two schools, one for boys and one for girls. In some cases, it was one aided school and another District Board school and in other cases, it was two aided schools working in competition with each other. The result was that the strength between them was vacillating and the strength of both was low and both schools were inefficient. In these circumstances, the Government were contemplating whether it would not be in the interests of both efficiency and economy to combine these inefficient schools and conduct them more efficiently.

Pointing out that the real problem of their elementary schools was want of good personnel, the Minister said that any organisation which did not effect an improvement in the status of elementary school teachers in their daily life could not succeed in its object and so Government were considering ways and means by which this could be done consistent with their financial resources.

The Minister furnished the following figures showing the number of women employed in elementary schools, which had considerably increased in recent years: (1941-42) 19,470 (women teachers); (1942-43) 20,377; (1943-44) 21,412; (1944-45) 22,596; (1945-46) 24,202 and (1946-47) 25,353.

Appeal for more Women Teachers

Teaching children, he said, was one of those professions in which women could do much better than men and it was only to be expected that as time went on, the number of women who would take to teaching as a profession would become greater every year. In England, America and in other countries, elementary school teachers were normally only women and only in rare cases, men were employed. It was likely that the same conditions might come to prevail in this country also. It was his wish and prayer that they should provide such

conditions of service that girls from respectable families would like to take to this noble profession. If this was to happen, they should provide conditions of security and dignity to those who would take up this work. This was a responsibility which rested both upon the State and the people and he had no doubt that the people in the villages would co-operate in helping to create such an atmosphere in all their schools.

Mr. Avinashilingam Chettiar, continuing said that the important role that elementary education played in the economy of our Province was reflected in the expenditure incurred for it. From the figures given below, it would be seen that a large amount had been spent on elementary education, as compared with secondary and collegiate education.

Year.	Amount spent on		
	Ele. Edu. Rs. Lakhs.	Secy. Edu. Rs. Lakhs.	Col. Edu. Rs. Lakhs.
1941-42	273	127	68
1942-43	287	129	71
1943-44	314	143	77
1944-45	386	164	90
1945-46	460	203	125
*1946-47	*390+170 ¹ =560	*59+46+161 ¹ =220+46	*55+64+77 ¹ =132+66

¹ Government Expenditure.

² Expenditure from other sources based on figures for 1945-46.

The actuals for 1947-48 would be much greater than for 1946-47, because the recent revision of salaries made for elementary school teachers would also have to be included in the total expenditure for that year. It was necessary that an item which cost such a large part of the total budget of the Provincial Government should be administered not only efficiently but economically so that the country would get a good return for every pie spent.

Magnitude of the task ahead

It had been estimated, the Minister said, that there were about seven million school-going children who had to be provided with elementary education.

Till now, they had been able to provide only for about half that number. They had got the tremendous work of providing for the rest of the school-going children. The state of the provincial finances was too well-known to everybody. Any further expansion of expenditure in any large scale would be well-nigh impossible. He added: "Our revenues are shrinking. Our expenditure is increasing on all items and with the prospect of a depression ahead, it is possible that other items of revenue which have hitherto yielded large amounts to the Provincial exchequer may also dwindle. In these circumstances, it will be very difficult if we are to make further expenditure of a like amount necessary before making education available for the rest of the children. It is not only a matter of finding money but also a matter of finding nearly double the number of teachers that we have to-day, i.e., nearly another lakh and fifty thousands of teachers. Besides, this will also mean finding more than double the number of buildings necessary for elementary education. Our school buildings are not in a very enviable condition to-day. To set them in order itself will cost us a fabulous sum but to find double that accommodation in the near future will be a well-nigh impossible task for any Government. But these difficulties should not deter us from our objective. We must find ways and means by which we would be able to provide seats for the school-going children throughout the Province. The experience of other provinces and countries must be able to throw a great deal of light in this matter and the Government are considering with interest the systems followed in neighbouring States and elsewhere. God willing, it is our hope and prayer that we shall be able to provide for a large advance of elementary education in the near future."

After the Minister's address, the Board held discussions for nearly three hours on the changes that should be effected in the present system of elementary education for achieving the objective outlined by the Minister.

The proposals of the Board of Secondary Education for the reorganisation of Secondary Education in the Province are based on the programme of the Madras Government to have Basic Education from the age of 6 to 11 plus. After the five years of Basic Education provision is made for a 3-year Senior Basic or Middle School Course.

The new features of the Middle stage are: The provision for the study of Art and Craft and for citizenship training activities. The method of teaching in all subjects to be based on the activities and interests of pupils.

In making provision for the study of languages the following principles were considered: (a) Not more than one new language should be commenced in any year. (b) While provision should be made for the teaching of more than two languages, it should be possible for a pupil with low linguistic ability to complete the Middle School Course without the burden of having to study more than two languages. Compulsory study of more than two languages is, therefore, not recommended (c) Languages are mainly vehicles of information and therefore while sufficient provision should be made for the study of languages they should not dominate the curriculum.

On the other hand, the need for the provision of the various languages has to be carefully considered. The language which is the medium of instruction should be the first language. Hindi which is the inter-Provincial language should be in the curriculum. English should find a place in the scheme for its utilitarian and cultural value. Adequate provision should be made for the study of classical languages. Pupils whose medium of instruction is not the regional language should have opportunity for studying the regional language. Pupils whose medium of instruction is the regional language but not the mother-tongue, should have facilities to study the mother-tongue.

It is not easy to satisfy the claims of all these languages. If some of these can be provided as alternatives, then again there are difficulties. Can the

classical languages be studied as alternatives to Hindi or the regional language? Can the mother-tongue be alternative to the regional language? Or can the scheme be so framed that a pupil who does not want an additional language can take up an additional craft? These are some of the problems which the Government will have to consider in making the decision on the provision of languages at the Middle School and higher stages.

It is assumed that the average age of pupils completing the Middle School will not be less than 14. In suggesting different types of courses in the Post-Middle School Stage, the main considerations are:

(a) The needs of the pupils; (b) needs of the Society; (c) experience of other countries.

The pupils leaving the Middle School may be classified as follows:

(a) Those who will seek employment without any further training; (b) Those who will want definite vocational training for one or more years so that they can join trades as skilled craftsmen. (c) Those who will want to continue general education leading on to University Courses. (d) Those who want further general education with the possibility of going on to the University and at the same time be trained in commercial subjects to enable them to qualify themselves for Secretarial work. (e) Those who want further general education, but whose mental faculties are more actively stimulated and more fully satisfied by practical than academic studies. (f) Those who want further general education with more emphasis on Art and Home Craft.

It should be noted that in most countries the bifurcation of courses of study commences at the age of 13. The selection of pupils for the Technical High Schools in Britain and in the Sargent Scheme is at 11.

If provision is made in the scheme for the transfer of pupils who make wrong choice, from one type of school to another, then the bifurcation at 13 plus or 14 cannot be regarded as unsound.

Post-Middle School Courses

Taking the needs of the pupils into consideration, the following types of Post-Middle School Courses are provided.

Trade Schools where pupils will be definitely prepared for entry into occupations. The courses may be arranged with fulltime class work or part time day classes or evening classes or on the sand-wich system. They may be conducted on the premises of Polytechnic Institutions or High Schools or to Factories or Farms or may be entirely separate institutions. Some useful suggestions can be obtained from the Trade Schools in Britain where pupils are recruited at the age of 13 +.

These will be similar to the present High Schools but without optional subjects. There will be special emphasis on Art and Craft. In Form 4 there will be provision for citizenship training activities and in Forms 5 and 6 it is proposed to have semi-military training for boys.

Many of the subjects for study in this course will be the same as in the Pre-University courses, but with some reductions and adjustments in certain subjects. At least ten periods a week will be devoted for commercial subjects

forms 4 to 6. It is possible that pupils taking this course will be eligible for admission to the University, but apart from this, the course to a very large extent will do what is done in the modern High Schools in Britain.

These are not vocational courses as are those in Trade Schools. They will include a core of humanities and also applied sciences and industrial subjects. Pupils taking these courses will after completion go on to Higher technical institutions or qualify themselves for eligibility to the University or join some industry after a period of apprenticeship.

Aesthetic and Domestic Courses

This is a course of general education with special emphasis in Aesthetic subjects and Home Crafts and it is expected that this course will be found

useful especially by girls who intend to complete their education with the High School Course.

The four types, viz., the Academic, Commercial, Pre-technological and Aesthetic and Domestic include general and cultural education and they should have parity of status. These courses may be arranged in the same High Schools or in separate institutions according to convenience. It is hardly to be expected that any High School will be able to provide more than two of these courses.

Provision will be made in all girls' schools for the study of Home crafts.

It is recognised that improvements have to be made urgently both in the Internal Examinations in schools and in External Examinations. Teachers need to be trained in modern methods of testing so that the progress of the pupils may be observed from stage to stage and their errors corrected. One of the serious defects of the present system is that tests are not used sufficiently as aids to teaching but are used mainly as methods for promotion from class to class. This is the main reason for the over importance given by pupils, teachers and parents to the annual examinations and Public Examinations. It is necessary also to prepare Intelligence Tests, Attainment Tests and Diagnostic Tests suited to this country. External Examinations have to be modified so that they may be made more reliable. The S.S.L.C. should not be based on only marks in academic subjects, but credit should be given to practical activities of the pupils in the school and also to some of the distinctive qualities of the pupils which are essential for their success in life.

In forms 5 and 6 of the High School, the boys should be given semi-military training done with precision emphasising discipline and implicit obedience. There should be exercises and activities selected and adapted to develop in them toughness, endurance, courage, discipline and *esprit-de-corps*.

(From an address by Mr. K. Kuruvilla Jacob at the Annual Meeting, of the Madras Teachers' Guild on 31-10-47).

MERCERS' FIVE-HUNDRED-YEAR-OLD LONDON PUBLIC DAY SCHOOL*

Communal Sharing of Ancient Traditions and Present Activities

Founded by the Mercers' Company in 1541, the Mercers' School in London has associations in the city which go back more than 500 years. Today in Barnard's Inn, Holborn, it continues as an Independent Public Day School and City Company School.

Throughout its existence the nucleus of the school has consisted of a group of 3 free scholars who, according to the covenant made between Henry VIII and the Mercers' Company in 1541, were to be taught "freely and continuously or ever".

These 25 students known as "Foundation Scholars", along with 260 boys indistinguishable from them, come daily to Barnard's Inn, Holborn, for their schooling. As in 1541, so now the school is governed by the Master, Wardens and Court of the Mercers' Company.

It is said that the Hospital of St. Thomas of Acon purchased by the Mer-

cers' Company, together with St. Mary Colechurch in 1541 from King Henry VIII after the Dissolution, harboured a much older school which in fact never ceased to exist. Certainly a school was established in 1447 by the Rector of the same St. Mary Colechurch and Master of the same hospital.

At all events, in 1541 the Church of the Hospital became the Mercers' Chapel and Mercers' School was set up in it.

The ancient associations of Company and School are commemorated in the School in the "Houses". Acon (Thomas a Becket); Colet (Mercer and Dean of St. Paul's); Gresham (Bereuer and Builder of the Royal Exchange); Whitting (Mercer and four times Lord Mayor of London). They are remarkable examples of day-school "Houses" which thrive simply on a communal sharing of ancient traditions and of present activities, in games and "shows" and "house teas". Mercers' boy is proud to belong to his "House".

* By Courtesy of British Information Services, New Delhi.

LIGHT THE DIVINE LAMPS—THIS DEEPAVALI DAY

D. KRISHNAYYA, HINDUPUR

Light the lamps of Love, Learning, Devotion, Service and sacrifice. Let the lamps infuse hope, joy and courage into the suffering humanity. "The darker the night, the brighter the stars" is the Nature's way and let your lights triumph over suffering especially now as very dark clouds are passing over our country. The need of the hour is really great and so let your lights be very bright to guide those in the dark.

11th November 1947.

A DAY IN THE LIFE OF AN ENGLISH SCHOOLGIRL*

Till recent years it was quite common in Britain for many children to receive no more than elementary education. Successive education acts providing free and adequate facilities for schooling now enable every child in Britain to join a secondary school after passing the entrance examination from the Primary.

The normal age for passing the entrance examination is between ten and eleven, and children stay on in secondary schools until they are sixteen. This is near about the school leaving age fixed by the Education Act of 1944.

To ensure that children attending schools grow up strong and healthy there is a Government sponsored system of free distribution of milk and supply of mid-day meal at a nominal price. The Secondary School in Shacklewell Lane, Dalston, which Gwendoline Rose Larner, a typical English schoolgirl is attending is one such school run by the London County Council.

Gwendoline is 13 years old and lives with her parents and her infant sister Audrey in a block of flats at Hackney. The flats belong to London County Council, and the one in which the Larners live has a living room, three bedrooms, a bathroom, lavatory and kitchen. Mr. Larner, who is a coal porter and ex-wartime military policeman, pays 16 shillings a week rent. An elder daughter in the Women's Land Army, and a son in the Royal Army Service Corps in Burma, complete this very average working family of England.

The School in Shacklewell Lane, which Gwendoline is attending is not far from her home. She passed the entrance examination from the primary school in 1945. The Larner parents, in common with others ranging from doctors and solicitors to tradesmen and artisans encourage their children to work for this higher standard of education.

* By Courtesy of British Information Services, New Delhi.

WHY SHOULD I SUBSCRIBE TO THE SOUTH INDIAN TEACHER?

Because :

1. it is the journal of the South India Teachers' Union, of which I am a member.
2. it gives publicity to the proceedings of Meetings of Teachers' Organisations in the Presidency and of the feelings of the members of the profession.
3. it boldly and frankly puts forth the view points of the Union and publishes useful and original articles of educational interest bearing on modern trends for the benefit of teachers.
4. it serves as a medium of communication and interchange of thoughts among the members of the profession.
5. its subscription rate is so low as to enable each teacher to buy and read it so that he may keep himself well informed about his profession and of problems of education.

GLEANINGS

The Creative Teacher

The Status of the Teacher.

'Fine words butter no parsnips' said Sancho Panza, yet in connection with education, and more especially in connection with teachers, we continue with grave determination to try to spread our butter. The teacher, we say, is the keyman. On the teacher, depends the future of the village, the future of the town, the future of the country. He is the centre of rural reconstruction work. He is to organise the co-operative society in the village, to improve agriculture, to organise adult literacy campaigns, to run a night school, to dig latrines and pits for the village, to plan houses, to grow flowers, to pour oil on mosquito infected ponds, and, incidentally to teach his pupils four or five hours a day. In a word, he is expected to be the prime mover in, and the vitalising force behind, every movement for progress. And all this he is to do on a mere pittance of some eighteen to twenty rupees in the Punjab and much less in other parts of India. Is it any wonder that the village dynamo very often goes very slowly and sometimes seems all but silent?

The economic factor has a very great effect on education. It is impossible for the teacher to play his part as keyman on his meagre salary if we can dignify his remuneration by the name of salary. No one can give his best without some reasonable economic security. We expect more from our teachers than any other section of the community, and we pay them slightly better than coolies.

This would not matter so much if society were organised on a socialist or communist basis. But if such were the case, there would be, if not absolute equality in remuneration, at least economic security, and a monetary return more in consonance with the value of the work done. And even in

communist Russia it has been recognised that superior service deserves its due reward. But under present conditions there is no excuse whatsoever for the shabby treatment meted to the most important of the State. The proposals made in the Report of the Central Advisory Board of Education show that the Board felt the utter inadequacy of the present rates of pay. But even their proposals do not err, by any means, on the side of generosity, and in the case of primary teachers, the proposed scales should be considerably increased.

The result of the present low pay and the status of the teacher is that in the villages the numerous problems which could be tackled by teachers with a better cultural and economic background are not being tackled. The teacher is all too frequently concerned with augmenting his pittance in other ways besides his regular teaching work. Hence he lacks the respect that should be his. Whether we like it or not, a large majority of people still assess a person's worth by the salary he commands. It is distinctly unfair to force our teachers to be idealists, while no one else attempts to follow in their train.

(From page 233, *Creative Education*, by W. M. Ryburn.)

How Universities and Training Colleges can help each other

Sir John Maud, Permanent Secretary to the Ministry of Education, speaking at Bristol University, Institute of Education, said that he believed there should be no rigid distinction between general humane education (such as the University traditionally gave) and the professional training of teachers (which was not the mere "learning of tricks"). Both University and Training College had help to give each other.

For many years it has been the practice at St. Christopher's Training College to give students in both the Secondary and B. T. classes one week of experience in teaching round a centre theme or "Unit of work" rather than according to the regular curriculum. The work includes much handicraft and at least one excursion. Among Units chosen in the past have been **The Post Office, Madras Harbour, Our Food, Our Clothing**, and more recently **See South India and See Madras City**. During the week Oct. 13-17, the various classes studied variations of the theme "**Our Daily Life and what we owe to other countries**". The number of pupils in a section varied from 20 to 30. Seven students helped in each section.

TAMIL SECTIONS

Class 3. *My home—how we live at home and what we owe to local resources.*

The use and value of simple things such as soap-nut powder, green gram, some roots and herbs. A simple study of some foods. The making of brooms. Use is made of kummi, singing, drama etc.

Class 4. *Simple things at home—our debt to other countries.*

The story of rubber, leather, glass, aluminium and steel. An excursion to Moore Market where each group bought some simple things. A song (composed by a student) about these things, and what we owe to other countries.

Class 5. (2 sections) *What we owe to other countries through "the world in our garden".*

Vegetables, flowers and medicinal plants.

Each section visited the Horticultural Gardens and has done much practical work and has made floor charts, etc.

Form I (2 Sections) *Articles of Convenience in our Daily Life.* The pupils learnt something of the origin and workings of some of our modern conveniences—electric light, telephone, water supply, sewing machine, clock, watches, mirror, thermos flask, umbrella, shoes, plastics. One section went to the Electricity Generating Station. Both Sections have made models showing some of the conveniences of modern life.

TELUGU SECTIONS

Class 4. Learned the stories of some of the simple things at home, such as coconut, pottery, wool and sugar. In their handwork they used coconut palm leaves, made things of clay and prepared sweets with jaggery.

Class 5 and Form I. Took Leisure Time activities as their centre of interest.—Radio, Cinema, outdoor and indoor games, reading, writing, painting, music, dance and needlework. Their exhibition of work includes models and specimens of the above.

* In connection with the XVII South Indian Education week, this Exhibition was organised jointly by the St. Christopher's Training College and the Bentinck Girls' High School.

PICTURES ON THE REVERSE

1. British Information Pictures of Cambridge and Oxford Colleges.
2. Dr. Cornelius explaining the School Project—The World in everyday life.
3. Articles of Daily use —(1).
4. Articles of Daily use —(2).
5. Opening the Exhibition.
6. Ananda Nilayam and the Electrical Generating Station.
7. Foreign flowers that have become Indian.
8. Articles of Daily use —(3).



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EXHIBITION AT ST. CHRISTOPHER'S TRAINING COLLEGE & BENTINCK HIGH SCHOOL



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"What is this common task of ours?" he said. "To help the world to become more civilised, and (as the part of that task that is our special responsibility) to help this nation to become more civilised."

"What would be some of the chief characteristics of a more civilised nation?"

"(a) A nation of people more of whom are 'characters'; not 'types' but persons, who differ from one another, living active, full-blooded lives of their own, with zest; not content to be spectators or armchair critics;

"(b) a nation of people with more social skill; both in dealings between persons and in dealings between groups of persons in the modern world where groups of unwieldy size are increasingly characteristic of industry, town communities and political organisation; social skill developed by experience of acting 'ourselves,' not leaving action 'to them';

"(c) a nation of people who seek to solve their personal problems of priority by reference to an increasingly high standard of values; who try to distinguish between means and ends; who recognise the importance of bridging the export/import gap but remember also that that and all economic and political activity are not ends in themselves, and who therefore bring to their daily work a spirit which springs from a deeper source; from a knowledge of why their work is worth doing."

"This then is our common work as educators, not only in time of palpable crisis like the present but at all times: To improve the quality of the nation, to help it to become more civilised—that is, a nation of people who have found their own form, who are learning to love their neighbour, who believe that better food and houseroom and clothes are necessary and must be worked for, but that what makes them worth working for and life worth living are the things of which the saints and artists alone can speak with authority—in fact, the Kingdom of God, as each

one of us conceives it, and His Righteousness."

(Page 330: *The School Master and Woman Teacher's Chronicle* Oct. 16, 1947)

Toy Town

Life would be wonderfully pleasant if only there were no grown-ups to interfere. Thus many children must have reflected, and now their dream is coming, as nearly as may be, true in Sweden, where the city council of Stockholm has laid out a large field as a miniature town solely for children. So far the grown-ups had to have a hand in it, but when the golden key was handed over to the chairman of the Toy Town council, that chairman was a child, who had been elected to his high office by the free suffrages of his incorruptible contemporaries. Already there is a town-planning scheme afoot so that the young citizens can learn to play at municipal politics, even as London Dodd learnt to gamble in the simulacrum of a stock exchange in the Muskegon commercial academy. Those whose tastes tend rather to the practical will be given hammers and nails, bricks and scrap metal with which to build their own houses; but the crowning glory will consist in an ancient mail van, some trams and motor-cars and—unbelievable splendour!—an aircraft, the gift of the Swedish Air Force.

At this point intrusive grown-ups will exclaim that that is going too far; first on the obvious ground that the children will certainly kill each other and secondly, a more subtle objection, that too much reality will destroy the delights of make-believe. As to the first, these alarmists can at once be reassured, for none of these vehicles will go; let the young aeronauts twiddle all the gadgets never so wisely, the aircraft will not budge an inch. They will be able to put a girdle round the earth with Puck in forty minutes, or more leisurely with Mr. Phileas Fogg in eighty days, while remaining safely grounded. This is as artistically as it is practically sound, for the greatest joy is not in doing but

in pretending to do. The powers of the motor-car are deplorably limited if only, as we are now to discover, by lack of petrol, but pretending knows no bounds. It would not be surprising to learn that in a few weeks these real vehicles have been deserted or perhaps left to a few grown-up guests who, poor things, cannot pretend, while the children themselves have reverted to some casual piece of wood possessing all the qualities of a fairy chariot and a magic carpet. The elaborately real thing emphasizes too grossly the difference between the animate and the inanimate, but the youthful imagination, granted only the humblest means, can disregard it. It will be in adventures of the spirit that Toy Town will always be richest, and the more securely the bodies of its denizens are on the ground, the higher will their souls soar to heaven.

(*The Times*, Oct. 3, 1917)

Virtue in work

"What the world needed was better quality people, better educated people, people who realised there was virtue in work, and were prepared to work." That was part of the timely message the General Secretary, Mr. Ronald Gould, delivered at Stratford-on-Avon recently. With the first-named needs there is ready agreement. Not the same unanimity is expressed, however, with the latter, that there is need for people who realise that there is virtue in work. The conception of work as a curse is not now expressed in words; but it is tacitly accepted as the real basis of much action taken in many directions. The "play method" can be of real assistance if its purpose and limitations are clearly understood. But pursued beyond its limited sphere it may have undesirable results. It can be no substitute for effort, for persistence, for the will to work. The importance of due recognition being given to this fact is that what is desired in the nation must first be introduced into the schools. Rightly, increased attention has in recent years

been given to leisure. A man is not necessarily made happier, however, by having a shorter working week if he does not know how to pass the time which is thus left free. Furthermore, leisure requires for its full enjoyment a period of sufficiently strenuous work to make leisure a necessity as well as a welcome relief. Former generations were familiar with the message of the gospel of work. For many, at that time, with the conditions then imposed, such a message was to say the least ironical. But in altered conditions it has a real meaning. It certainly has relevance to the present day and to the position in which this country has been placed by her supreme efforts to preserve freedom for all men.

(P. 102: *The School Master and Woman Teacher's Chronicle* Oct. 9, 1917)

Education as panacea

Education has suffered because of the present conflict and chaos in the country, but these unfortunate incidents provide a lesson to our leaders and administrators. If anything could prevent the recurrence of such outbursts of the animal in man, it is education. The main causes of the present conflict may be several, but impartial observers will concede that those parts of the country that are educationally more advanced have remained comparatively peaceful and quiet. This is not all. The latter regions have shown a better capacity to fit in the new democracy and freedom that are here. If we mean business and if we want to preserve the freedom that has been won with sublime sacrifices over which the Gods themselves will throw incense, we must recognise that there should be no more waiting to educate the 25 per cent. of our population who today are ignorant and illiterate and are liable to be stampeded by political and religious excitement, however irrational they may be.

(P. 102: *Journal of Education and Psychology* Oct. 1917)

UNESCO and a Teachers' Charter

The UNESCO is to act as a clearing-house for surveys of present conditions in the various countries and of the needs and aspirations of teachers everywhere. It has already sent out the preliminary investigations of its secretariat and set up a sub-committee to enquire into such subjects as the shortage of teaching personnel, their recruitment and training, their remuneration and social standing.

The serious consideration given to our profession on these highest international planes is a tribute to teachers everywhere. The world is alive to the need for entrusting to suitably chosen and trained persons the all-important task of training the world's future citizens. Such persons, they agree, are entitled to satisfactory living and working conditions wherever they are and "the intellectual freedom of teachers, so necessary to the accomplishment of their task, can be no more than a mockery if they do not enjoy the dignity and security essential to the exercise of their profession."

Pending further consideration by UNESCO, the Committee gives a list of suggestions which might be included in the Charter and reminds teachers they can not formulate their Rights and at the same time take no account of their duties. Claiming their freedom, they must give their devotion; demanding adequate equipment, they must ensure that their pupils make the best use of it; being members of a state, they should remember they belong also to a family of nations and work for world solidarity; demanding facilities for further and continued cultural and professional growth, they have the duty of keeping abreast of new developments and of using such knowledge and skill for the welfare of their charges.

Secondary School Examinations

The complete revision of the present examination system in secondary schools in England and Wales, to take effect in 1950, is recommended by the Secondary School Examinations Council in a unanimous report to the Minister of Educa-

September (H.M. Stationery Office, price 2d. net). This would involve a school report for every child leaving a secondary school and the replacement of the School and Higher School Certificate examinations by a single external examination designed to meet certain specific purposes.

It is proposed that every child leaving a secondary school should be given a comprehensive school report based on a carefully-maintained school record, and containing the fullest possible information about his abilities and potentialities. These reports would be available for parents and employers, for universities and professional bodies, and would assist in guiding pupils towards suitable careers or further education.

The Council consider that there is only a limited field for external examinations. Such examinations are appropriate for two groups, those who wish to compete for scholarships or similar awards at universities or comparable institutions, and those who have followed courses substantially beyond the statutory minimum leaving age and who wish to establish competence in certain subjects in order, for instance, to secure exemption from university or professional examinations. To meet these needs without unduly influencing the courses provided by the schools, the Council recommend that, starting in 1950, the School Certificate and Higher School Certificate examinations should be replaced by a single external examination open only to pupils over 16 on 1st September in any given year. The same examination should also be freely available to candidates who have left school.

The examination papers would be at three levels—"Ordinary," "Advanced" and "Scholarship." The "Ordinary" papers would provide a reasonable test in the subject for pupils who have taken it as part of a wide general secondary course up to the age of at least 16; the "Advanced" papers would provide a reasonable test for pupils who have taken it as a specialist subject for two years in the sixth form; and the "Scholarship" papers would be designed to give specially-gifted pupils an opportunity for showing distinctive

andidates would receive a "General Certificate of Education" recording the subjects in which they have passed at either the "Ordinary" or the "Advanced" level. The mere possession of a certificate would have little significance; it would be the contents of it which would provide positive information about the holder.

The examination would be open to students from all types of schools and colleges and also to those who have already left school. The Council hope that the minimum age for taking the examination will be raised above 16 when more pupils stay at school till 17 or 18, and they stress that the examinations should be taken as late as possible in the school career.

The Minister of Education has decided to publish the report in order that there should be the fullest scope for discussion of the recommendations. In doing so, the Minister is not committed to accepting the recommendations.

(The Scottish Educational Journals, Oct. 3 & 10, 1947)

Home Education: Child Guidance.

We must remember that though the child is his parents' offspring he is not a repetition of either of his parents, but is an entirely new individual, with something of many of the ancestors of both his father and his mother in his make-up. He is himself, and the parents' own frustrations and desires should not influence anyone's expectations or treatment of him. To expect a son to follow naturally in his father's footsteps is not right. Even if the boy seems personally cut out for his father's occupation, no pressure should be exerted; the decision should be made by him alone.

How can we guide our children toward choosing a life work wisely? First study the child from his infancy and be sure that his time is filled with interests. Provide opportunities for him to know about many callings. Perhaps, as the years fly past, he will keep returning to one line of activity. He may show a love for making things, a delight in music, or an outstanding desire to understand machinery. Youngsters often follow one urge and then another—

each being of more or less short duration. Today it may be planes, then radio or photography may take the spotlight. A trip to the country may make the work on a farm crowd out other interests. At one time a boy may feel that a sailor's is the only life. However, if he returns again and again to one of these occupations, then we can try to help him to develop that one far enough to judge of its future prospects for him.

Many young people show no special bent. Whether they do or not, we should encourage them to put forth their best effort into all that they attempt—not by scolding, but by showing them how the giving of oneself to a project brings deep satisfaction.

The genius in any direction, though well educated for some other profession—perhaps to be a lawyer or a doctor—returns to the art that demands his energies, probably to suffer materially, but to follow to the end that gleam of the "celestial fire" that he always sees. Had this urge been discovered and heeded sooner, time and unhappiness would have been saved.

The search for talent can be made both at home and at school. At home, we should talk to our youngsters about many callings and let them see the activities that they embrace. Also, we should familiarize ourselves with the new occupations that appear daily in this changing world. In our talks we should emphasize the joy of service rather than the idea of gain. Instead of "How much money can I make?" encourage the question "What have I to give?" Becoming conscious of a great need will sometimes call out latent talents. The young are idealists, and once fired with a purpose will often surprise their elders with their enthusiasm and ability.

By studying these precious ones entrusted to our care, knowing their hearts, constantly supplying interests, we parents gain a competence to guide in the choice of a vocation as no one else can.

(From Home Education National Kindergarten Association N. Y. 1947 August release)

NEWS AND VIEWS FROM FAR AND NEAR

MADRAS

Catholic Mission Institutions

The Government have passed orders in regard to teaching grants in aided schools and colleges under catholic mission managements.

In the case of headmasters of secondary schools under catholic mission, the salaries actually allowed to them not exceeding the maximum in the revised scales of pay plus the allowance admissible to headmasters in Government Secondary Schools of the same strength should, according to the G.O. be taken into account for the purpose of assessment of teaching grant from 1947-48 onwards irrespective of the nationality of the headmasters. It has also been ordered that no distinction should be made between catholics and non-catholics in the matter of pay. The managements of catholic aided institutions have been advised that it will not be in the interest of the institutions to give different scales of pay to catholics and non-catholics in the same institution. The scales of pay given to catholics, whether Indian or non-Indian, should not exceed the scales of pay for members of the same grade in Government service.

Teachers' Pay

Speaking to a gathering of Madras Teachers on the evening of the 5th November 1947, at the Madras Christian College school, Dr. Sir John Sargent said that the Teachers' Pay would amount roughly to 70 per cent of the total cost of education. Whatever economy they (the Government) might effect in building or anything else, the Teacher's salary would be the determining factor of what they had to spend on education. And the amount they paid to their teachers would determine the sort of persons they would be able to attract to the profession. The teachers were justified in insisting on adequate salary and the community should see the justice of their claims.

Need for a strong organisation

The teaching profession, Sir John said, should organise themselves. It was only by organisation and propaganda that they could awaken the conscience of the masses that the education of every boy and girl was necessary if they were to take their place in a reasonable time in the comity of nations. The teaching profession could never be static. Each generation presented its own problems and the teachers should prepare the young men and women to meet those changing problems.

Primary Teachers and Elections

The Government have decided not to allow elementary school teachers to contest elections to local bodies. This decision has been taken on the ground that if teachers are allowed to contest the elections, it will result in the dislocation of work in schools and also create factions in villages and that it will not be in the interests of schools or children.

Provident Fund in Aided Schools

The Government after carefully considering the suggestion that teachers in aided educational institutions may be permitted to utilise the accumulations to their credit in the Teachers' Provident Fund towards the payment of premia for their life insurance policies, have agreed that the concessions may be allowed subject to necessary safeguards. The Director of Public Instruction has been requested to examine the proposal further and submit necessary amendments to the rules relating to the administration of the Fund and suggest necessary safeguards. With reference to the suggestion that the Government rate of contribution to the provident fund should be raised, they do not consider it necessary to raise their rate of contribution, but managements of aided institutions may contribute more than half anna in the rupee, if they can afford to do so.

Education in Madras 1945-46

Judged by the present pace of progress of elementary education, the Government estimate that over twenty years will be required to implement the scheme of compulsion fully even up to Standard V.

The figures for the strength of students in various institutions for 1945-46 and 1944-45 respectively are: Arts Colleges—28,100 (including 2,868 women) and 24,998 (2,685 women); Professional Colleges—4,054 (592 women); and 3,393 (554 women); Secondary Schools—388,879 of whom 73,484 are girls) and 244,754 (including 65,020 girls); Elementary Schools—3,243,022 (including 1,267,954 girls) and 3,025,913 (including 1,128,549 girls).

The distribution of pupils in the several standards of elementary schools shows that elementary education for boys has been making steady progress. The percentage of girls in Standard V to those in Standard I, shows deterioration, which is attributed to the large increase during the year in the number of girls undergoing instruction in Standard I. There was, however, an actual increase in the number of girls in Standard V.

The number of public institutions intended for Muslims further increased from 3,179 to 3,231. Their strength rose from 281,216 to 297,191. The increase of Muslim pupils in secondary schools and colleges was appreciable.

There has again been a fall in the number of elementary schools specially intended for Harijans but the strength in these schools increased from 339,362 in 1943-44 to 442,669 in the year under review. The enrolment of Harijans in secondary schools, colleges and special schools showed marked increase.

One of the schemes included in the Government's Post-War Plan is the introduction of compulsory elementary education up to Standard VIII within a period of 20 years. It was estimated that about 40 lakhs of children would have to be brought newly to schools. As a first step, it was planned to bring

under instruction in the course of the first five years 15.3 lakhs of children and in the next five-year period the remaining 26.7 lakhs of children, compulsion being applied up to Standard V.

Compulsory Education

During 1945-46, the Government introduced a limited scheme of compulsory elementary education which aimed at bringing 1.70 lakhs of children to school ultimately. The scheme was extended in 1946-47, so as to bring an additional two lakhs of children under instruction. Proposals for the further extension of the scheme during the current year are being proceeded with, district by district; it is proposed to enrol for instruction ultimately 1.50 lakhs of children in the areas to be selected during the year.

Judging by the pace at which the scheme of compulsion is being actually brought into force year after year, over 20 years will be required to implement the scheme fully even up to Standard V as against the period of ten years originally anticipated. To popularise the scheme of compulsion the supply of mid-day meals to poor children was sanctioned. Later, however, on a review of the finances of the Province, the Government found that it would not be possible to continue the supply of mid-day meals and, the scheme was, therefore, dropped.

In the year under review, the Government sanctioned the opening of an Engineering College at Coimbatore. Forty-four candidates were selected to undergo technical education overseas, either in the United Kingdom or in America on Government stipends.

Various educational concessions were granted to ex-service men and women during the year.

Reform of Secondary Education

The City Headmasters' Association at its meeting held on 15th November 1947 in the Kellett High School, felt that the duration of the secondary education

COCHIN

course should be extended to seven years and that bifurcation should begin only at the end of the fourth year's course. It was also felt that provision should be made for the study of classical languages in the higher forms of the secondary education course.

Basic Education Board's Recommendations

The Advisory Board, and its meeting on the 18th November 1947, with the Minister for Education presiding, recommended as follows: (1) that Basic Training Schools to be started in future be located in Firkas selected under the Rural Development Scheme, (2) that two workshops for the manufacture of craft equipment for basic schools be started as adjuncts to two training schools with a capital of Rs. 5,000, (3) that the Basic Education Officer in consultation with others be asked to prepare syllabuses in basic crafts other than spinning, weaving and agriculture, and (4) that in future the basic training schools should, as part of their equipment, provide for a farm for agriculture and gardening and quarters for teachers and hostels for students in addition to the usual building for the school.

Education cannot be rationed

In the course of his speech at the inauguration of the Trust Property of the Chintadripet High School on November 21, 1947, Dr. Alagappa Chettiar said that unlike in the case of food-stuffs, education could not be rationed and that the Government should consider expenditure on education as the first charge and take every step to meet the educational needs of the province.

Amendment to S.S.L.C. scheme

The question papers to be set for the S.S.L.C. examinations and for class examinations in the current year and in future will be in the spirit of the regional language as the first language and English as the second.

The session of the Cochin Aided Primary Teachers' Association was highlighted by its decision to give notice to the Government that unless a satisfactory reply was received to the demand for better grades of pay, viz., 30-4-50-5-75 (it is now 25-1-35-1½-50) by the 1st of November, a token strike for a day will be staged on the 1st December to be followed by a strike unto the end commencing on the 15th January 1948.

TRIVANDRUM

Urgency of Expenditure on Education

Speaking at the Council Chamber on the 8th November 1947 with His Highness the Maharajah presiding Dr. Sir John Sargent said:

"If I may offer a parting word of advice to all those engaged in the service of education in India, in particular to the many good friends I have made in in that service and last but not least to those present here to-day it is just this. Do not on any account be tempted for the sake of economy or speed or any other reason to sacrifice quality to quantity. In pressing so hard for quality at every stage of education I hope that I am not guilty of letting the best be the enemy of the good. Do not think I am. After 36 years as teacher and administrator, over nine of them in this country, I have come at any rate to one definite conclusion, which is, that education which is cheap and nasty is, much worse than no education at all. It is, in fact, an outstanding example of the Latin proverb, *corruptio optimi pessima*, that is, the corruption of the best is the worst.

If provision of an up-to-date and comprehensive system of education, which will open the gates of opportunity and service to all boys and girls is a paramount necessity as I believe it is, I can only urge those in authority to approach it in the same spirit as they would face another paramount necessity with which we are all in the present age familiar. I mean the paramount necessity of an all-out effort to secure

survival in the presence of war. Should that emergency again arise no country however poor would ever think of arming its fighting forces with bows and arrows on the plea that guns are too expensive. But if I am aright in thinking that in these days, and for the new India, war against ignorance and disease is also a paramount necessity and if it is only through the education of all the people everywhere that human freedom and civilisation as we know it, can be expected to survive, then surely the cause of education development is not merely a paramount necessity but something more than that; it is a call that summons all men and women of goodwill; it is a war from which, as Bunyan says, there can be no discharge."

DELHI

Education in Technology

The co-ordinating committee of the All-India Council for Technical Education which met in New Delhi on 15th November 1947, has recommended grants to the extent of about Rs. 1.5 crores on Capital expenditure and Rs. 30 lakhs on recurring expenditure to some of the important technical institutions in the country with a view to their improvement and expansion, to spread over a period ranging from 3 to 5 years.

NEW SOUTH WALES

Young bright pupils

No pupil will be permitted to a post-primary school under the age of 11 years. Records of the school progress of pupils admitted to post-primary school show that an undue proportion of these children fail scholastically even though they are bright, or develop social or emotional maladjustments even though their adjustment in the primary school was satisfactory. Teachers are urged therefore to take early opportunity of discussion with parents of young children the advisability of allowing them to repeat sixth class rather than proceed at too early an age to post-primary school work. It should be noted that where young children are advised to repeat sixth class, teachers should be prepared

to make arrangements for them to pursue a more varied and enriched course of study during the year of repetition so that the child will obtain the greatest benefit from the extra year.

Children's Book Week

The special theme chosen for Children's Book Week, which was observed in all schools in the State from 29th September to 4th October 1947, was "Books for tomorrow's world." That slogan was to be used to emphasize the part which books can play in the everyday life of today and their value in the training of the children of today to be citizens of the future.

MEXICO

UNESCO Meeting

A debate on the question of breaking down the barriers of the free flow of information throughout the world took place between J. B. Priestley, head of the British delegation and William Benton, head of the United States delegation. This debate followed a heated three-hour discussion in Mass Communications Committee between Priestley and Lloyd Free, United States delegate, on what should UNESCO's immediate concern be in the realm of Mass Communications, Press, Radio and Films. Free argued on the more immediate issue of how UNESCO should help breakdown of the barriers. Priestley said that British delegation maintained UNESCO should give priority to the programme to sell UNESCO to people. (W. P. A.)

Teachers' Charter

An International Teachers' Charter proposed by the delegates of France to ensure that the principles of equality of colour, sex and religion should always operate in the teaching profession and that no discrimination should operate in any branch of it was adopted by the Programme and Budget Committee of the UNESCO General Conference. Accordingly the Committee will recommend to the General Conference itself the drawing up of such a convention after consultation with the professional associations in each country; the Secretariat of UNESCO will serve as an intermediary between those associations.

FROM OUR ASSOCIATIONS

Tirunelveli District Teachers' Guild

The quarterly conference met at 2 p.m. on the 19th September 1947 in the Swarajya High School, Srivaikuntam. Sri V. Venkatakrishnan, B. A., L. T., Headmaster, welcomed the delegates. Sri A. Gopala Iyer, B. A., L. T., District Educational Officer, Tinnevely East, declared the Conference open. Mr. Samuel Muthiah, B. A., L. T., Manager, Caldwell High school, Tuticorin, presided. He exhorted teachers to be imbued with missionary zeal and give their unstinted support to the S. I. T. U. which has rendered magnificent service to the teaching profession. The District Educational Officer in his opening speech remarked that the economic uplift of teachers was only a question of time and finance. This was by way of reply to the criticism of the Headmaster about the delaying attitude of the Government in the matter of educational reforms or justice to teachers. All the eight resolutions reiterated the widespread grievances of teachers in the matter of emoluments, parity of service conditions, salaries of pandits and certain inequalities in the distribution of examiners and assistant examiners in S. S. L. C.

Central Teachers' Union, Tuticorin

The Education Week was observed from 20th to 26th October, 1947 by the Central Teachers' Union following closely the programme of the Central Education Week Committee. Every evening between 5 and 6 p.m. there was a demonstration or display of handicrafts, exhibition, scout, junior red cross, mass drill, and music, and elocution contests. The speakers at meetings were teachers, and members of the public and officials. The Week was inaugurated by Mr. M. V. S. Sundravel, Municipal Chairman. The D. E. O. of East Tinnevely, Mr. A. Gopala Iyer, presided over the concluding session and distributed prizes

and certificates to winners in the various contests. Mr. Antoniswamy, M.A., L.T., Secretary, proposed a vote of thanks.

V. R. C. High School, Nellore.

The General Body meeting was held on the 10th October 1947, with Sri C. V. Narasimha Rao, B. A., L. T., Headmaster presiding. A resolution strongly condemning the behaviour of the armed Arabs in Secunderabad towards some teachers was passed. The following office-bearers were elected for the year 1947-48:—

President:

Sri C. V. Narasimha Rao, B.A., L.T.
(Headmaster)

Vice-President:

Sri C. N. Vittal Rao, B.A., L.T.

Joint Secretaries:

Sri K. S. Sundararaja Rao, M.A., B.T., Dip. Ph. E.
Sri C. Sampatkumara Aiyengar,
B.A., L. T.

Treasurer:

Sri K. Ramalinga Reddy, B.A., L.T.

N. E. High School, Alathur

The Education Week was celebrated under the joint auspices of the N. E. High School Teachers' Association, and the Board Girls High School Teachers' Association, on 8th October 1947. Prof. E. N. Subramaniam of Madanapalle College presided. Mr. P. V. Gopala-krishna Iyer, Headmaster, welcomed the guests. The Chairman stressed that Education must come to be considered a fundamental basic need of life like Food, Shelter and Clothing.

Sir M. C. T. Muthiah Chettiar High School

A reception to the scout jamboree contingent which was held in Paris, was given on the 3rd November 1947. Sri V. S. Gopalakrishna Iyer, Headmaster, welcomed the party and took pride in his school scout group sending representatives to three International Jamborees in succession. Some members of the party narrated their Jamboree experiences and their travels in France, Switzerland and Italy. Dr. Sir A. Lakshmanaswamy Mudaliar, who presided, spoke of the educative influences of such experiences on the young men. He felt that if our ministers could in the first instance go abroad for a tour like the jamboree, there would be greater hope of better government and better appreciation of the difficulties of the common man and that a movement, like Boy Scout movement, was of inestimable value at the present juncture. Mr. F. Howard Oakley gave a cinema show of previous jamborees held at Wembley, Copenhagen and Burkenhead.

Board High School, Nannilam

The Teachers' Association met on 31.10.1947 and resolved that Sanskrit should be given a prominent place in the S.S.L.C. Curriculum, that the scales of salaries recommended by the Central Pay Commission should be adopted for teachers of all grades under all agencies, and that enhanced scales with weightage should be given to M.A., L.T.'s among L.T.'s and Intermediates among Secondary grade teachers.

Ambur

Mr. K. Chandramouli, Minister for Local Administration, inaugurated the Education Week celebration on Sunday evening in the presence of a vast gathering of Muslims and Hindus. Mr. M. R. Wahab Sahib presided. The Minister explained the implications of Basic Education. Mr. K. S. Vankatachala Iyer of Melvisharam High School, spoke in Urdu on "The Teacher and the public".

Mr. Abdul Gaffoor Sahib, Lecturer, Islamia College, Vaniyambadi, spoke in excellent Tamil about the rights and responsibilities of teachers while Mr. Abdul Jalal Sahib of the same college spoke in Urdu of the woes of the present day teacher. Mr. A. Parthasarathy Iyengar proposed a vote of thanks. The previous day an impressive mile long procession of boys and girls of all schools accompanied by their teachers went through the town.

Mr. C. P. Rama Panikkar, Sub-Magistrate, opened the educational exhibition at the Muslim High School premises. For the first time in the history of the town, Muslim women came out of their purdah and witnessed the exhibition and demonstration.

Andhra Chitra Kalopadhyaya Parishad, Tanuku

In a memorandum submitted to the Minister for Education, the importance and place of fine arts in education is stressed and the need for regrading the salaries of art and craft teachers on a just basis is strongly argued out. The memorandum says that no discrimination should be made in the salary scales of drawing masters in Government and aided schools and that they should be treated on a par with other members of the staff having technical qualifications.

S. M. High School, Karaikudi

1st to 3rd November 1947 witnessed the celebration of the Education Week as the 'Pupils' Day', 'Teachers' Day' and 'Parents' Day' respectively. Sri S. Murugappa, Editor, "Kumaran", Sri T. Suryanarayana, Principal, Alagappa's College, and Sri Chokkalingam Chettiar, Municipal Chairman, presided on the respective days. Namakkal Ramalingam Pillai, Balakavi Ramanathan Chettiar of Devakottai, Sri S. Raghavachariar, Headmaster, C. A. M. High School, Kondanoor, and Sri Ramanujam, Lecturer, Alagappa's College, addressed the gathering on the three days.

CHITTOOR

The 17th South Indian Education Week was observed in the various schools of Chittoor town from 3rd to 7th November 1947 with much enthusiasm. Sri V. N. Rajan, I. C. S., Collector, inaugurated the week. He emphasized the need for the rapid spread of education on the lines suggested by the Sargent Scheme. Sri K. Natesa Iyer, organiser, explained the objects of the Week's celebrations. Sri M. Anantashanmugam Iyengar, Member, Constituent Assembly, in an address on "Real Education" emphasized the ethical moral and spiritual values of education.

"The Teacher in Free India" was the subject of an address by Mr. J. Daniel, Mr. S. Ranganatha Mudaliar, B. A., B. L., who presided, deplored the low percentage of literacy in this land of Goddess Saraswathi and appealed to the teachers

to dedicate themselves to the cause of universal education. A special Ladies' meeting presided over by Mrs. S. Raghavan, was held on the 6th. Miss Kanthamma spoke on the responsibilities of mothers in the education of their children. A symposium, led by Sri K. Natesa Iyer, on 'Education in Free India' was conducted on the last day under the presidency of Mrs. S. Zwemer. Many speakers took part in it.

C. C. C. High School, Perambur

Sri Sami Venkatachalam Chetty, the Correspondent of the School, was honoured on the 9th November 1947, on his completion of 60 years of age. Many distinguished visitors participated in the function and felicitated the guest. An address enclosed in a silver casket was presented to him. Sri Bagavantham Gupta, Retired District Collector, presided.

(Continued from Page 27)

Government servants so far as the allowances are concerned. It behoves the Government, therefore, while considering the question of dearness allowance to NGO's, to take up the whole question comprehensively and include sufficient financial provision to pay the teachers in other than Government institutions whatever rate of dearness allowance is sanctioned to its subordinates (including teachers). Of course there remains the sore question of salaries—equal pay for equal work—The S. I. T. U. is fighting for it. The sooner this inequality is rectified and the injustice is removed, the better will it be for the State. It needs some boldness on the part of the Government to face the situation free from prejudices and false sense of prestige.

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OUR BOOK SHELF

Annual Report for 1946-47 (of District Teachers' Guild, Coimbatore and the Nilgiris).

Among the many features in the report for the year ending June 1947 the following are noteworthy:—The Guild passed a momentous period ever since its inception, a great crisis was faced by the profession and discontent and frustration paralysed the teaching body.

The Annual Conference on 15.9.1946 presided over by Mr. V. C. Vellingiri Gounder was witnessed by a huge gathering of more than one thousand delegates.

The 16th South Indian Education Week was celebrated by several associations; the Conference with the Minister for Education about the reorganisation of education, a meeting of teachers at Erode at which Mr. M. S. Sabhesan addressed, an extra-ordinary meeting of the Guild to consider the recommendations of the Cabinet Sub-Committee, the formation of District Council of Action, and the Direct Action Committee are mentioned in the report. The number of affiliated associations rose from 43 to 55. On the financial side the balance is only Rs. 35-14-7. The Guild has built up a reserve fund of Rs. 795-3-9 to be utilised for the Guild House and Library. It is remarkable that as many as fifteen elementary school unions are affiliated to the Guild.

Annual Report for 1946-47 (of the Madras Teachers' Guild ending June 1947).

There were 1274 members (only individual teachers are admitted) of whom one is a life member. The annual general body meeting held on 17.7.46 was attended by 400 members. Revised rules were adopted. The Guild Council met nine times during the year to

consider professional and academic problems. A demonstration was conducted to the Secretariat. The Sixteenth Education Week, the Teachers' Day, Teachers' Conference, a general body meeting to bid farewell to Miss J. M. Gerrard, the Guild Day, an extra-ordinary general meeting for formation of Council of Action, a public meeting, the Annual Educational Conference, are all mentioned in the report. There does not seem to have been any meeting after the 31st December 1946, probably due to a sense of frustration consequent on the unsatisfactory recommendations of the Salaries Sub-Committee. The receipts and expenses statement shows a closing balance of Rs. 298-0-6. The Guild is proud to own a Benevolent Fund of Rs. 5,484-13-0, a Building Fund of Rs. 15,200, and a Research Fund of Rs. 93-5-9. The Benevolent Fund and the Building Fund are administered by a Trust Board.

Annual Report for 1946-47 (of St. Paul's High School, Vepery).

The report was presented for the 10th year in succession on 29-8-1947 at a meeting presided over by J. C. Ryan, Esq., Registrar of Co-operative Societies. The Institution was founded in 1716. The report says: (i) Out of 84 candidates presented for S. S. I. C. Examination, 58 came out successful, i.e. 70%, (ii) The school has a good programme of activities, (iii) 200 boys were helped with scholarships and concessions, the total expenditure under this head being Rs. 7,500. The finances of the school are no longer the responsibility only of the Mission, or of the Principal, or of any outside Committee, but also of a small sub-committee of the staff who assist in checking the accounts daily and weekly. (iv) The Masters' Association meets regularly once a month. (v) In spite of another secondary school cropping up recently in the neighbour-

hood, the strength has risen from 900 to 1050. (vi) 'Less Haste and More Speed' is uttered as caution in the reform of education.

Annual Report for 1946-47 (of Union High School, Coimbatore).

The principal features of the report are:—(i) Increase in the strength from 887 to 924 in 22 sections (ii) many changes in the staff due to difficult conditions of life and mounting cost of living in Coimbatore and the tendency for teachers to leave the noble profession for more lucrative jobs or trades, (iii) the distinction won by the pupils in Athletic Sports and Games, (iv) a high percentage of success (82) in the S.S.L.C. examination—91 out of 111 being declared eligible, and (v) extramural activities as Junior Red Cross, Social Service League, the erection of a reading room by voluntary subscriptions by the pupils, a savings fund and night school for beggar lads.

Report for 1946-47 (Madras Government Museum and Connemara Public Library).

The report is well worth reading from the point of view of good work done in the matter of valuable collections during the year. The educational work done is stated as follows:—Eighty-three teachers belonging to 19 Indian High Schools, 1 European High School and 1 European Middle School, attended the demonstrations to teachers. Pupils from 6 colleges, 154 schools of the city and 14 schools from the mofussil were brought to the museum by their teachers; the total number of pupils being 7,042 and of teachers 287.

The Principal and Professors of the Vivekananda College were shown round the Museum. The Superintendent gave Radio Talks on Anthropology for high schools.

Stories of Adolescents: By L. MUKERJEE, B. Sc., B. Ed. (T.C.E. Journals and Publications, Ltd., Lucknow) Price 12 annas.

Twenty-four stories compiled from the epics of India and from the history

and legends of the various countries of the world are retold in this small book of 90 pages for the benefit of adolescent youth who according to the author might be inspired on reading them and try to translate them into action in their own lines when opportunities offer. These stories are mainly those of achievement or courage, patriotism or devotion to duty. Boys and girls in their teens will benefit by the reading.

Sivaji: Tamil version of G. A. Kincaid's book in English. (Macmillan & Co.) Price 14 annas.

This rendering from English to Tamil has been made by Rao Sahib S.K. Deva-sikamani, Retired Headmaster, of Bishop Heber High School, Trichinopoly, who is well known to educationists in South India. Though it closely follows the original in historical facts, its language is free and makes natural reading without the feeling of being tied down to literal translation. The questions at the end of each chapter test the understanding of the reader. The book may be prescribed for non-detailed Tamil reading in the higher forms of secondary schools.

C.R.

A Brochure on Indian Independence: by R. SRINIVASA IYENGAR. (Messrs. B. G. PAUL & Co., Madras.) 1947. Pp. 48. Price 8 annas.

The author of this brochure is the headmaster of Sarvajana High School, Peelamedu. He has collected here the articles which he contributed from time to time to newspapers and magazines on political currents in India in recent times. Most of the articles deal with the developments since 1942 when the 'Quit India' slogan of Mahatma Gandhi began to make its influence felt. The author shows his preference for Independence as against Dominion Status. He is an advocate of parliamentary as distinguished from direct action. He is therefore against students taking any part in politics. The brochure is a little disconnected and there is not any

one central theme round which the articles have grown. Its value lies essentially in its being the work of a schoolmaster who unlike the majority of the members of his profession has been able to keep his mind fresh and take a lively interest in the political movements of the day. It is not however a serious contribution to the literature on Indian politics.

M. VENKATARAMAIA.

The Bombay Provincial Headmasters' Conference: 27th to 30th October 1947, held at Ahmedabad. (*Presidential Address.*)

The address which occupies 16 pages of demi-octavo size reviews the educa-

tional problems that are now agitating the public and the teachers' minds, the changes to be introduced in the new democratic state, the fewness of experimental centres, a reference to the great work done in the schools at Adyar, Vidyapiths, Gurukuls, Jamia Militia and Santiniketan, the need for the Society's realising the urgent problem of the teachers' economic position, the responsibility of the state for elementary and secondary education, and coordination of University with secondary education. The address ends with an inspiring appeal to Headmasters to work with other teachers as a team.

S. I. T. U. PROPAGANDA

The Honorary Publicity Officer of the S. I. T. U. Protection Fund toured in the District of Nellore from 6th to 10th December and the following institutions were visited and Teachers' Associations addressed on the work of the S. I. T. U. and its two departments viz., the S. I. T. and the Protection Fund.

1. Nellore District Teachers' Guild.
2. Board High School, Kovvur.
3. Municipal Middle School, Nellore, (Ranganayakulapet)
4. Kasturi Devi Girls High School, Nellore.
5. V. R. High School, Nellore.
6. St. Peter's High School, Nellore.
7. V. R. College (Lecturers' Association) Nellore.
8. C. A. M. High School, Nellore.

At Nos. 3 & 6, there were no teachers' meetings but only the Headmasters & a few members of the staff were interviewed. There was enrolment of subscribers to the Journal and members to the Protection Fund.

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Uncertain Times! Life is full of dangers. Have you provided for your old age and to your dependants, in the event of risks to your life. Here is an opportunity if you are below 40 years of age. The Protection Fund Scheme, which is an Insurance Scheme (recognised by the All India Teachers' Federation) for teachers and educational officers only is the cheapest one consistent with safety and economy. Apply immediately for a policy to-day to the Secretary, S. I. T. U. Protection Fund Ltd., Madras 5.

The Honorary Secretary of the Protection Fund accompanied the Publicity Officer on the first two days i.e. 6th & 7th.

The secretary of the Nellore District Teachers' Guild, Mr. V. S. Venkatnarayana arranged the programme of visits and was with the party on all the days.

Points from Memorandum.

In a memorandum to the Honorable Ministers of Education and of Local Boards, the members of the Teaching Staff of Board Higher Elementary School, Tadepalligudem, West Godavari, plead for the teacher being reckoned as a factor and partner of Society and the Government of the day and hence the teachers in rural areas should be given opportunities of rendering honorary service to the society by being appointed as honorary Executive Officers of minor Panchayats.

THOUGHTS ON CURRENT EVENTS

By 'THINKER'

Agreement

The existing form of agreement between a teacher and the management of an Aided Secondary School is to be replaced by a revised form (Appendix 28) issued in G. O. Ms. No. 2406, Education dated 7th Nov. 1947. The noteworthy features of this form are (i) the maximum period of probation is fixed at two years (ii) previous written sanction of the authority is necessary for any job of a remunerative kind including private tuition (iii) previous permission of the District Educational Officer is required for termination of the services of a teacher for incompetence if he has put in five years of efficient service after being confirmed in his appointment (iv) no appointment should be kept on a temporary basis for longer than three years and that any appointment retained beyond that period should be made permanent (v) managements and individual members shall have the right of appeal against violation of the terms of agreement entered into.

Such appeals shall be made to the Director of Public Instruction from persons holding the posts of Headmasters and Headmistresses, L. T. Assistants, Senior Grade Pandits, Munshis, Commercial and Manual Training Instructors

and
to Divisional Inspector of Schools from persons holding posts under all other categories.

"The Director may deduct from the grant payable to an institution such amount as may be due to the teacher from the management for direct disbursement to the teacher concerned, should the management fail in the discharge of its obligations to a teacher under its employ, by non-adherence to the terms of agreement entered into under rule 12 (i) of the Madras Educational rules".

tive agreement between the S.I.T.U. (through its locals) and the School Boards or managements on the model of the agreement form prevailing in America between the A.F.T. Locals and School Boards which was published in an earlier issue of the 'South Indian Teacher'. This will be possible only if there is a strong provincial organisation to which the local teachers' associations should be tied by a strong and unflinching affiliation.

A Fair Deal Required

Sooner or later, rightly or wrongly, the demands of the non-Gazetted Government employees will come up for consideration by the Madras Cabinet. In these days of high cost of living, even eking out one's bare livelihood with minimum of clothing and shelter costs nearly three times what it was in the pre-war period. Hence the demands of the NGO's to be treated on a par with the Central Government employees cannot be said to be unreasonable. The Pay Commission, presided over by a person of outstandingly judicious temperament, came to certain conclusions on the question of salaries, allowances and other amenities to Government employees as the result of a comprehensive enquiry and already effect has been given to them so far as the Central Government is concerned. Certain Provincial Governments also seem to have applied the same principles to their employees. The Madras Government say that they have no funds. It is the duty of a Government to find money to pay its servants adequately so that efficient service may be rendered in a spirit of contentment. I think justice is bound to prevail ultimately and I wish the NGO's all success.

But the Government should not be partial. Already it has committed itself to treat the Local Board and Municipal employees, (including teachers) and teachers in aided schools on a par with

EDITORIAL

His Excellency Lord Mountbatten

We are glad to invite the attention of our readers to the valuable observation made by His Excellency on the occasion of the laying of the foundation stone of the technical department of the Robert Money School on the 17th December 1947 in Bombay. He refers to the serious defect in our present system of purely literary education which compels the majority of young men to follow stereotyped courses inadequate to meet the growing needs of the country. Years ago technical or vocational education was regarded as an inferior type all over the world. Germany understood the importance of technical education from the educational as well as the national stand points. The programme she had consistently and vigorously worked out made her leading country in scientific knowledge and research. Her rapid rise in world power opened the eyes of the other western countries and it is an interesting fact that there were no less than three revolutionary changes in the English Education system from 1920 to 1947. On every occasion the importance of technical knowledge and education is given due recognition in the reorganisation. The more or less complete neglect of technical education in our system of education has caused considerable surprise to the educationists from abroad; but our leaders and teachers are yet to realise that there is no antithesis between academic education and technical education in the real sense. The publication of official and unofficial reports on the reorganisation of education in our country has brought about a welcome change in favour of technical education. It was believed that all doubts about the necessity and value of technical education had been set at rest by the strong case made out in the Sargent Report. In pursuance of the above-mentioned reports and with a view to meeting the natural desire of the public for technical education at each stage, the Board of Secondary Education, Madras, recommended to the Government a scheme of reorganisation of

secondary education. This Board recommends the continuance of the present pre-university course without material alteration. It further suggests the introduction of diversified courses, such as technical education, commercial education, aesthetics, and so on. So long as the question of technical education was on the plane of mere discussion, there was no opposition to it. As a matter of fact it was welcomed in several gatherings. Now that a line of action is intended to be taken, the cry of "culture in danger", "the inferior bread and butter education", "the class education", etc. happens to be raised. Perhaps these critics do not realise that there is a wide range of individual differences among the thousands of pupils attending our secondary schools. The present system is just like a procrustean bed which has no place for a large number of pupils with a mechanical bent who are undoubtedly intelligent but who can do well under a scheme of practical workshop work alongside of academic subjects. A discussion of the relative merits of the academic and technical sides is no longer needed and a suitable plan should be immediately adopted. Otherwise there is bound to be wastage of educational effort and our schools will be making no contribution to the industrial progress in the years to come. How technical education is not merely bread and butter aspect but an effective means of education is made clear in the following observation of His Excellency:—

"One of the prominent needs of our educational system is to provide a more diversified type of instruction suited to different capacities and aptitudes. This is desirable even from the point of view of giving full opportunities for self expression and development of personality. It becomes all the more imperative from the point of view of building up a balanced and progressive economy. In this regard the greatest lacuna, so far, has been the lack of facilities for technical education

The South Indian Teacher

THE OFFICIAL JOURNAL OF THE S. I. T. U.

Volume XX—1947

उद्धरेदात्मनात्मानम्.—The Gita.
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THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND, LTD.

520, HIGH ROAD, TRIPLICANE, MADRAS

Details of claims paid from 1-1-1947 to 31-10-1947.

Serial No.	Name and Address.	Policy No.	Units.	Date of Entry	Date of Death.	Date of rect. of Claim papers.	Date of payment	Amount paid by member.	Claim Amount
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.

Contribution to the Council of Action Fund

	Rs.	As.	P.
Amount already acknowledged	864	12	0
Kistna District Teachers' Guild	25	0	0
Board High School, Cumbum (Kurnool)	7	0	0
N. E. High School, Alathur, Malabar	30	0	0
Total	926	12	0

Contribution towards Madras Conference

	Rs.	As.	P.
Amount already acknowledged	301	0	0
Manavedan High School, Nilambur, Malabar	5	0	0
Don Bosco High School, Vellore	5	0	0
Total	311	0	0

Affiliation fee for 1947-1948

Amount already acknowledged	318	12	0
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District Guilds:

Madura District Teachers' Guild	50	0	0
Nellore District Teachers' Guild (Part)	14	0	0
Salem District Teachers' Guild	50	0	0

Direct Associations:

G. C. B. High School, Thurumella (Guntur)	3	6	0
Municipal High School, Proddatur	3	12	0
Taylor High School, Narsapur	3	10	0

Total	443	8	0
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